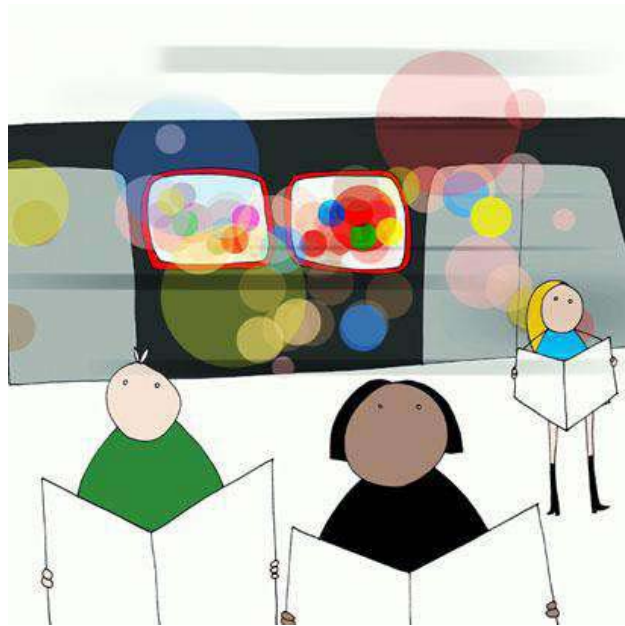


Multicultural Youth & Media Program Trainers Manual



**This project is proudly supported by the
Australian Government's Living in Harmony program**

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Project Officers-
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Migrant Information Centre (Eastern Melbourne)
Youth and Media Training Manual
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A message to facilitators:

What is the Youth & Media Program Manual?

This manual was developed from a pilot program funded by the Department of Immigration and Citizenship to the Migrant Information Centre (Eastern Region) in 2007. The Project was designed as a response to the impact of world events on young people from non Anglo/Saxon backgrounds who expressed frustration that media was quick to identify race and/or ethnicity in reporting crime or negative events in the community. The Program worked with specific groups targeted in the media at the time, but also ensured young people from a range of backgrounds and experiences were involved.

Primarily the *Youth and Media Project* trained young participants to:

- Develop skills and strategies for coping with negative media
- Develop a practical and theoretical understanding of the media
- Learn basic strategies of event organisation, public speaking, leadership, communication and teamwork
- Run an engaging and interactive workshop on issues important to them

Program Participants were supported in organising a presentation/forum for others (youth groups, local forums, churches, mosques, etc.) on how to analyse media reports and constructively respond to negative images of ethnic groups in the media. These discussions provided an opportunity for participants to meet as young people regardless of religious or ethnic background and as a result, participants were able to openly discuss relevant issues as well as meet others from different backgrounds.

Outcomes of the original Youth & Media Project

The original participants in the Youth & Media Project provided fourteen forums to nearly six-hundred people at primary and secondary schools, churches, TAFE's, mosques and local councils. The audience consistently rated these presentations as excellent and audience members reported having their attitudes challenged or changed and their knowledge added to. More importantly participants from Sudan, South Africa, Liberia, Muslim and Anglo-Australian backgrounds formed a respectful, caring and close group which not only studied the effects of the media, but also buffered these effects by supporting others in the group who were experiencing distress due to intense negative media reports about their communities.

Why is the Youth & Media Program important?

Although the Youth & Media Program was important in the message it was able to relay to hundreds of people, the true success of the Program was (and is) its ability to bring together young people from different age groups, suburbs, racial and religious backgrounds in a way that facilitated meaningful and heartfelt connection. We wish you the same success in facilitating an environment where young people from any background can feel welcome and empowered to make a difference in their community.



Youth & Media Training Timeline

Session One – Introductory Session

Time	Activity	Page	Materials
0 – 10 minutes	Arrive, nametags and registration		Nametags
10 – 25	'Nameball' activity		Two small foam balls
25 – 50	'Powerwalk' activity & discussion		Powerwalk labels and Questions
50 – 65	Stereotype activity and discussion		Stereotypes and questions
65 – 90	Partner Introduction activity		
90 – 120	MEAL		
120 – 130	Selecting groups		Whiteboard markers
130 – 160	Small groups – brainstorm <ul style="list-style-type: none"> • What makes a good presentation • Ideas for our group's presentation 		Butchers paper & markers
160 - 180	Reflection on 1 st session, evaluation and pack up		Evaluation sheets

Session Two – Looking at the media

Time	Activity	Page	Materials
0 – 10 minutes	Arrive, nametags and registration		Nametags
20 – 40	'Which is more important?' - media placement activity		Clippings from one newspaper
40 – 60	Small group work on presentation format/speeches & activities		<ul style="list-style-type: none"> • Butchers paper, markers, scrap paper and pens • Activity Sheet (p.22)
60 – 90	'Two minute talks' – public speaking activity <ul style="list-style-type: none"> • Discussion of public speaking skills 		'Two minute talks' topics Public speaking handout
90 – 120	MEAL		
120 – 150	Newspaper comparison activity & discussion		Three different newspaper publications
150 – 160	Participant led activity OR speech		
160 - 180	Reflection on 2nd session and pack up		

Session Three – Practising our skills

Time	Activity	Page	Materials
0 – 10 minutes	Arrive, nametags and registration		Nametags
10 – 25	'Matchsticks' listening activity		At least 15 matchsticks per person
25 – 90	<ul style="list-style-type: none"> • Preparation time for participant led activities and/or speeches • Participant led activities and/or speeches 		Materials requested by participants in the week prior
90 – 120	MEAL		
120 – 130	'Guess Who' activity		Guess who sheet
130 – 150	Participant led activities and/or speeches		Materials requested by participants in the week prior
150 – 160	'Activity' ball		Two soft foam balls
160 - 180	Reflection on 3 rd session and pack up		

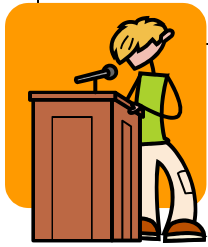
Session Four – Culture and definitions

Time	Activity	Page	Materials
0 – 10 minutes	Arrive, nametags and registration		Nametags
10 – 30	Analysis of media articles from the week (homework activity from week three)		
30 – 45	Matchsticks Communication Revisited		Matches
45 – 65	Refugee/Migrant activity		Refugee/migrants/illegal migrant and asylum seeker scenarios
65 – 90	Suitcase activity and discussion		Suitcase activity handout
90 – 120	MEAL		
120 – 160	Participant led activity/speeches		
160 - 180	Reflection on 4th session and pack up		

Session Five – Final session

Time	Activity	Page	Materials
0 – 10 minutes	Arrive, nametags and registration		Nametags
10 – 90	'Dress rehearsal' of participant led forum		
90 – 120	MEAL		
120 – 140	'Pats on the Back' activity		'Pats on the Back' worksheet
140 – 160	Evaluation and forum planning		Evaluation sheets
160 - 180	Reflection on 5 th session and pack up		

Sample Flier:



Youth & Media Project



Are You???

- Aged between 12 and 18 years old?
- Interested in the media or social justice issues?
 - Open minded?
- Frustrated at the way media targets certain groups?
- Interested in working with other young people from different cultural backgrounds to create a better understanding of one another?

The Migrant Information Centre (Eastern Melbourne) is launching an exciting and completely free project for young people who are interested in learning about the way negative media impacts on targeted cultural and ethnic groups, as well as our broader society.

We will train you from the basics of how the Australian media works, right through to helping you organise a presentation (with other leaders from the program) for a group in your local community.

You will:

- Develop skills and strategies for coping with negative media
- Develop a practical understanding of the Australian media
- Learn basics strategies of event organisation, public speaking, leadership, communication and teamwork
- Run an engaging and interactive workshop on the issues presented

Training consists of five evenings in March/April and will culminate in a whole group forum in September. Apart from training some commitment will be required of each leader to participate in and help run a local forum.

Training commences in the first week of March so, if you would like to learn more it is important you contact the Project worker (provide contact details)



Activity Sheet 1 - 'Name Ball'

Purpose: To get to know everyone's name

Materials: At least 4 people to play, two soft small balls (like stress balls)

Action:

- Players throw the balls to each other, calling each others names as they throw the ball
- If a player either: a) forgets to call a name, b) calls the wrong name, c) does a bad throw or d) drops the ball they 'LOSE A LIMB'
- If they 'lose a limb' they must follow the actions below:
 - 1st mistake - get down on one knee
 - 2nd mistake – on to both knees
 - 3rd mistake - both knees, one hand behind their back
 - 4th mistake - player is out!
- ****RULES:** - the person running the activity must explain the following rules before starting the activity:
 - a) UNDERARM throws only
 - b) 'Be a good sport' - i.e. if a player thinks they did a bad throw they should lose their next limb, don't worry about going 'out', etc.
 - c) Be aware of players with special needs (i.e. in a wheelchair, unable to kneel, etc. and modify game accordingly)

Activity Sheet 2: 'Empathy Powerwalk'



'How To' Sheet...

This activity should be run by the teacher/facilitator and gets participants to talk about empathy. A simple definition being: 'putting yourself in someone else's shoes' - this is exactly what this activity does.

Cut out the labels on the following page and make sure every person in the group is given one. Explain to participants that each label is a type of person that may or may not exist in their community and that for the next few minutes they will have to imagine what life is like for that person. For the activity to run successfully it is very important that participants obey the following three rules:

Rules:

1. Keep your label a secret from everyone else until the end of the activity - it is important you don't tell or give clues to other people about your label
2. Don't freak out! Sometimes people will get a label they don't like - it is important to not make a fuss!
3. Don't **act** like the person on the label! This is not a drama class - so no acting! Simply follow the instructions to participate in the activity.

Materials:

Powerwalk labels, Powerwalk questions and Discussion Questions

Instructions:

1. Get participants to line up shoulder to shoulder - outside is great, but if it is cold or wet you can run the activity in a decent-size room
2. Explain to the participants that you are going to ask them a series of yes/no questions (see p.10). During the activity they have to answer NOT AS THEMSELVES but how they think the person on their label would answer
3. If they think the person on their label would answer 'yes' to the question they take a small step forward. If they think their person would answer 'no' they take a small step backwards. If they really don't know how their person would answer the facilitator's question they can stay where they are - but for most questions they should move either forwards or backwards.
4. Once participants understand these rules it might be good to give them an example question: i.e. 'Do you think the person on your label would find it easy to make new friends?' Once the example question has been asked and you can see people understand the activity go ahead with the question list.
5. During the activity you will see some participants end up at the back and other participants end up at the front. At the end of the activity get people to stay where they are and tell the group what was written on their label - start with the people at the back
6. After going through everyone's labels have a discussion about the activity. Some discussion questions are listed at the bottom of page 10.

'Empathy Powerwalk'

Participant Labels:

An homeless man
A successful businessman
A young African man in a beanie
A female business person
An aboriginal
A catholic priest
A politician
A guy with tattoos and a shaved head
A Chinese businessman
A Muslim man with a beard
A drug addict
A girl with a shaved head and piercings
A pregnant woman
A Muslim girl in a head scarf
A mum with a baby
A doctor

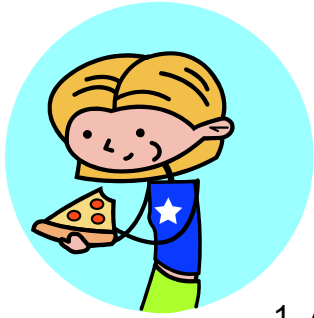
'Empathy Powerwalk' Activity Questions

- Would people feel comfortable sitting next to you on a train or tram?
- Would you find it easy to get a job?
- Would real estate agents feel happy to rent you a house?
- Could you expect to be treated well by police?
- Are there any characters in mainstream Australian TV shows (i.e. Neighbours, Home and Away, McLeod's Daughters) who are also like you?
- Would you find it easy to make yourself understood?
- Could you expect people to stand up for you if you were harassed in public?
- Would you have enough money to buy the things you want and need?
- Would people feel safe around you if they came across you in the street at night?
- Would you read good things about people like you in the newspapers?
- If you had children - do you think they would be bullied at school?
- Could you be trusted?

Discussion questions for after the activity

(These are examples only - any questions relevant to the activity are fine)

- How do you think your person would have felt about other people they meet?
- Why do some people find life in Australia so hard?
- Why do some people find life in Australia so easy?
- What can be done to make sure people are treated more equally in our schools/universities/workplaces/communities



Activity 3: 'Stereotypes'

'How To' Sheet...

This activity should be run by the teacher/facilitator and gets participants to talk about stereotypes. A stereotype is:

1. A simplified and fixed image of all members of a culture or group (based on race, religion, ethnicity, age, gender, national origins)
2. Generalizations about people that are based on limited, sometimes inaccurate, information (from such sources as television, cartoons or comic books, minimal contact with one or more members of the group, second-hand information)
3. Initial predictions about strangers based on incomplete information about their culture, race, religion, or ethnicity
4. Broad categories about people that fail to differentiate among individuals, peoples, and societies

Have the group quickly brainstorm what they think a stereotype is – write useful answers on a whiteboard for people to refer to during the activity.

Divide the group into smaller groups of up to five people and assign them a 'type' of person to come up with a stereotype for (it is essential these stereotypes are not racial or religious), i.e. a) Teenagers, b) Australians, c) Blondes, d) Footballers, e) Teachers, etc.

Give the groups five minutes to brainstorm all the characteristics of their stereotype. Continue to remind the groups that they are not seeking to be accurate, but to come up with a two-dimensional stereotype of their person. Encourage them to think about the person's appearance, dress sense, behaviour, way of speaking, hobbies, etc.

After five minutes get the groups to read aloud their stereotypes followed by discussion, try and ensure at least some of the discussion focuses on the role of stereotypes in the media.

Discussion questions for after the activity

(These are examples only - any questions relevant to the activity are fine)

- Where do we get stereotypes from?
- Do you know people who did not fit the stereotype presented? What are they like?
- Do you know people who do fit the stereotype?
- Why do you think people come up with stereotypes?
- Are stereotypes useful or harmful?
- Was anyone offended by the stereotype they heard? Why?
- Can stereotypes ever be funny (i.e. 'The Simpsons'?) – when are stereotypes not funny?
- Why do you think the media uses stereotypes? What purpose do they serve?

Activity 4: Partner Introduction

'How To' Sheet...

This activity should be run by the teacher/facilitator and is a simple way of getting individuals to know one another and also learn more about the group as a whole.



Ask participants to pair up with someone they don't know and are preferably not sitting next to. Tell participants you are going to give them ten minutes (five minutes each) to find out AS MUCH AS THEY CAN about their partner and then introduce that person to the group. Let the group know they MUST find out the answers to the following questions as well as any other information they can in the time given:

QUESTIONS:

- Why did you join this group?
- What interests you about the media?
- Where does your family come from?
- How long has your family been in Australia?
- What language(s) do you speak at home?
 - What do you like to do for fun?
 - What are you passionate about?
 - What is your favourite food?

At the end of the time go around the group getting participants to introduce their partners – congratulate those who could remember the most, or who did a great job in any other way (i.e. speaking in their 2nd language, etc.).



MEALS....

A note on meals.....

In the Youth & Media program meal times are possibly the most constructive and enjoyable way of building group dynamics and closeness! Because of this you will see quite a bit of time in the overall training has been set aside for meal times. This informal time is one of the best ways for your participants to really get to know each other as people, beyond the focus and constraints of the official program.

Having said that, it is essential that when providing meals you take into consideration the dietary requirements of the group. It is likely that there will be some considerations due to people's religion (i.e. no pork), but also due to people's health and/or cultural background. Finding a meal which will suit everyone can be a challenge, so it is best to survey participants BEFORE your first training session asking not only what they CAN'T eat, but also what they LIKE to eat. This can be done simply with a short form getting them to write what they do not or cannot eat, as well as a series of tick-boxes for foods they enjoy with space to add details (see below). People from different cultural backgrounds may be used to different flavours in their foods, so never assume your group will all be happy with pizza or sandwiches!

Name: _____

Phone: _____

Please let us know if there are any foods or types of foods you do not or cannot eat:

Please tick the box if you are a vegetarian:

Please tick the boxes of the foods you like:

Pizza (what type) _____

Fish & Chips _____

Sandwiches (what type) _____

Chicken & Chips _____

Pasta (what type) _____

Activity 5: Selecting Groups

'How To' Sheet



This activity is run by the teacher/facilitator as a simple way of getting individuals to explore what role they would like to have in the group and in the overall forum/presentation the group is working towards. Ongoing groups may want to run this activity every few months to give participants the option of trying different roles or trying new activities. If only planning one presentation however, this is a quick and simple way of getting people to look at what they will do that is suited to their skills and interests.

On the whiteboard write up the following headings and designate a corner of the room to each heading using an A4 printout (see pp. 14 - 18). Have a brief discussion or question time about each heading to make sure participants understand what each would mean in the context of the forum:

ACTIVITIES

(Planning and/or running interactive activities for an audience with help from the rest of the team. I.e. may include small group work, an empathy game or role playing activity, etc.)

PUBLIC SPEAKING

(Making a speech to the audience about your life/the media/CALD Australians, etc.
*Note – this can be the hardest to do well!)

MULTI-MEDIA

(Creating a PowerPoint presentation or short video. Using actual footage from the media to create awareness, etc.)

KNOWLEDGE/RESEARCH

(Making sure the team has their FACTS right! This can also take the role of creating an interactive or sit-down quiz for the audience)

Get participants to choose which heading immediately resonates with them as an activity/area of interest and then walk to the corner labelled with that sign. If participants are evenly spread out leave the activity there – if not (for example, if most are in the 'Public Speaking' corner) get them to choose the 2nd heading which appeals to them. Once you have participants spread fairly evenly around the room let them know these will be their groups for the remainder of the Project leading up to the Forum(s).

ACTIVITIES

(Planning and/or running interactive activities for an audience with help from the rest of the team. I.e. may include small group work, an empathy or role playing activity, etc.)

PUBLIC SPEAKING

(Making a speech to the audience about your life/the media/CALD Australians, etc. *Note – this can be the hardest to do well!)

MULTI-MEDIA

(Creating a PowerPoint presentation or short video. Using actual footage from the media to create awareness, etc.)

KNOWLEDGE/ RESEARCH

(Making sure the team has their **FACTS** right! This can also take the role of creating an interactive or sit-down quiz for the audience)

BRAINSTORMING



While brainstorming is a commonplace activity for generating new ideas, many young people, particularly those new to Australia have not always had practice at this process or understand its uses. Before starting your groups on their first brainstorm, make sure they understand what the activity is for and the rules necessary to brainstorm effectively.

Materials:

One large piece of butchers paper and at least a couple of textas per group

Whiteboard and markers to write up final ideas

Instructions:

In their Forum groups give participants five minutes to write down all the ideas that might be fun or interesting to do in their final presentation. For example: What topics might the Public Speaking Group need to talk about to get their message across? What facts does the Research Group think Australians are misinformed about when it comes to multiculturalism? Etc.

Let them know the rules of the brainstorm are as follows:

- All ideas get written down
- No idea is stupid or silly
- No “put-down's” of other people's ideas
 - Everyone has a turn
 - Don't stop!

After five minutes get the groups to stop and explain to them that as we can't use every idea due to time constraints we need to choose the ones we think are most necessary or interesting. Then give each group two minutes to choose the 3 ideas each group thinks is most important.

At the end of this time get groups to readout their ideas and write them up on the whiteboard for everyone to see. If all groups have read out their ideas and you think of an important one that they have forgotten or not considered you can also add it at this stage.

Once all the ideas are written up simply take a vote for the most interesting ideas for an hour's presentation. It is probably useful to have no more than two or three speeches *at the most* and one quiz, activity and multi-media presentation. An example Forum timeline is given on page 20 – if you have longer (i.e. 90 minutes or even two hours) still limit speeches and encourage more interactive activities or presentations.

Forum Timeline (Example)

Time	Activity
0 - 5	Set-up, Audience welcome by young person
5 - 10	Introduction - Quiz (facts based) by young person <ul style="list-style-type: none"> • The quiz is an interactive activity that gets the audience to think about the stories emphasized on most news networks as well as issues of inequality within our own country.
10 - 20	Speech by Participant on their views and experiences
20 - 30	Opinion Continuum by young person <ul style="list-style-type: none"> • This activity consists of up to 5 statements and the audience is asked to place themselves along a continuum according to whether they agree or disagree with each statement. Statements range from whether people think racism can be overcome, to the role of education about other countries and religions.
30 - 40	Speech by Participant on their views and experiences
40 - 55	Interactive refugee activity by young person. This activity is done small in groups and gets participants to think as a 'family' what they would take, how they would learn a new language and how they would retain their traditions and culture if they were forced to flee Australia due to climate change.
55 - 65	Multi-media Presentation on recent headlines representing CALD young people.
65 - 75	Questions and evaluations

Activity 6: 'Which is more important?' – Media Placement Activity

'How To...' Sheet



This activity provides participants with an opportunity to look at the way the media highlights issues and stories and often assigns priority to stories that involve celebrity scandal or sensational details rather than more 'important' but 'mundane' issues...

Materials:

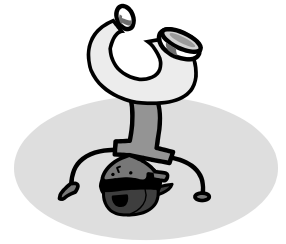
- One newspaper per participant – preferably different publications. Try and include a local paper (Leader, etc.), state papers (the Herald Sun, the Age) and national publications (the Australian, the Financial Review, etc.). If other publications are available (i.e. alternative media) or current affairs magazines (i.e. 'Time', 'New Scientist', etc.) these can also be used.
 - Scissors
 - Pens

Instructions:

- Give participants about ten minutes to browse through their newspaper/magazine and select three articles from different positions in their publication (i.e. one from very close to the front, one further back and one quite far back). Encourage participants to choose at least one article whose position in the publication surprised them (because they thought it was either more or less important than the position it was given). Once they have chosen their articles participants should cut them out, taking care to ensure their page number is written on the back.
- Get participants to then give their clippings to one another with the idea that they now need to try and arrange the clippings in order of most important (i.e. the clipping nearest the front of the publication) to least important. Once this is done get participants to turn over the three clippings and check the page numbers written on the back.
- Give participants time to discuss the way publications place articles and why they think certain articles are put on the front page or other high profile pages. Get participants to look at the different sections of their publications and the way headlines and pictures are arranged. Discuss how article placement impacts on readers' knowledge of world events and sense of what is important in current affairs.

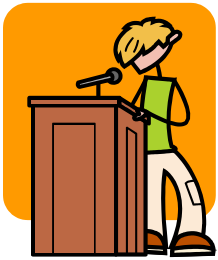
ACTIVITY PLANNER

(use this sheet to plan activities to be run in the Forum)



1. Names of people organising the activity:
2. Type of activity:
3. List everything needed to run this activity: (i.e. paper, pens, balls, etc.)
4. How long will your activity last?
6. Can you see any risks/dangers in running this activity? If yes, list them:
7. Why are you running this activity - what do you hope people will learn?
8. Is there anything else you can think of that is important in running this activity?





Activity 7: 'Two Minute Topics'

Public Speaking Activity 'How To' Sheet

In this activity all participants have the opportunity to practise their public speaking skills in front of one another and receive feedback. Remind participants that even if they are not actually making a speech in the forum it is important and useful to be able to speak in front of others – even if only to introduce their presentation or activity.

Materials:

- A list of topics familiar to all participants (i.e. homework, food, holidays, summer, friendship, music, etc.). You can use the topics on p. 24 or make up your own.
 - Scrap paper
 - Pens
- Stopwatch or clock with a seconds hand

Instructions:

- Hand out topics randomly to participants and let them know they have up to ten minutes to prepare a two minute speech on the topic given to them
- Participants write down headings or dot points on scrap paper if they find this helpful
- After five minutes pick a participant to make the 1st speech. Make sure each speech is timed and if participants go over the two minutes stop them
 - After each speech ask the participants
 - How they felt making their speech
 - Whether the topic interested them
 - Did they do anything that HELPED them in their speech (i.e. Starting with a story about themselves, writing useful notes or dot points, interacting with the audience through audience questions, etc.)
 - Did they do anything that HINDERED them in their speech (i.e. Writing full sentences instead of dot points, now knowing their topic, etc.)
- Have other participants provide feedback to the speaker – ensure those providing feedback understand the importance of looking for what worked as well any constructive criticism rather than negativity.
- After the 1st four or five speakers provide participants with another five minute period to write a two-minute speech about something they are knowledgeable and passionate about.
- After five minutes have the participants who made their speech earlier get back up and do their new speech. Usually these speeches will be more interesting to the audience, fit the time frame better and be easier for the speaker to talk about.
- At the end of the activity facilitate a discussion about the importance of knowing your topic and the role of passion in effective public speaking
- At the end of the activity hand out the Public Speaking Handout on p. 25 and give participants a further ten minutes to work on a speech that introduces themselves and is relevant to the Project

'Two Minute Topics'

PETS	FAST FOOD
OLD PEOPLE	FOOD
SPORTS	SOCCER
AFL	FRIENDS
FAMILY	HOLIDAYS
SUMMER	WINTER
BIRTHDAYS	SCHOOL
HOMEWORK	NETBALL
TEACHERS	SCHOOL
MONEY	REALITY T.V.
MOVIES	MUSIC
SUPERHEROES	AUSTRALIA
LITTLE KIDS	TEENAGERS
THE BEACH	HAIR
LOLLIES	POLITICIANS

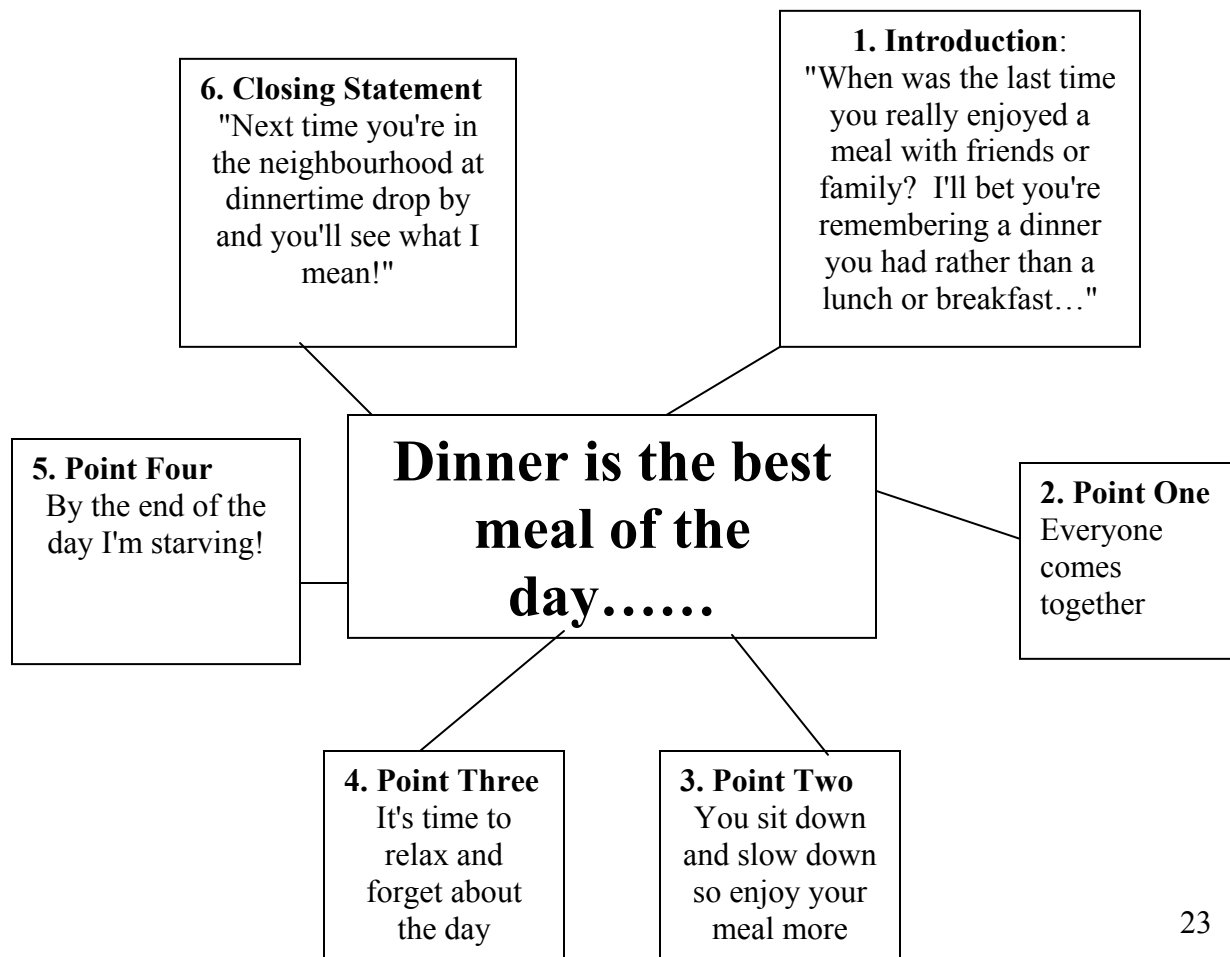
Public Speaking - Making your Point!



As part of the Living in Harmony Project all participants will have to be able to make a short introductory speech outlining who they are, why they are in the Project and what they hope will be achieved. Over the remainder of the training everyone will make their speech to the rest of the group. Here are some tips on writing your speech:

- Use a 'mind map' (example below) to give purpose and direction to what you are going to say. A mind map should consist of:
 - A central point - the 'key word'
 - A beginning statement
 - An ending statement
 - Up to 4 main points that relate back to your key word

You will have up to 5 minutes to make your speech - remember the most interesting speeches are the ones where the speaker is also REALLY interested in what they are talking about....Be passionate!



Activity 8: 'Newspaper Comparisons'

Media Analysis Activity

'How To' Sheet



In this activity participants compare the stories are written by different publications

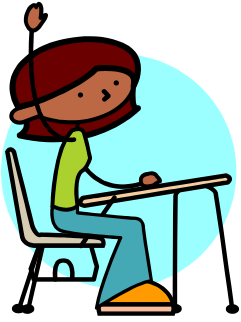
Materials:

- Three different newspaper publications (i.e. The Herald Sun, The Age and The Australian) per pair of participants
 - Pens

Instructions:

- Place participants in pairs and then hand out three newspapers from the same day to each pair
- Let pairs know they have fifteen minutes to look through their publications and find an issue or event that is reported by all three papers. Have participants look at the different ways the three papers report on the same topic, which words are used, whether they have included photos (and what of?) and whether different papers have provided different coverage or opinions on the same event. Participants may want to circle particular words or phrases that they think are significantly different or important in the articles.

At the end of fifteen minutes have pairs share their three articles and their observations. As the facilitator, encourage participants to think about why different newspapers would present an event differently, who their readership is and what impact the way an event is reported might have upon the reader



Activity 9: 'Matchsticks Communication'

This activity engages participants in a communication activity which focuses on the importance of giving clear instructions as well as the role of asking questions in effective communication

Materials

15 matches per participant

(*note - just to be safe make sure participants are only given the bottom half of the matchbox and not the part with the tinder attached OR use toothpicks if you prefer)

Instructions:

- Participants divide into pairs and sit on the floor back-to-back
- One person is the 'listener' and the other the 'communicator'
- The 'communicator' makes a pattern/shape on the floor in front of them using the 15 matches (all matches must be used)
- The 'communicator' then step-by-step tells the 'listener' what the pattern looks like – the 'listener' attempts to recreate this pattern in front of them using their matches and NOT LOOKING until all their matches are used
- After checking whether they successfully re-created the pattern the students swap roles and the 'listener' now becomes the 'communicator'
- **NOTE*** DO THIS ACTIVITY TWICE – THE 1ST TIME THE 'LISTENERS' CANNOT ASK QUESTIONS - THE 2ND TIME REPEAT WITH THE 'LISTENERS' BEING ABLE TO ASK QUESTIONS**
- After all students have each had two turns as 'listeners' and two turns as 'communicators' have a brief discussion with students about what they learnt about communication and giving clear instructions. If participants have English as a second language ask them to explain how easy or difficult it was to make themselves understood.



Activity 10: 'Guess Who'

This simple activity is introduced at this stage of the training to remind the group that our knowledge and relationships with each other are as important as preparing for the actual forum.

Materials

- A 'Guess Who' sheet for each participant (see p. 11)
 - Pens/pencils
 - Prizes

Instructions:

- Each participants fills out their 'Guess Who' sheet, making sure no one can see their answers and ensuring they do not write their name anywhere on the sheet
 - When all sheets have been completed the facilitator collects them all and shuffles them before redistributing them randomly.
- Participants must read through the sheet they receive and try and guess the person who filled it out – get people to read the answers from their sheet aloud to the rest of the group
- Once the person has read aloud the answers they then guess who the sheet is about - anyone who guesses correctly receives a prize (chocolate bar, etc.)



GUESS WHO?

Fill in the blanks....

1. I have _____ brothers and sisters

2. One of my favourite foods is _____

3. My favourite sport is _____

4. My dream career/job is _____

5. My favourite colour is _____

6. Something about me that not many people know is: _____

7. Something I really hate is _____

8. If I had three wishes they would be:
 - _____
 - _____
 - _____



Activity 11: 'Activity Ball'

The purpose of this activity is to familiarise the team with one another's roles in the final forum

Materials:

Two soft small balls (like stress balls)

Instructions:

- Players throw the balls to each other, calling out each others role in the forum as they throw the ball (i.e. a participant would call out 'public speaking' if throwing it to someone who is making a speech at the forum)
- If a player either: a) forgets to call an activity, b) calls the wrong activity, c) does a bad throw or d) drops the ball they 'LOSE A LIMB'
 - If they 'lose a limb' they must follow the actions below in the following sequence:
 - 1st mistake - get down on one knee
 - 2nd mistake - onto both knees
 - 3rd mistake - both knees, one hand behind their back
 - 4th mistake - player is out!
- ****RULES:** - the person running the activity must explain the following rules before starting the activity:
 - UNDERARM throws only
 - 'Be a good sport' - i.e. if a player thinks they did a bad throw they should lose their next limb.



Activity 12: 'Refugee or Migrant?' Activity

The purpose of this activity is to ensure participants understand the difference between the terms 'migrant', 'refugee', 'asylum seeker' and 'illegal immigrant' and how these are sometimes used interchangeably by the media

Materials:

- Migrant/Refugee/Asylum Seeker & Illegal Immigrant Cards (see pp. 36 - 37)
- Migrant/Refugee/Asylum Seeker & Illegal Immigrant wall A4 posters (see pp. 38-41)
 - Blue tac/masking tape to stick A4 posters to walls
 - Definitions of the terms Migrant/Refugee/Asylum Seeker & Illegal Immigrant (see pp. 32 - 35)

Instructions:

- Stick the A4 posters in four different parts of the wall or in the four corners of your training room
- Hand out a card to each player and get them to read the scenario quietly to themselves before choosing a wall poster to stand under that they think is the correct title for the person on their card
- Get each participant to read out their scenario and explain why they chose where to stand – then inform them whether they were correct according to the definitions given
- After the activity have participants discuss how the media uses these terms and others (i.e. 'boat people') to discuss people seeking refugee status in Australia

ANSWERS TO CARD DEFINITIONS:

Migrant – Cards: 4, 8

Refugee – Cards: 1, 3

Asylum Seeker – Cards: 5, 7

Illegal Immigrant – Cards: 2, 6

Activity 12: 'Refugee or Migrant?' Activity Definitions

The following definitions are downloaded from the website www.multiculturalaustralia.edu.au/hotwords/hotwords A website created to assist young people, parents, teachers and the community to explore Australia's cultural diversity, tolerance and anti-racism.

Definition – Asylum seeker

An asylum is a safe place, a place of refuge. Asylum-seekers are people fleeing danger in their home nation who try to find a place where they will be protected from the threats they fear. They may have experienced torture and have lost members of their families, murdered by their own governments. International law attempts to guarantee asylum seekers the right of entry to countries where they can be assessed as to whether they are legitimate **refugees**.

The international agreements on granting asylum emerged after the second world war following the murder of six million Jews and other people by Nazi Germany. The international community recognised that it had contributed to the disaster before 1939, because no country was prepared to accept significant numbers of Jews expelled by Germany in its program of **ethnic** cleansing. When the war broke out, most of those who had not escaped or could no longer escape were murdered.

Asylum is a first stage. Once asylum has been gained, asylum seekers are assessed to ascertain if they meet the criteria to be considered **refugees** and be given longer term **refugee rights**.

Asylum seeker is a hot word because internationally and in Australia they are seen as getting an unfair advantage over those people overseas in refugee camps who await relocation, resettlement and acceptance as a permanent resident in another country.

Asylum seekers are not **illegal immigrants**. They are legally claiming a status that is recognised in the UN Convention Relating to the Status of **Refugees** of 1951, and the 1967 protocol regarding the Status of **Refugees**, agreements to which Australia is a signatory.

Definition – Illegal Immigrant

According to **Australian** immigration law, a person who tries to enter Australia without a visa or travel documents is in the country illegally (unlawfully) and is termed "illegal entrant", "unauthorised arrival" or "unlawful arrival".

There are three categories of unlawful immigration. The first is arrival by air without proper documentation or visa, the second, arrival by sea without proper documentation or visa and the third, the overstaying or breaching of visa requirements.

Since the late 1990s the term "illegal immigrant" has been widely used in the media to describe **asylum seekers**, in particular **boat people**. This is hot because **asylum seekers** who arrive in Australia seeking protection without valid visas, no documents or false documents, are not illegal. They are **asylum seekers** - a legal status under both **Australian** Law and International Laws that Australia is a signatory to.

The term **asylum seeker** is not an alternative to the term illegal immigrant. It is similarly incorrect to use **asylum seeker** as a general term to describe all people who enter Australia illegally. People enter or stay in Australia illegally for a range of reasons and most never seek **asylum**.

In fact, the vast majority of "Illegals" in Australia are from western countries, primarily British tourists.

Definition – Refugee

A refugee is any person who:

- has a well founded fear of being persecuted for reasons of **race**, religion, nationality, membership of a particular social group or political opinion;
- is outside their own country;
- is unable or unwilling to return to that country because of fear of persecutions; and
- is not a war criminal or person who has committed a serious non-political crime.

This definition was determined by the 1951 Convention relating to the Status of Refugees and the 1967 Protocol Relating to the Status of Refugees, to which Australia is a signatory. Refugees and **asylum seekers** have certain rights as set out in these documents.

Refugees usually come to Australia in one of two ways. Most come under the Humanitarian Program - offshore component. These may be people selected overseas, usually after referral from the United Nations High Commissioner for Refugees (UNHCR). They are granted Permanent Protection Visas which allows for settlement, access to social services, family reunion and the right to apply for citizenship after the prescribed period. These may also be people proposed by Australian citizens, permanent residents or organisations based in Australia. They are granted Permanent Protection Visas but the costs of air travel and immediate settlement needs must be met by the proposing individual or organisation.

Some people believe that refugees cannot contribute anything to the **Australian** community. By definition, refugees are survivors through their own courage, resilience and ingenuity. These are qualities we value in Australia. The challenge for **Australians** is to assist newly arrived refugees to process the experiences of their past and rebuild their lives so that everyone can benefit from their resettlement.

Article 14 of the Universal Declaration of **human rights** states “Everyone has the right to seek and enjoy in other countries freedom from persecution”. This means that Australia is obliged to play a part in an international response to providing **asylum** to people whose **human rights** have been violated.

Definition – Migrant

Migrants are people who move from their own society to a new country, with the intention to settle and rebuild their lives there.

Australia is a country formed by migration. Everyone but the original Indigenous people are here as the result of migration. Over six million migrants have settled in Australia since 1945.

The Australian Bureau of Statistics estimated in 2002 that 52% of Australia's population growth that year was from overseas migration.

Migration may be freely chosen. It may also be compelled, like with the convicts sent to the **Australian** colonies by the British Government in the 1800s. Migration may be permanent, temporary or repeated; some people migrate to one country and then move on to others before finding a permanent home.

Today there are two programs designed to help people wanting to migrate to Australia. One is the migration program made up of these three streams:

- skilled migration, for people who have particular occupation skills
- family migration, where people can be sponsored by a relative who is an **Australian** citizen or permanent resident;
- special eligibility migrants, who are former citizens or residents wanting to return to Australia and certain New Zealanders.

The second program is the humanitarian program which is designed for **refugees** and others with special humanitarian needs.

Migrant is a hot term when resentment is directed against migrant groups that maintain their language, cultural and religious traditions. Some people fear that a society inclusive of migrants from many cultures will lead to a breakdown in the social cohesion of the **Australian** community.

Coexistence of people from diverse cultures is feasible when there is common agreement about basic principles such as respect for the rights and property of others, a commitment to democratic ideals and the rule of law. Many people recognise the reality of Australia as a **multicultural** society and are proud of the diversity of cultures, harmony between different or **ethnic** communities and a great deal of mutual benefit

Activity 12: 'Refugee or Migrant?'

Activity Cards

Refugee/Migrant/Asylum Seeker/Illegal Immigrant Scenarios

<p>1.) You were born in the former Yugoslavia (in Europe) and were woken one night when you heard from neighbours soldiers had entered your village. The army came to 'ethnically cleanse' your village, but luckily you escaped and were sent to a refugee camp. After being sent to another refugee camp you were finally accepted by the Australian Government to resettle in Australia with your family.</p>	<p>2.) You came to Australia on a 12 month working holiday visa from England. Your visa ran out 2 months ago but you are still working in a pizza place and getting cash in hand as you love the Aussie coast lifestyle.</p>
<p>3.) You came to Australia from the Democratic Republic of Congo (in Africa) for a work conference. While you were here war broke out in your country and you are now afraid if you go home you will be killed. You asked the Australian Government for protection and now study and work in Australia. You have not heard from your family and do not know if they are alive.</p>	<p>4.) You came to Australia from Lebanon (in the Middle East) with your family when you were a child. Your father and mother wanted a better life and as your Dad is an engineer and your mother a teacher you were accepted by the Government. Your family has now lived here for 8 years.</p>
<p>5.) You came to Australia on a fishing boat from Indonesia after leaving Burma (in Asia) after your brother was killed after speaking out against the Government. You were picked up off the coast and placed in a detention centre with your parents and baby brother. It has been over a year now and you still don't know what will happen to you.</p>	<p>6.) You came to Australia from China as you heard you could have a better life here. Back in China you and your family were nearly starving and it was impossible to get a good education or job as you do not have any relatives in the Government. You arrived by plane and your visa ran out two weeks ago.</p>

7.) You came to Australia as a boxer for the Commonwealth games with a team from Sierra Leone (in Africa) and fear you will be treated badly by the Government upon your return. You left the games after your event and presented yourself to the Government asking for protection.

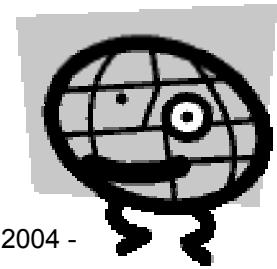
8.) You arrived from a very poor village in India four years ago to study at Melbourne University. You have done well in your studies and applied for citizenship. You now live in the Melbourne suburbs permanently and are completing a PHD to become a doctor.

REFUGEE

MIGRANT

ASYLUM SEEKER

ILLEGAL IMMIGRANT



Activity 13 - Suitcase Activity Resettlement Exercise

(Reproduced from the 'Connect' Leader Training Manual – Migrant Information Centre 2004 - www.miceastmelb.com.au/documents/connect/CONNECT%20Manual.pdf)

Scenario

'The hole in the ozone layer over Antarctica has widened. There is widespread flooding over most of the Southern Hemisphere. Millions of people are being relocated from these areas to all around the world. Australia has been entirely evacuated. You are the last group to leave. The only country that would accept you as refugees is Gribland.

You need to travel to Gribland's capital city with your family. You have to travel light. You are allowed to take only personal belongings (clothing, papers, jewellery etc...). You must be able to pack all items into a single suitcase or backpack (per family). You know only a few brief facts about Gribland, eg. the dominant language is Gribble, very few people speak or understand English, signs are not routinely translated into English.'

You are now at a table with your family, discussing what your strategy will be.

1. List the personal belongings you will take.
2. Write down how you will describe yourself as an Australian.
3. How long will it take you to learn to speak Gribble? (6 months, 1 year, 2 years, 5years)
4. How long will it take you to feel Gribblese?
5. Would you encourage your children to only speak Gribble at home and practice Gribblese traditions to help them to integrate into their new society?
6. How much of your own culture do you think you will be able to maintain?



Activity 14: 'Pats on the Back'

This activity is an enjoyable affirmation exercise towards the end of training

Materials

One 'Pats on the Back' (p. 18) sheet for each person, pens/pencils to write with

Rules

- No negative comments are to be written 'as a joke' - this is not funny and can be hurtful to the person when they receive their sheet back
- Try and be original. If somebody already has 'funny' written about them more than twice try and think of something else good that you have noticed about them
- Try and be honest - you don't have to be best friends with someone to have noticed a skill or attribute they have that is admirable - think of things you have seen them do in class or training that are good qualities
- Concentrate on your own sheet - don't worry about what the people on either side of you are writing
- Be patient! Some people may take longer or write more than you - there is no rush!

Instructions:

- Get all participants to sit in a circle on the ground (if you have an especially large group divide into two smaller circles)
- Ensure each person has their own 'Pats on the Back' Sheet and writes their name clearly in the space provided
- Check everyone has written their name and ensure participants are familiar with the above rules before starting the activity
- Get all participants to pass their sheet to the left. When a person receives a new sheet about someone they must think of a positive comment to write about that person. When they have finished writing they pass the sheet to the next person who also writes a positive comment, etc.
- At the end of the activity when a participant receives their sheet back get them to place it face down in front of them until everybody has their own sheet back
- Get participants to read through the 'Pats on the Back' sheet silently at the same time and then run some brief discussion about how they felt reading nice comments about themselves and the power of paying compliments

“Pats on the Back”



‘The Good things Other People think About Me’

It’s great to think about the things we like about ourselves, but sometimes it’s also nice to actually tell others what we value about them. If someone is having a hard day, you can cheer them up by telling them something you like about them!

You’d be amazed what a difference it can make.....

THESE ARE SOME OF THE GOOD THING WE’VE NOTICED ABOUT


_____ (write your name on this line)



Activity: Pass this page around the group and let other people write down the things about you that they like and think are great. Is it a nice feeling reading them?

FORUM EVALUATION SHEET

1. What did you enjoy most about the forum? Why?
2. What did you not enjoy? Why?
3. What was most useful thing you learnt from the forum today?
4. Please circle how happy you were about today's forum:

 not happy _____  okay _____  very happy

6. Is there anything else you think the presenters should know?

Thank you

Date of Forum