

HUMAN RIGHTS AND THE NORTHERN TERRITORY INTERVENTION

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YEAR LEVEL: 7

TIME FRAME: 10 LESSONS APPROX 1 HOUR: 6-7 WEEKS

CONTEXT:

This unit is intended to be taught at a Year 7 age level but could be easily adapted to teach students of higher year levels. It is expected that before starting this unit students will have some understanding of Indigenous Australian culture and disadvantage. Some experience with ethical discussion using Matthew Lipman's resources or similar (Lipman & Sharp, 1985) would also be useful. This topic contains inherent references to child sexual abuse, pornography, drugs and alcohol abuse. As such this unit has been tailored to include information on these subjects to no greater depth than Drug Education (Carbins, 1999) or Child Protection Curricula (NSW Dept. of Education and Training, 1997) for a Year 7 age level. As with these curricula, letters should be sent to families before beginning this unit, and I would suggest that curriculum requirements for these two subjects are also met before beginning the unit. This unit would be best considered as a follow-up for a unit on the Stolen Generations.

RATIONALE/OBJECTIVES

The topic of human rights is extremely relevant as the extent to which an individual is allowed these rights affects their day-to-day living. It is important to teach students about human rights so that they can understand their rights and the harm that removal or lack of human rights causes to the physical, social and emotional wellbeing of all human beings. This harm can include lack of access to resources such as food, water, work, education, healthcare and adequate housing, loss of ownership rights and the removal of choice and autonomy in people's lives.

Students should learn about human rights within the context of current issues which are relevant and meaningful. By learning about human rights within the context of the Northern Territory Emergency Response (NTER), students will be able to discuss the complexity of human rights provision within their country, and learn more about Indigenous Australians and the disadvantages they face in our society. By learning about human rights within this context students can learn to understand what a right is, how rights can be given, maintained or removed by organisations that have power (e.g. Governments) in our society, and that in our democratic system the general public (i.e. the students) can influence these processes. Therefore learning about this topic plays a part in empowering students as future participants in a democratic society.

It is my hope that learning about both the empirical and ethical considerations concerning the NTER will foster in children a life-long understanding of and commitment to the provision of equal rights and resources for all human beings, in particular for indigenous and minority groups in Australia. In other words, by learning about Indigenous rights it is my hope that students will aim for the betterment of society in the future, thinking and acting in ways which will contribute to the provision of equal rights for all and the maintenance of human rights in society. To complete this unit of work students should think rationally about the concept of ethnicity and demonstrate anti-racist attitudes and behaviours, culminating in the use of sound evidence to take a stand on the issue of Indigenous rights within the NTER context.

AIM

To help students think for themselves in a logical, fair-minded and evidence-based way about the need for human rights and the effects of removing these rights, particularly in the case of Indigenous Australians under the Northern Territory Emergency Response legislation.

GUIDING QUESTIONS

This unit is guided by two focus questions, one based on empirical understandings gained by the unit, and the other providing a focus for the ethical understandings students will work toward.

Empirical focus:

Does the NTER remove the rights of Indigenous Australians?

Ethical Focus:

Should the NTER continue? Why/Why not?

EMPIRICAL UNDERSTANDINGS

The following information is indicative of and guides the empirical knowledge and understanding children gain throughout the course of the unit. Throughout the unit this information is developed firstly by developing children's understanding of the extent and seriousness of the situation of Indigenous Australians under the NTER. The second focus is on the causes that have led to the introduction of this policy. Students are then guided to discover the effects the NTER has on Indigenous Australians, and lastly students are asked to consider possible solutions to the current situation. This information can also be used as a resource for teachers to enhance their understanding of the topic before beginning the unit; as such I have attempted to include as much detail as is viable.

Extent and Seriousness

It has been suggested that the NTER constitutes a return to the type of racial discrimination against Indigenous Australians that occurred fifty years ago in the days of 'dog tagging' and the Stolen Generations. For a period of over two years, 73 small Indigenous communities, including a number of 'town camps' have been affected by policies designed by the Australian and Northern Territory Governments in an attempt to stop the growing disadvantage Indigenous Australians face compared to other ethnic groups, as well as protecting Indigenous children from abuse. The measures introduced currently include:

- Alcohol and pornography restrictions in Northern Territory Aboriginal communities;
- Quarantining half of the welfare payments of Indigenous Australians and using systems such as the BasicsCard to ensure that this money can only be spent on food and clothing;
- Enforcing school attendance by linking welfare payments to school attendance of children and providing meals for schoolchildren at parents' cost;
- Introducing compulsory health checks for all Aboriginal children, checking for signs of poor health or abuse;
- Increasing the number of police patrols and police stations in the affected communities, including the possible presence of military personnel;
- Removing Community Development Employment Projects (CDEP) and replacing this system with a number of full-time jobs with training opportunities;
- The voluntary or compulsory acquisition of townships through short-term 5-year leases or long-term 40-year leases, including the payment of rent to the communities;
- Promised improvement of housing and living arrangements in affected communities;
- Removing permit systems in townships and on commonly-used roads, which previously controlled who could enter Indigenous land;
- Appointing government officials in the affected communities to, inform, instruct and assist Indigenous Australians in their compliance with these measures (Australian Human Rights Commission, 2007).

Perhaps the most criticized fact of the NTER is that the policy required the suspension of Part II of the Racial Discrimination Act (1975) to be introduced. This section of the racial discrimination act deals with (among other subjects) rights to equality before the law, access to places and facilities, provision of goods and services, land, accommodation and employment. While the Governments, since the review of the NTER was released in October last year, now plan to change the legislation to conform to the Act, they

controversially still plan to quarantine the welfare payments of all affected Indigenous Australians, and according to the Minister for Indigenous Affairs Julia Gillard (Gillard & Snowdon, 2009) are still planning to compulsorily acquire townships under long-term leases.

Causes

The former Australian and Northern Territory (NT) Governments chose to put the NTER in place in 2007 due to a report published by the Northern Territory Board of Inquiry into the Protection of Aboriginal Children from Sexual Abuse titled “Ampe Akelyernemane Meke Mekarle (*Little Children are Sacred*)” (2007). This report found that child sexual abuse was serious, widespread and often unreported in Indigenous communities. It asked that the Australian and NT Governments look upon this finding as “an issue of urgent national significance”. While this report suggested that the empowerment of Indigenous Australians would play the largest role in relieving the cycle of depression, abuse and disadvantage in these communities, the heightened emotion surrounding this issue caused the two Governments to put in place measures which many Indigenous Australians suggest has worsened the disempowerment, depression and related violence in their communities.

Effects

Since the introduction of the NTER, a number of Australians have been protesting the policies with the claim that these policies remove the basic human rights of those affected (*Intervention*, 2009). While no confirmed cases of child sexual abuse have been found, there are claims that measures such as welfare quarantining are making the provision of food for children more difficult due to problems with the system preventing cards from working, the select range of stores offering the use of BasicsCards causing extra travel and higher food prices, and causing many complaints from non-indigenous Australians in supermarket queues due to the slowness of using this system of payment. The removal of CDEP has taken away work opportunities for a number of Indigenous Australians and the replacement full-time jobs are fewer in some areas, also preventing the whole family’s access to welfare assistance. The compulsory long-term acquisition of culturally important land has been termed by many as an abuse of the land rights that Indigenous Australians have struggled for so long to achieve, and a number of Indigenous communities are in the midst of legal action against the Government due to this issue. The promised improvements to housing and infrastructure have not been seen in communities as yet, with infrastructure maintained by communities prior to the NTER in some cases falling into disrepair. The Alyawarr people, for instance, have created a protest camp outside of their former community (now under Government lease) because their infrastructure has not been maintained and their housing has not been improved, resulting in situations such as burst sewage pipes remaining unfixed.

Possible Solutions

Many Indigenous and non-indigenous Australians are calling for the NTER to be stopped as soon as possible. The need for change has become even more apparent since the Report of the NTER Review Board was released in October last year, recommending that Indigenous Australians be consulted

about NTER measures, and more recently due to the statement of a UN Special Rapporteur that the NTER removes the rights and autonomy of Indigenous Australians. This UN official suggests that the discriminatory aspects of the NTER can be criticised according to international standards of indigenous rights and UN documents to which Australia is a signatory. It has been suggested by this UN representative and a number of Indigenous community leaders that community-run facilities, which are already in place in a number of areas affected by the NTER, could be used to help the Government provide assistance for Indigenous communities in a non-discriminatory way.

ETHICAL UNDERSTANDINGS

Using a combination of Collins and Knight's (2006) S&E teaching methodologies, Matthew Lipman's (1985) ethical discussion resources and the empirical understandings described above, students will be guided to discuss, think about and adopt a position on each of these questions:

Equal Consideration

What rights should Indigenous Australians have?

Thinking

How can we make our decision about this issue fair?

Harm

Is the NTER harming Indigenous Australians? Would there be greater harm without the NTER?

Information

How are we going to decide whether the NTER should continue? What evidence are we going to use?

Circumstances

If the Government has good intentions does that make it okay? Why/Why not?

CURRICULUM LINKS

This unit of work links to the South Australian Curriculum Standards and Accountability (SACSA, 2001) curriculum in the S&E strand of Social Systems. This section includes the key idea, standard and example of evidence the unit is designed to address, with specific focuses emphasised. This unit has a literacy focus.

Key Idea:

Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time. [F] [In] [T] [KC1]

Standard:

4.10 Analyses differences between political, legal and social systems and ***people's rights and responsibilities***, using personal and other examples. [In] [T] [KC2]

Examples of evidence:

- ***explains how bullying, violent, discriminatory, sexist and/or racist behaviour infringes rights***; describes legal strategies for dealing with these behaviours; and discusses responsible political decisions which aim to address them. [In] [T] [KC1] [KC6]

ASSESSMENT

To assess the unit educators should look for the example of evidence highlighted in the Curriculum Links section. To do this I would suggest assessing the following activities:

Student Pamphlets:

A product analysis of completed pamphlets will not only show how well students have gained the ethical understandings from the unit, but will also show the extent to which they have applied these understandings and empirical research methods to a slightly different topic. Group dynamics should also be considered in assessing this item; hence I would suggest that observation of teamwork skills is included in this assessment.

Ethical Discussions:

The ethical discussions in this unit allow students to develop a number of understandings which reflect the assessment focus and objectives, including what constitutes a right, what responsibilities we have toward helping Indigenous Australians, and the role of the Government in the provision of rights. As such each ethical discussion should be assessed. This can be done very simply by having a different pair of students sit out in each lesson used for discussion and filling out a checklist of student behaviors (see appendices) as they are observed in discussion.

SEQUENCE OF IDEAS / LESSONS (insert pages as required)

Table 1: Overall Lesson Sequence

Empirical lessons	Ethical lessons
<p><i>Introduction to Unit/Prior Knowledge</i> (1 lesson)</p> <p><i>Building Empirical Knowledge 1: 'Intervention' DVD</i> (1 lesson)</p> <p><i>Building Empirical Knowledge 2: Web-quest</i> (1 lesson)</p> <p><i>Taking Action: Student Pamphlets</i> (3 lessons + homework)</p> <p><i>Possible Extension Activities</i></p>	<p><i>Ethical Discussion 1: What is a right?</i> (2 lessons)</p> <p><i>Ethical Discussion 2: Should we help?</i> (1 lesson)</p> <p><i>Ethical Discussion 3: Should the NTER continue?</i> (1 lesson)</p>

Table 2: Resource List

Complete resource list	
<i>Introduction to Unit/Prior Knowledge</i>	Department of Families, Housing, Community Services and Indigenous Affairs 2009, <i>Closing the Gap in the Northern Territory</i> , Australian Government. (Background Section)
<i>Ethical Discussion 1</i>	'NT Intervention (Australia)' YouTube video http://www.youtube.com/watch?v=iGRpEW8EQAA
<i>Building Empirical Knowledge 1</i>	'Discussion Plan: What is a right?' in Lipman, M & Sharp, A, 1985, <i>Ethical inquiry: instructional manual to accompany Lisa</i> , 2 nd edn, University Press of America.
	<i>Intervention: Stories from the Inside</i> 2009, video recording, Ronin Films.

<p><i>Ethical Discussion 2</i></p>	<p>Marsden, J & Tan, S 2003, <i>The Rabbits</i>, Lothian Books Australia.</p> <p>Discussion Plan: Should we help Indigenous Australians?</p>
<p><i>Building Empirical Knowledge 2</i></p>	<p>http://www.workingfuture.nt.gov.au/implementing.html</p> <p>http://www.fahcsia.gov.au/sa/indigenous/progserv/ntresponse/media_centre/Pages/default.aspx</p> <p>http://www.nerreview.gov.au/docs/report_nter_review_execsumm.htm</p> <p>http://interventionwalkoff.wordpress.com/news/</p> <p>http://stoptheintervention.org/facts</p> <p>http://rollbacktheintervention.wordpress.com/media/</p>
<p><i>Ethical Discussion 3</i></p>	<p>The Juice Media, 2009, <i>The Juice Media Channel</i>, viewed 16 October 2009, <http://www.youtube.com/user/thejuicemedia#p/u/26/KacACqL8ra4></p>
<p><i>Taking Action (Lesson 3)</i></p>	<p>Materials for pamphlets</p>



1: INTRODUCTION TO UNIT/ PRIOR KNOWLEDGE
(1 lesson)

Resources:

Department of Families, Housing, Community Services and Indigenous Affairs 2009, *Closing the Gap in the Northern Territory*, Australian Government. (Background Section)

'NT Intervention (Australia)' YouTube video
<http://www.youtube.com/watch?v=iGRpEW8EQAA>

State that the class is starting a topic on the NTER, show the resources as an introduction and background into the topic.

Introduce and read extract from 'Closing the Gap in the Northern Territory' (Government Report) to students.

"Background

The Northern Territory Emergency Response (NTER) was announced by the previous Australian Government in June 2007 in response to reports of abuse and neglect of children outlined in the Ampe

Akelyernemane Meke Mekarle "Little Children are Sacred" report. The report made it clear that child abuse in Indigenous communities throughout the Northern Territory was at crisis levels. The present Government takes the view that Indigenous children are entitled to the same level of protection and support as other children in our society. The NTER has a wide range of measures that are primarily designed to:

- protect children and make communities safe, and
- create a better future for Indigenous people in the Northern Territory.

The Australian Commonwealth Government has publicly committed to continuing and strengthening the NTER to ensure the protection of women and children, reduce alcohol fuelled violence and promote personal responsibility and community norms in Indigenous communities. The legislated period of the NTER is five years."

Then watch 'NT Intervention (Australia)' YouTube video
<http://www.youtube.com/watch?v=iGRpEW8EQAA>

YES/NO/DON'T KNOW

Teacher acts as a scribe, drawing three columns on a whiteboard/IWB with the headings 'Yes', 'No' and 'Don't Know'. Prompt the students into discussing whether they are for (yes), against (no) or not sure (don't know) about the NTER. Arguments for the NTER are scribed into the 'Yes' column, arguments against are scribed into the 'No' column, and things the students are not sure about are placed in the 'Don't Know' column. These arguments can then be referred to in later lessons and rejected if disproved, expanded if correct, or the 'Don't Know' questions answered.

Notes: The purpose of this activity is to allow students to voice their incorrect or even racist beliefs in a safe environment. As such, at this point in the unit, the teacher should not offer any further information or disprove any beliefs, however, steps must be taken to ensure that racist language or derogatory comments are avoided.

ETHICAL DISCUSSION 1: WHAT IS A RIGHT?
(2 lessons)

Resources:

'Discussion Plan: What is a right?' in Lipman, M & Sharp, A, 1985, *Ethical inquiry: instructional manual to accompany Lisa*, 2nd edn, University Press of America.

Students sit in a format that allows for open discussion. Assessment method should be set up before the discussion is begun. Teacher directs the students by suggesting that to know our rights we need to know what is similar about all rights- i.e. what a right is. This discussion from Matthew Lipman's (1985) resources is designed to help students think about what a right is.

Discussion Plan: What is a right?

When textbooks are being passed out by the teacher, and everyone else in the class gets a book, does Edna have a right to a book?

It turns out that the school is one textbook short, and Edna is told that nothing can be done to get her a book. Does she still have a right to a book?

Edna has been day-dreaming about ice-cream all day. Now she's going home, and she sees a little girl coming out of a store with an ice cream cone. Does Edna have a right to the little girl's ice-cream cone?

Edna doesn't want to wait for the light to turn green before crossing the street, and crosses while the light is still red. Does Edna have a right to do that?

When Edna gets home, she starts reading the comics section of the newspaper. But her twin brother, Sid, takes it away from her. Does he have a right to do that?

Edna's family is having roast turkey for supper. Does she have a right to a portion?

Edna's brother, Sid and Jeff, both want turkey legs, and so does Edna. But there are only two legs. Does Edna have a right to one of them?

Edna's dog, Fritz, is getting old. Does it have a right to live?

Sid watches his father smoking, and Sid would like to do the same. Does he have a right to?

Jeff is graduating high school. Does he have a right to a job?

Jeff is arrested by a policewoman for driving without a license. Does she have a right to do that to him?

There's a book in the town library shelf that Jeff wants to read. Does he have a right to see it?

Where do rights come from?

Are there rights that we get when were born and others we get as we grow older?

Can some people's rights cancel out other people's rights?

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BUILDING EMPIRICAL KNOWLEDGE 1: "INTERVENTION" DVD
(1 lesson)

Resource: *Intervention: Stories from the Inside* 2009, video recording, Ronin Films.

Watch "Intervention" DVD as a class (Running time: approx 46min)

"What's on your mind" exercise:

As an opening to whole-class discussion, immediately after the DVD ask the class "What's on your mind?" Students are then guided to discuss the issues of the DVD, with the teacher scribing student comments and referring back to the questions that arose in the Yes/No/Don't Know activity.

OR

Use guiding questions to promote discussion.

Possible guiding questions

Who was being affected by the intervention in this video?

Why did they say the intervention was happening?

What was happening in the communities?

Why do you think that the community projects weren't getting any funding from the intervention?

Do you think that the intervention was helping the Indigenous Australians in this video?



ETHICAL DISCUSSION 2: SHOULD WE HELP?
(1 lesson)

Resource:

Marsden, J & Tan, S 2003, *The Rabbits*, Lothian Books Australia.

Discussion Plan: Should we help Indigenous Australians?
(Adapted from Matthew Lipman resource: 'How should animals be treated?' in Lipman, M & Sharp, A, 1985, *Ethical inquiry: instructional manual to accompany Lisa*, 2nd edn, University Press of America. (See appendices))

Read *The Rabbits* to students without mentioning the link to colonisation, and then begin the discussion.

Discussion Plan: Should we help Indigenous Australians?

When you get hurt, do you feel pain?

When your friend gets hurt, do you feel your friend's pain?

If your answer to the last question is that you can't feel your friend's pain, does this mean you think your friend isn't in pain?

If a person who is a stranger to you is injured, is it likely that that person is in pain?

Is the stranger's pain more like your friend's pain is to your friend or more like your pain is to you?

If you knocked a stranger over and injured them, should you help them?

If the stranger got angry and yelled at you, should you help them?

If you were being taken over by the rabbits, would you feel pain?

If you were being taken over by the rabbits, would you feel like hurting the rabbits?

Do people sometimes want to do bad things when they are in pain?

Should the rabbits help the animals to feel better? Why/Why not?

Do you think Indigenous Australians are hurt because they lost their land?

Should we help Indigenous Australians?

BUILDING EMPIRICAL KNOWLEDGE 3: WEB-QUEST (1 lesson)

Students do a web-quest considering resources that offer different opinions about the NTER

Resources:

For

- Northern Territory Government 'Working Future' Overview
<http://www.workingfuture.nt.gov.au/implementing.html>
- Australian Government NTER Media Centre
http://www.fahcsia.gov.au/sa/indigenous/progserv/ntresponse/media_centre/Pages/default.aspx
- NTER Review Board Executive Summary
http://www.nterreview.gov.au/docs/report_nter_review/execsumm.htm

Against

- Intervention walk-off blog
<http://interventionwalkoff.wordpress.com/news/>
- Stop the NT Intervention
<http://stoptheintervention.org/facts>
- Rollback the Intervention
<http://rollbacktheintervention.wordpress.com/media/>

ETHICAL DISCUSSION 3: SHOULD THE NTER CONTINUE? (1 lesson)

Resources: The Juice Media, 2009, *The Juice Media Channel*, viewed 16 October 2009, < <http://www.youtube.com/user/thejuicemedia#p/u/26/KacACqL8ra4>>

Watch Juice Media video titled 'Compulsory Land Acquisitions in the NT Starting Aug '09 (Northern Territory Intervention)'

Talk about the point made that the best results for Indigenous communities have been when the community has been allowed to make decisions.

Discussion Plan: Should the NTER continue? (Original Resource)

How do you feel when you have to clean up your room?

Does it depend on how someone asks you?

If someone told you to clean up, would you want to do it?

Is there ever a time when you would want to clean up your room?

How would you feel if you decided to redecorate your room?

Could someone ask you to clean up so that you would want to do it?

Do we need to know the reasons why we are doing things?

Are we likely to do something if we are told to?

Are we likely to do something if we decide for ourselves?

Do you think the Intervention tells Indigenous Australians what to do?

Do you think Indigenous Australians will do what the Government wants? Why/Why not?

Should the Intervention continue?



TAKING ACTION: STUDENT PRESENTATIONS (3 lessons + homework)

Lesson 1: What can we do?

By this time, students will have come to the realisation that the NTER is an unjustified removal of human rights and should be changed or aborted. The task now is to assist students in taking action against the NTER policies.

Brainstorm with the class to discuss a list of possible solutions or ways to take action. This could include:

- Writing letters to the Australian and Northern Territory Governments;
- Raising awareness in the local community about the issue;
- Writing letters of support or raising money for Indigenous Australians such as those on strike in Ampilatwatja;
- Organising a public protest.

Guide students toward the idea of raising awareness in the community with 'Intervention pamphlets'.

Lesson 2: Research

Students work in small groups to choose a topic from the following and research what the topic entails, the reasons behind the action and the link to human rights.

Possible Topics:

Community Development Employment Projects (CDEP) removal

Ampilatwatja walk-off

The BasicsCard (welfare quarantining)

Land leases

Permit system

Other related topics could also be negotiated

Lesson 3: Pamphlet

Resources:

This activity can either be done electronically or by hand according to availability of resources. As such appropriate resources for the chosen format will be needed.

Students work in their small groups to create a pamphlet on their chosen topic.

Each pamphlet should include:

- Information about the topic, causes and link to rights
- An argument of some form, with the use of evidence to support it. This argument is most likely to be whether or not the NTER measure is a removal of rights.

POSSIBLE EXTENSION ACTIVITIES

In practice, this unit could provide a number of stimuli for student interest, which have not been covered by the lessons in this unit. I would suggest that the interests of the students are followed when considering extensions, however some possible extensions include:

- Creating a poster of human rights (or children's rights) using the United Nations Charter and investigating whether Australia provides all of these rights;
- Investigating self- governance in Indigenous NT communities and finding out whether community programs could be used to prevent disadvantage/ empower Indigenous Australians;
- Taking action in another way outlined by the earlier class discussion.

REFERENCES

Australian Government 1975, *Racial Discrimination Act*, viewed 23 October 2009, <http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/>

Australian Government Northern Territory Emergency Response Review Board 2008, *Report of the NTER Review Board*, Australian Government, Canberra.

Australian Human Rights Commission 2007, 'Chapter 3-The Northern Territory Emergency Response Intervention: A Human Rights Analysis' in *Social Justice Report 2007*, viewed 23 October 2009, <http://www.hreoc.gov.au/social_Justice/sj_report/sjreport07/chap3.html>

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August, Commonwealth of Australia, viewed 30 October 2009, <http://www.jennymacklin.fahcsia.gov.au/internet/jennymacklin.nsf/content/jm_m___alice_camps_24august2009.htm>

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New South Wales Department of Education and Training 1997, *Child Protection Education: Curriculum Materials to Support Teaching and Learning in Personal Development, Health and Physical Education [Stage 3]*, NSW Dept. of Education and Training Student Services, Sydney.

Northern Territory Government Inquiry into the Protection of Aboriginal Children from Sexual Abuse 2007, *Ampe Akelyernemane Meke Mekarle "Little Children are Sacred"*, Northern Territory Government, Darwin.

WordPress.com 2009, *Rollback the Intervention: Media Releases*, viewed 30 October 2009, <<http://rollbacktheintervention.wordpress.com/media/>>

2: MATTHEW LIPMAN DISCUSSION PLAN: HOW SHOULD ANIMALS BE TREATED?

DISCUSSION PLAN: How should animals be treated?

1. When you get hurt, do you feel pain?
2. When your friend gets hurt, do you feel your friend's pain?
3. If your answer to the last question is that you can't feel your friend's pain, does this mean you think your friend isn't in pain?
4. If a person who is a stranger to you is injured, is it likely that that person is in pain?
5. Is the stranger's pain more like your friend's pain is to your friend or as your pain is to you?
6. If by accident you step on your dog's foot, or your cat's tail, do they feel pain?
7. Do you feel the pain which your pet feels when he's hurt?
8. If you don't feel it, does it mean the animal feels no pain?
9. If your friend were hurt and couldn't talk, would you assume your friend was in no pain because he couldn't tell you about it?
10. Do you assume that animals feel no pain because they can't talk about it?
11. Do you think people who have done nothing wrong should be made to feel pain?
12. Do you think that animals that have done nothing wrong should be made to feel pain?
13. How do you feel about sports such as fox-hunting? Whaling? Bullfighting?
14. How do you feel about trapping?
15. Should wild animals be treated more severely than domesticated animals?

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