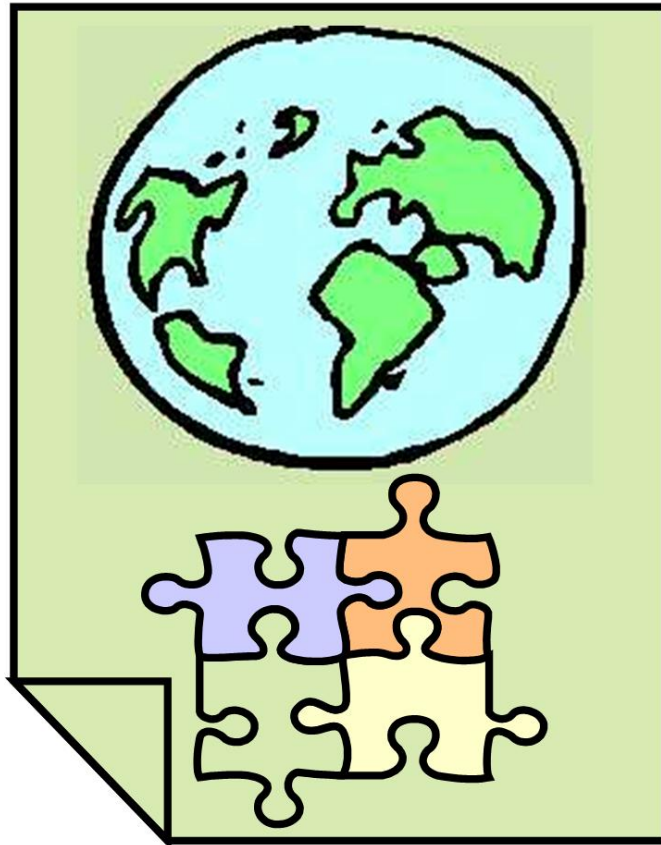


CONNECT

Funded by the Community Support Fund



# CONNECT Leader Training Manual



## ACKNOWLEDGEMENTS

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Special thanks is also extended to the following people for their guidance and support:

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Kate Wilde	Manningham Youth and Family Services

*Jo Kemp  
CONNECT Project Officer  
August 2001*

Updated  
Pip Krogh  
CONNECT Project Officer  
November 2004

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# **CONNECT**

## **Training Manual**

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## INTRODUCTION

### Aim

**This program will provide young people with the necessary skills and experience to effectively support newly arrived secondary school students that are from culturally and linguistically diverse backgrounds (CALD). The young people trained as CONNECT Leaders will achieve this by offering friendly support and information about their school and local community that will assist new students to become involved in activities, make decisions and develop a sense of belonging.**

### Background

CONNECT is a collaborative project of agencies and schools from the Cities of Manningham, Whitehorse and Monash auspiced by the Migrant Information Centre (Eastern Melbourne) (refer to Page 6 for details). Funding for the project was initially received through VicHealth's Mental Health Promotion Plan. The project is now funded by the Community Support Fund until 2006. An objective of the project is to provide support to newly arrived migrant and refugee young people attending secondary college in the Eastern region to assist them to develop a sense of belonging in their school and local community. This will be achieved through a peer support program for students providing them with the skills and information to make informed choices, to participate in the school and local community and to access local resources for recreation, information and assistance.

### VicHealth and The Mental Health Promotion Plan

VicHealth targeted the promotion of mental health in 1999-2002, and in doing so invested \$4.6 million dollars in initiating and evaluating mental health promotion projects in Victoria. Their emphasis was based on the initial prevention of mental ill-health. Newly arrived people to Australia, particularly those coming from areas of conflict, are one of the groups of people VicHealth chose as a focus. VicHealth describes 'mental health' as: *'the embodiment of social, emotional and spiritual wellbeing. It provides individuals with the vitality necessary for active living to achieve goals and to interact with one another in ways that are respectful and just'* (VicHealth, 1999:4).

