

ACTIVITY 1A: RACISM AND MENTAL HEALTH

1. As a class watch the two Close the Gap clips.

a) Discuss in small groups the health status differences Banok Rind explains that are experienced by Indigenous Australians compared to non-Indigenous Australians. Jot down notes below.

HEALTH DIFFERENCES

| Indigenous Australians |
|------------------------|
| |

| Non-Indigenous Australians |
|----------------------------|
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b) In small groups create a mind map of the sociocultural (personal, social, economic, and environmental) factors that affect health and wellbeing that Janine and Justin Mohamed describe in the YouTube clip. Discuss your findings.

c) Describe one of the youth programs presented in the YouTube clip. How may this youth program positively affect health and wellbeing of an individual? Create a poster advertising this youth program.

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2. As a class watch the four Beyondblue clips.

a) Pair up with a classmate and discuss the main points of the clips. List at least four below:

1

2

3

4

3. a) Read through the following information

- Racism can have serious impacts on people's health whether it is overt or subtle.
- Overt racism includes any negative comment or action towards someone based on their race. It can be easy to define this.
- Subtle racism is often harder to pinpoint. Sometimes referred to as microaggressions or covert racism can mean assuming someone was born outside of Australia because of their skin tone, crossing the street or not sitting next to someone on the bus or public space or distrusting someone and watching them more closely due to their race.¹
- Aboriginal and Torres Strait Islander People frequently report experiencing racism multiple times throughout their lives.²
- Over half (56%) of Aboriginal and Torres Strait Islander People who reported experiencing racism said they felt psychological distress because of the discrimination.^{2, 3} Psychological distress is a known risk factor for anxiety and depression.
- Aboriginal and Torres Strait Islander people who experienced 12 or more incidents of racism in a 12-month period (which was two thirds of those included in the survey), reported experiencing high or very high levels of psychological distress.²

b) Organise the following actions and statements as either overt or subtle racism:

tip: it's okay not to understand all the examples, explore anything you don't understand with your classmates.

- Name calling & stereotyping
- "It's time to get over what happened in the past, why can't we all just get along?"
- Social avoidance
- Insensitive remarks - "It's just a joke"
- Non-inclusive language
- Racial slurs
- Remaining silent after someone makes a racist joke
- Violence
- Eurocentric Curriculum and History
- Cultural Appropriation

Overt racism

Subtle racism

c) Discuss as a class what the different actions were classified as and the reasoning behind this choice.

4. Fill in the table below

Racism can have an impact on people's health whether it is overt or subtle.

- a) In the top left of the table below, explain in your own words what overt racism is
- b) In the top right of the table below, explain in your own words what subtle racism is
- c) In the bottom left of the table below, describe how racism can impact on the mental and emotional health and wellbeing of individuals
- d) In the bottom right of the table below, describe how racism can impact on the mental and emotional health and wellbeing of populations of people.

| | |
|--------------------------|--------------------------|
| Overt racism | Subtle racism |
| Racism individual | Racism population |

5. a) You and your fellow students have been asked by the Australian Bureau of Statistics to analyse the health data below about Indigenous Australians compared to non-Indigenous Australians and draw conclusions about their health status in order to create an action plan moving forward. Using everything you have learned in this unit along with the ABS data what key findings can you present?

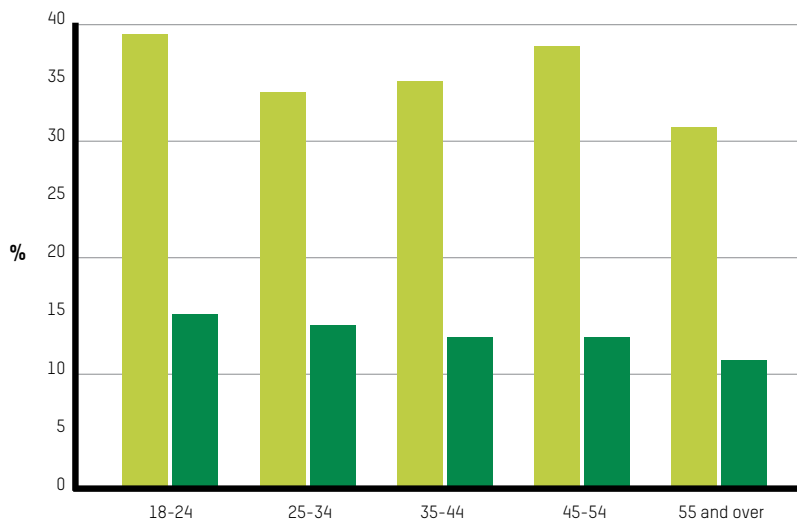
Conclusions about the health status of these population groups and potential action points:

1 _____

2 _____

3 _____

Females with high or very high psychological distress, by Indigenous status and age:



Males with high or very high psychological distress, by Indigenous status and age:

