



An Australian Government Initiative

# *Common Ground*

## Project Evaluation 2013/2014



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## **GLOSSARY**

<b>AMEP</b>	Adult Migrant English Program
<b>CALD</b>	Culturally and Linguistically Diverse
<b>ESL</b>	English Second Language
<b>MIC</b>	Migrant Information Centre
<b>SEE</b>	Skills for Education and Employment
<b>SEL</b>	Social and Emotional Learning
<b>SSAA</b>	Swinburne Student Amenities Association
<b>VCAL</b>	Victorian Certificate of Applied Learning



## 1. Premise/Stages of Project

The *Common Ground Project* funded through the Diversity and Social Cohesion Program, Department of Immigration and Citizenship (later moved to Settlement and Multicultural Affairs – Department of Social Services) ran from October 2013 to December 2014 and was created in response to observations by Migrant Information Centre (MIC) staff working in support/case management roles with English as a Second Language (ESL) students on the Swinburne University Wantirna and Croydon campuses..

MIC staff at Swinburne noted an almost complete lack of interaction between students studying mainstream courses and ESL students who reported feeling excluded, isolated or misunderstood by the wider student body. Staff had observed some mainstream students making racist or discriminatory comments, as well as a general lack of access for ESL students to non-curriculum based activities and clubs. In light of these observations the Project was designed to address issues of cultural intolerance and the lack of opportunities for ESL students to engage and interact with students from the broader student community at the Croydon and Wantirna campuses of Swinburne University.

### **The Project was planned in four stages:**

1. **Research Phase:** Research to be undertaken with four focus groups to identify perceptions of diversity on campus as well as barriers to participation in student activities and services by ESL students.
2. **Establish Working Groups:** A working group established on each campus to meet throughout the Project and plan and contribute to student activities as well as the Harmony Day activity.
3. **Train/Mentor ESL Participants and Form Student Clubs (1 per campus):** A minimum of 6 students per campus to attend 4 – 8 hours of leadership training and establish and manage a Club.
4. **Club Members Plan and Participate in Club Events:** A total of 70 – 100 students (including 20-50 ESL students) participate in 9 activities/events.

As part of the Project a Harmony Day Activity was also planned for each campus on March 21<sup>st</sup>, 2014.

## 2. Outcomes:

### 2.1 Research Phase:

Four focus groups were held across both Wantirna and Croydon campuses with a total of 68 ESL students from 20 different language groups participating. Identified barriers to ESL participation in student activities/services were:

- Students felt they did not have enough English to communicate with other students/service providers
- Students lacked money to participate in events/excursions which required payment
- Students were aware of some services on campus, but unaware of out-of-class activities such as those provided by Student Services Amenities Association (SSAA)
- Students lacked the confidence/felt too shy to communicate with mainstream students
- Students identified cultural differences as a barrier to participation

At the time of the focus groups the following activities/strategies were suggested as ways of countering the aforementioned barriers:

- Opportunities for cultural sensitivity/awareness activities to be delivered to mainstream students
- Cultural events on campus which display and promote the different cultures and celebrate diversity on campus
- Activities which bring students from different backgrounds together in everyday ways (i.e. competitions, free food, etc.)
- Activities which explain Australian culture to ESL students or give them experiences of everyday things common to Australians but unusual or new to them



## 2.2 Harmony Day Activity

The Harmony Day Celebration was altered to be held as part of the Emergency Services Expo which was attended by students from both Wantirna and Croydon campuses. The reasons the activity was integrated with the Expo were:

- Contact with ESL students to plan activities indicated that although many were keen to talk and connect with mainstream 'Aussie' students, they lacked the confidence to do so.
- Official Orientation activities at Swinburne did not commence until the 24<sup>th</sup> of February. The small amount of time between Orientation and Harmony Day meant the majority of mainstream classes were unavailable to be contacted by the Project Worker in time to become aware of and participate in cultural Harmony Day activities. Some staff also expressed concern that some groups within the mainstream student population express racist or intolerant views towards ESL students and that cultural awareness training would be an essential prerequisite to hosting multicultural and mixed activities.
- On the day of Harmony Day the Swinburne SSAA (Student Services Amenities Association) on Croydon campus had already pre-planned an unrelated event. To run two events at the same time was considered by the SSAA to be potentially problematic and could result in less students at both events overall.
- By running a 'Common Ground' Station at the Harmony Day Expo the project worker was able to:
  - Visit a large amount of ESL classes in the lead-up to the Expo building contacts with both the students and their teachers
  - Launch the idea of 'Common Ground' at the Harmony Day Expo (including an ESL club and cross-cultural activities) to over 200+ ESL students from both campuses
  - Use the Expo as an opportunity to encourage ESL students to sign up as leaders to work with their own classes and mainstream students. On the day fifteen (15) ESL students gave their contact details to the Project Facilitator expressing an interest in becoming potential leaders.

## **2.3 Stages 2 & 3: Establish Working Groups and Train/Mentor ESL Participants and Form Student Clubs**

The Project Worker became aware early into the Project that there were significant differences in demographics and opportunities between the two campuses. Wantirna campus had higher numbers of ESL students and also higher numbers of level 2 & 3 English classes (ESL students with greater proficiency and confidence at using English). Wantirna also hosts several community-services based courses such as nursing, community development, aged care, child care, etc. whose students can see a future professional benefit in participating in extra-curricular activities and connecting with people from diverse backgrounds.

In contrast the only mainstream courses on Croydon campus are related to Trade Apprenticeships (who are not on campus every day) or Victorian Certificate of Applied Learning (VCAL). Each of these groups presented challenges with engagement and attendance and some behavioural challenges also existed within the VCAL group which was seen as a barrier to engagement with ESL students, many of whom are culturally conservative. Moreover there are smaller numbers of ESL students on Croydon campus and a higher proportion of classes for students with lower confidence and proficiency in English who were less likely to volunteer or participate in extra-curricular activities.

To address these differences training was provided using two different approaches:

### **CROYDON CAMPUS:**

Mixing mainstream and ESL students on the Croydon campus was difficult as the mainstream students presented engagement challenges as outlined above. To overcome these, the Project initially engaged students separately in whole class groups prior to club formation or shared activities.

‘Cultural’ tasters were provided to VCAL classes to provide these students with an understanding of the reasons why people move to Australia, explain the differences between migrants and refugees and build empathy and understanding of the challenges faced by newly arrived groups. The Project Worker provided some of these sessions in partnership with the Swinburne AMEP Pathways Counsellor & SEE Administrator - who is also a refugee. After these sessions students worked with the Project Worker to develop activities to run with their ESL peers to help build relationships and get to know each other.

Concurrent training was run with the Croydon campus Youth ESL class to prepare them for working with VCAL students. ESL students practised games and activities in English to develop their confidence and also participated in Social and Emotional Learning (SEL) workshops, i.e. gender norms, wellbeing, etc.

A total of 18 ESL students and 30 VCAL students participated in training at the Croydon Campus.

Evaluations completed by participants showed:

- 88% of ESL students reported they were ‘Very Happy’ with the training whilst 12% reported they were ‘Happy’. No ESL students reported feeling ‘Okay’ or ‘Not Happy’ about the training.
- 40% of VCAL students reported they were ‘Very Happy’ with the training, 53% reported they were ‘Happy’, 7% reported feeling ‘Okay’ and 0% of VCAL students were ‘Not Happy’ about the training.

### **WANTIRNA CAMPUS**



Compared to the Croydon Campus, the student population at Wantirna has a greater number of mainstream courses and also greater numbers of level 3 ESL classes, where students have developed higher competency in English. These two factors made it easier to attract volunteers to participate in training and a small group of volunteers received out-of-class training prior to establishing clubs. A total of 6 ESL students and 2 mainstream students participated in training at the Wantirna Campus.

Evaluations showed 87.5% of participants were 'Very Happy' with the training and 12.5% reported they were 'Happy'. No participants reported feeling 'Okay' or 'Not Happy' about the training.



## 2.4 - Stage 4. Club Members Plan and Participate in Club Events

### Club Activities

A total of 336 participants attended 12 club events, which were (as previously indicated), conducted quite differently between the Croydon and Wantirna campuses. The formation of clubs (signing up new members) and all Club Activities on Croydon campus were conducted in class time with support from teaching staff. In contrast, nearly all Club Activities and signing up of students at Wantirna Campus happened out-of-class time (i.e. between classes, after hours, etc.) and independently of teaching staff.

*Table 1: List and Details of Mixed Student Club Activities/Events 2014:*

Date	Campus	Event Type	Numbers
2/7/14	Wantirna	'Meet & greet' – on campus activities	15
7/7/14	Wantirna	Excursion – Yarra Valley & shared lunch	17
2/9/14	Croydon	'Get to know' on campus activities & lunch	32
4/9/14	Wantirna	English conversation practise	28
9/9/14	Croydon	On campus games/activities & morning tea	31
13/9/14	Wantirna	On campus activities and shared lunch	17
18/9/14	Croydon	On campus activities and shared lunch	30
19/10/14	Wantirna	Excursion – Alowyn Gardens, Chocolaterie & shared lunch	33
21/10/14	Croydon	Excursion – 'Bounce' indoor trampoline play centre & lunch	18
16/11/14	Wantirna	Excursion - Aquarium	45
4/12/14	Wantirna	Excursion – Lysterfield Park & BBQ	15
12/12/14	Wantirna	Christmas Dinner and end-of-club celebration	55



**Non-Club Activities.** A range of activities were conducted by the Project Worker (sometimes in partnership with the Swinburne Nurse or AMEP Pathways Counsellor & SEE Administrator) for individual classes that were unrelated to official 'Club' Activities. These activities were run for the purpose of building rapport and trust with the student body, creating goodwill from teaching staff towards the Project and also provide education to students from different backgrounds about issues relevant to the Project's success (i.e. diversity and multiculturalism). Classes ranged from simple 'get to know you' games and activities sessions for ESL classes, multicultural 'tasters' for VCAL classes, SELS sessions for ESL classes, etc. The provision of these additional classes was seen as essential to the success of the Project in engaging students and staff – particularly on the Croydon campus. In total 560 students participated in additional, separate class based activities on-campus, including a visit by a local primary school for a games session hosted by the Croydon campus Youth ESL class.



### 3. Project Reach and Impact

The *Common Ground* Project was very effective at reaching ESL students on both campuses, initially through class visits and in-class games/activities sessions facilitated by the Project Worker and later through word-of-mouth promotion by ESL Club members. Reaching students enrolled in mainstream courses was more challenging and there were mixed results on both campuses:

- On the Croydon campus a large percentage of VCAL students came into direct contact with the Project and participated in an activity in some way – however out-of-class interest and commitment by these students in the Project was minimal. Evaluation sheets and in-class discussions revealed that VCAL students' participation in the Project had been effective in challenging some of their misconceptions and discrimination around ESL students; however meaningful contact between VCAL and ESL students was generally not ongoing.
- On the Wantirna campus the overall number of mainstream students who participated in Project activities was smaller than at Croydon, however their participation was out-of-class and voluntary (rather than outcome focused) and thus more meaningful and effective in forming ongoing relationships with ESL participants. Qualitative feedback and discussions with students who participated in the Project indicated that there was more off-campus and between-activities communication including connecting through social media, sitting together in the campus canteen and high rates of informal connection whilst on campus such as stopping to say hello or acknowledge each other in passing.

The impact on ESL student participants in Club Activities was universally beneficial in building their confidence and sense of connectedness. 95% of all ESL students who participated in Club Activities indicated that they found them 'Very Useful' and the remainder found them 'Useful' in helping them feel confident and connected at Swinburne. Focus group and anecdotal evidence from students and their teachers also suggested that these students displayed higher levels of confidence when it came to speaking English and connecting with others on Campus from all backgrounds.

The impact on mainstream participants in Club Activities depended significantly on which campus they attended and therefore the nature of their participation in the Project. VCAL students at Croydon campus (who participated in the Project as part of attaining outcomes for their Certificate) rated their involvement as 20% 'Very Useful', 40% 'Useful' and 20% 'Okay' or 'Not Useful' respectively. In contrast 100% of all non-ESL students who participated in Club Activities on the Wantirna campus described them as 'Very Useful' and their voluntary commitment to the Project after hours, on weekends and sometimes after completing their course indicated their commitment to and enjoyment of their interactions with the ESL students. In focus group discussions with this group one mainstream student shared that their involvement in the Club *"Was the most significant thing I have done at Uni all year"*.

For all students who participated in the Project as volunteers (on both campuses) there was an increase in their confidence with speaking to students from different backgrounds and increased connection with Swinburne. Significantly, a number of VCAL students expressed a far greater understanding of refugee/migrant issues and challenges and the decision to form the *ESL & VCAL Lunch Club* was the suggestion of one of the senior VCAL classes as a way of helping ESL students practise conversation and making them "feel more welcome". After participating in organised activities together on campus a larger number of ESL young men also started playing table tennis with VCAL students in the cafeteria during breaks than had previously done so.

A more general (and significant) outcome of the Project was the informal, day-to-day interactions that started occurring on campus between participating students – both ESL and mainstream. Students were more likely to stop and have a brief conversation with each other on their way to



class or in the cafeteria. Students learnt each other's names and would greet each other across the common area or wave. These interactions demonstrated an increased cohesion on campus and in the case of Croydon also worked to diffuse racist or prejudiced attitudes towards ESL students by VCAL students through positive peer pressure exerted on students not directly participating in the Project. As a response to the Project one ESL teacher wrote about mainstream and ESL students who were involved that: *"They have learnt to get along and trust one another and have really enjoyed interacting. They are comfortable with one another and the whole dynamic of the campus has altered for the better, thanks in large part to the efforts of [The Common Ground Project]"*.



## 4. Project Challenges

The Project encountered several unexpected issues and faced a range of challenges which were resolved as effectively as possible as detailed below.

### LACK OF ONGOING STUDENT PRESENCE ON CAMPUS:

- Many ESL students do not remain on campus for an extended period of time for a variety of reasons, especially those students with higher English proficiency. Many students are eager to find work as soon as possible and leave if they are successful in this endeavour. Additionally students are only able to attend class until their allocated hours are used up under AMEP or SEE funding. This turnover of students (particularly those with more English and therefore often greater confidence to participate in additional activities) meant that students who displayed interest in the Clubs early in the year had often left campus by mid-year. To counter this, the Project took a flexible approach to participation in Club Activities and invited former students to attend activities along with current students.
- Course length and requirements of mainstream courses on the Wantirna Campus varied and many students finished mid-year or were off campus for a minimum of three months due to placement requirements, etc. The same flexible approach to their participation was taken as above with ESL students.
- VCAL courses on Croydon campus finish in late October - meaning these students were unavailable to participate in the Project during the final two months. In addition there were high rates of absenteeism amongst VCAL students, making it sometimes difficult to plan and run events/activities or build relationships with VCAL and ESL students throughout the year.

### DIVERSITY OF STUDENT DEMOGRAPHICS BETWEEN CAMPUSES:

- The Project was not able to be run in the same way on both campuses due to the different types and abilities of students on both campuses. Wantirna campus had higher numbers of ESL students and also higher numbers of level 2 & 3 English classes (ESL students with greater proficiency and confidence at using English). Wantirna also hosts several community-services based courses such as nursing, community development, aged care, child care, etc. whose students can see the future professional benefit in participating in extra-curricular activities and connecting with people from diverse backgrounds. For these reasons it was easier to interest students at this campus in the idea of a Club for ESL and mainstream students and also maintain the momentum of the Club(s) once established.

In contrast the only mainstream courses on Croydon campus are related to Trade Apprenticeships (who are not on campus every day) or Victorian Certificate of Applied Learning (VCAL). Each of these groups presented challenges with engagement and attendance and some behavioural challenges (i.e. drug use, truanting, swearing, etc.) also existed within the VCAL groups which was seen as a barrier to engagement with ESL students, many of whom are culturally conservative. In addition there are smaller numbers of ESL students on Croydon campus and a significantly higher proportion of classes for students with low confidence and proficiency in using English and they were less likely to volunteer or participate in extra-curricular activities.

To overcome these challenges the Project initially engaged students separately (mainstream or ESL only) in whole class groups prior to club formation or shared activities. The focus of these workshops was to create cultural awareness and sensitivity for VCAL students whilst concurrently building confidence amongst ESL students. At Croydon campus the two Clubs that were established operated as part of the curriculum and eventually ran activities only in class

time and with teacher support.

#### INABILITY TO ESTABLISH A FORMAL PARTNERSHIP AGREEMENT WITH UNIVERSITY

Throughout the life of the Project the Migrant Information Centre was unable to establish a formal partnership agreement with Swinburne University, despite requests to do so. The lack of this agreement meant that university resources were difficult to access or unavailable for the Project (i.e. ability to book/use university mini-buses or book a room for events, etc.). To resolve this, the Project worked in partnership with supportive individual teachers or other staff on each campus to access resources where possible, however this was an inefficient process which sometimes broke down. On the Wantirna campus the SSAA officer proved very supportive to the Project and made resources available for the Project where possible and with minimal procedural requirements. It is unlikely the Clubs operating through the Project on Wantirna campus would have been able to run so successfully without this support.

#### LACK OF INTEREST/COMMITTMENT FROM MAINSTREAM STUDENTS

Throughout the Project there were high levels of engagement and enthusiasm from ESL students on both campuses, however connecting with students in mainstream courses was a greater challenge – partially for some of the demographic reasons outlined previously, but also more generally across the student population. To counter this on the Wantirna campus the Project Worker accompanied by ESL and mainstream students from the Clubs visited numerous mainstream classes to promote the Clubs and activities. Despite the fact that these visits were met with enthusiasm they made only a marginal difference to the levels of participation of mainstream students in the Project.

One strategy used to address this lack of engagement was for the Project to form an informal partnership with VCAL and work alongside VCAL staff to provide lessons and develop outcomes for VCAL students which could be met through their participation in the Clubs and related activities. This strategy proved effective in increasing participation by mainstream students in Club events but was less successful in creating opportunities for meaningful friendships between students from different backgrounds.

#### ESL STUDENT FAMILY COMMITTMENTS

Many ESL students initially displayed some concern about attending club events due to after-school family and childcare commitments. Where possible the Project was flexible in allowing children and other family members to attend activities to ensure maximum participation by students. This decision led to several students bringing their spouses/partners, children and even elderly parents along to Club events and created a family atmosphere that was enjoyed by all. Some students also felt more confident to initially attend Club events with a family member, boosting event and activity attendance whilst simultaneously increasing student's confidence to attend extra-curricular events.

## 5. Additional Outcomes

- Additional outcomes primarily took the form of student participation/attendance in workshops/classes hosted by the Project Worker which did not have a specific focus on establishing a Club OR connecting students from different backgrounds (i.e. SEL programs, primary school visit, ESL only games/activity sessions). The Project Worker made the decision to provide these additional classes as a means of connecting with students, building trust with ESL staff and raising the Project and Project Worker's profile on campus. Initially Swinburne staff were slow to engage with the Worker or Project, however the provision of additional classes that teachers could book to improve student outcomes was well received by staff and resulted in the provision of an additional 25 on-campus events (non-Club) which helped the Project and Project Worker build an on-campus profile as well as goodwill.
- During the Project Swinburne asked to place two of their students (from mainstream community development courses) on placement with the Project. These students were able to work closely with ESL students and also share with other mainstream students about the Project and its benefits. After the completion of their placement and courses, two students remained connected in with the Clubs and continued to have meaningful friendships with ESL club members.
- The visit from a local primary school to an event run by ESL students at Swinburne Croydon proved a tremendous success for all participants (letters from primary school participants attached) and was highly valued by both participating teachers. Out of this event an ongoing relationship has been established between the primary school and Swinburne University and it is anticipated there will be ongoing visits, activities and cultural education between the two groups in the future.
- Of the 12 Club activities run as part of the Project, 6 were conducted off-campus. ESL students were particularly excited to participate in activities not held at Swinburne as many have seen little of the State beyond their immediate home suburb and/or university/work suburbs. Students expressed that it built their confidence to travel to new places, including the confidence to use public transport for some students who had not accessed this before. In addition staff at two of the venues visited (Alowyn Gardens and The Wantirna Club) expressed that they had enjoyed the visit from the students and felt they had learnt something about working with visitors from different cultural backgrounds for the future.





## 6. Recommendations

### Embed the Project in the life of Swinburne University.

Although the basic goals for the Project were achieved in the 14 month funding window provided for the Project, there is no question that a sustainable result was not able to be achieved in this time frame. Some smaller aspects of the Project will hopefully be ongoing (i.e. contact between club members at the Wantirna campus, etc.), however it is unlikely that more mixed clubs will be formed in 2015 without dedicated support from staff at Swinburne, the MIC or a similar service provider. In light of participant and teacher feedback, there is a case to be made that a Project which connects ESL and mainstream students in meaningful ways is beneficial for the confidence, wellbeing, mental health and integration of newly arrived migrant and refugee students and significant in creating more cohesive campuses and, therefore communities.

The challenges to the Project outlined above (need to build confidence amongst ESL students, short term/changing nature of student attendance on campus) suggest that neither ESL nor mainstream students will be able to run ongoing mixed clubs - even with training. For clubs such as these to succeed the presence of a dedicated Project Worker is essential.

It is worthwhile at this stage to point to the additional outcomes, lessons and community linkages made during the Common Ground Project as an indication that the role of a Project Worker conducting this Project could easily be expanded to provide greater benefits to Swinburne teaching and support staff, local community groups and students themselves. Such a comprehensive and beneficial role could be achieved with relatively minimal resources (e.g. placing a worker one day a week on each campus) and the longer such a role exists the greater the scope and outcomes of the Project.

### Creation of a Formal Partnership Agreement

The inability to establish a formal partnership between the Migrant Information Centre and Swinburne University was a significant barrier to the sustainability of the Common Ground Project. A formal partnership agreement would raise the profile of the Project on both campuses and also provide the Project Worker with easier access to a range of Swinburne resources (i.e. vehicles, room hire, etc.). A formal partnership would cement the Project within the life and core business of the University, as well as provide a recognised role for the Project Worker when relating to teachers, support staff and other staff at Swinburne. Most importantly, a partnership would symbolise Swinburne University's commitment to the principles of the Project and recognition of its value to all students in developing friendlier and more cohesive campuses.

### Curriculum development

A simple and effective way to create sustainable opportunities for contact between ESL and mainstream students would be to develop curriculum that assists students in achieving course outcomes through opportunities to meet and/or work together. This approach was successfully trialled on a small scale with VCAL students during the Common Ground Project, but could be easily and significantly expanded into other courses. ESL students would

benefit from contact with a range of Australian students and learning outcomes (i.e. oral and comprehension tasks) could easily be built into their course (as evidenced by the work of the Croydon ESL Youth Class with a local Primary School and Swinburne English Conversation class with VCAL students). Mainstream students studying health care and community services courses often have a 'multicultural' unit as part of their course, which would be enhanced and expanded through actual contact with ESL students on their campus. This approach would also serve teaching staff and build goodwill for the Project by serving as an extra resource (rather than interruption) to teaching. A future goal of any project working to bring ESL/mainstream students together would be to work closely with teaching staff to create and trial curriculum/outcome based resources which bring students together and build these into the core curriculum of both ESL and mainstream courses.



## 7. APPENDICES

### Appendix A: Article written by Wantirna ESL student Champika Bowie for the Swinburne Student Newspaper:

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## The Successful 'Meet & Greet'!

The Swinburne Wantirna 'Meet & Greet' Activity Day (02.07.2014) was another unforgettable day in my life. It created an incredible opportunity for making friendship and communication between English Second Language (ESL) students and mainstream students at Swinburne.



Kate Wilde – Project Worker for the Common Ground Project, had organized the activities which gave us not only happiness, but also knowledge. We had two groups with eight members and the activities helped to encourage team building and getting to know each other. It was a simple approach to getting to know and appreciate each other well, with prizes for the team that did the best job of learning about each other on the day. There were many more team building activities that gave us loads of fun.



We had lollies and other snacks on our table and for our luncheon, we had the lovely pizza with salad to share with. Everyone had extra fun while enjoying their meal and the whole day was for free!

We (ESL students) are new to Australia and it is not always easy to make Aussie friends, activities like those run by the 'Common Ground' Project are helpful to people like us as we adjust to the new environment and life in Australia. As the activity was in school holidays, people were also able to bring their children and I attended it with my son who is 8 years old. There were lots of kids & they could build up friendship among them too. This 'Meet and Greet' was an enormous success and I got an idea of how things are organized & how wonderful Australian people are.

Even though, we were a small group we had a lot of fun and I would like to invite my all ESL friends to attend upcoming events that will organize from 'Common Ground' Project. They are great for people like us and it gives us a load of fun with valuable knowledge and friends forever.

Written by Champika Bowie

ESL student – Swinburne Wantirna

July, 2014

The 'Common Ground' Project is an initiative of the  
Department of Social Services – Diversity & Social Cohesion Program



## Appendix B: Example of Flyer for Club Activity



### ***Swinburne Wantirna Common Ground & Friendship Clubs***

#### ***Garden Visit and Chocolaterie & Ice Creamery Tour - Yarra Valley***

The *Common Ground* and *Friendship* clubs create opportunities for friendship and communication between English Second Language and other students at Swinburne

On Sunday, October the 19th from 10.30am – 2.30pm the clubs are running a trip to the Yarra Valley Chocolaterie and Ice Creamery as well as a visit to the beautiful Alowyn Gardens. The day is free, but we will **bring lunch to share**.

We will have two buses for the day - **if you do not drive you will need to book a seat on the bus**. If you are able to drive and want to come with us on the day you do not need to book. There are only 20 places on the bus, so the first students to request their place **by email** will be accepted.

We will meet in the car park at Wantirna Swinburne at 10.30am and travel together.

**For more information or to book your seat,  
Contact Sasha on: [s\\_hodgkinson@hotmail.com](mailto:s_hodgkinson@hotmail.com) OR  
Champika Bowie on: [champikadb@gmail.com](mailto:champikadb@gmail.com)**



Appendix C: Example Letters from Primary School Visit to ESL Youth Class

Dear Kate and the ESL students,  
Thanks for inviting the year 5's to visit  
students to Swinburn. I had a great  
time with the ESL students. My favourite  
game was the bottle game. It's hard to  
try and hold heaps of bottles at once.

I hope to see you again... Jaymie



Appendix C: Example Letters from Primary School Visit to ESL Youth Class (Continued)

Dear Kate and the ESL Students,  
Thankyou For inviting me and the other  
year 5s. It was really SUN doing all  
the games and meeting all the  
ESL Students.

My Favrouite game was probkly  
the water game or the game  
With the chopsticks and the gummy  
Gabies.

Also thankyou For prepering all  
the food for us and also inviting  
US.

I also Enjoyed all the other games  
there was, like Limbo, chopsticks  
and jellybababies, the ball game, and  
the water game.



### Appendix C: Example Letters from Primary School Visit to ESL Youth Class (Continued)

#### Interculture day Swinburne University

Thank you for inviting us to Swinburne University, I had a great day, and also the morning tea was really good. The E.A.L people are really nice and they're really funny. I come from Burma too. I like all the games they were really fun.

That was the first time that I had visited to University. It was really cool and tidy, also the school was really big.

I like the chopstick game but it was abit hard because it couldn't get it on and also it always fell off. But it really fun and I still liked it.

I really enjoyed my morning. Also I hope to see you again, and you might like to come and visit our school, and play some games with us.

Don't chin chin  
Thank you

From Ailin Shun