CONNECT was part of VicHealth's strategy to promote mental health in Victorian communities. 'Social connectedness' is identified as a primary element that determines one's mental health (VicHealth, 1999:10). The CONNECT project is based on this theme and as such aims to assist newly arrived young people and their parents to develop a sense of belonging within the school and local community, to engage in social activities and to access social networks and supportive environments.

---

**Why peer support?**

Peer support aims to make life easier, before it becomes difficult or confusing, through young people supporting each other. Young people can be very helpful in assisting other young people overcome situations or problems simply through their understanding and earlier experience of a similar circumstance. Young people trained in communication skills, leadership, and armed with specific local knowledge and the benefit of their own experiences, can play a major role helping others to make a smooth transition into a new environment (eg. school or the local community)

**Importance for young people from CALD backgrounds**

Young people can offer invaluable assistance to newly arrived students to Australia of migrant and refugee background by providing them with friendly support to assist them during their transition into a new school, new community and new country. At the same time, CONNECT Leaders will be developing and improving their own skills and knowledge.

**Remember your first day...**

You will all remember your first day at secondary school, whether you started in Year 7 with the other new students, or you arrived mid-year in another year level. All around new faces, a new system and new rules to learn, not to mention a big building to navigate! Many students are not only learning to cope with a new school, but a new community, a new country, a new language...

**The CONNECT Leader's Role**

As a CONNECT Leader your role will be to support other students (migrants and refugees) at your school who have recently arrived to live in Australia from another country. Working with groups of newly arrived students you will be able to do this by including them in activities and helping them to develop their local knowledge to adapt to their new environment and develop skills to help them resolve any problems or issues that arise in their day to day life.

In this role you will not be alone! The CONNECT Project Officer and the Student Welfare Coordinator, ESL Coordinator and other support teachers will be available to offer you ongoing support, advice and development to help you provide the best assistance to your peers as possible. In addition, the other CONNECT Leaders will be able to share with you their experiences and together you will learn and develop better or new ideas for activities and sessions.

The CONNECT Project Officer will meet fortnightly with you to assist in the development of activity sessions that you will hold with newly arrived students on alternate weeks. The Project Officer will also attend the activity sessions to provide support to Leaders and Participants and will be available if any issues or concerns arise.

At other times, CONNECT Leaders and Participants are welcome to approach the Student Welfare Coordinator at your school to discuss anything! They are there if you need them.

---

**How will other students benefit?**

Students attending secondary school in Australia for the first time often experience feelings of isolation and loneliness and have difficulty adjusting to the school environment and the local community. Life and decisions can become very confusing. With support from other students that are able to understand and/or relate to their situation and offer guidance, this process can be made much less daunting and confronting.

**How will YOU benefit?**

Becoming a CONNECT Leader will help you to develop and improve a variety of skills including: communication, organisation, negotiation, decision-making and leadership. These are all very important skills to have that will assist you on a day-to-day basis throughout your life. They are particularly important to develop and practice as a young person in preparation for your future studies and/or working life, and your role as a Leader will be an impressive attribute on your resume. All CONNECT Leaders will be issued with a certificate at the completion of training to verify your involvement in the program.

Being a CONNECT Leader will also provide you with the special opportunity to assist and develop relationships with other young people from culturally and linguistically diverse backgrounds and share with them their culture, knowledge and experiences of life in another country. Your role as a Leader will also give you insight and experience in the social welfare field, which is a diverse industry with many career opportunities.

---

## **CONNECT**

### **Project Steering Group**

CONNECT is a collaborative project of agencies and schools from the Cities of Manningham and Whitehorse and auspiced by the Migrant Information Centre (Eastern Melbourne). The members representing the network of organisations work together to manage the development and implementation of the project. They are:

Warren Anderson	City of Whitehorse
Judi Byrne	Maroondah and Manningham City Council's School Focused Youth Services Coordinator
Robert Colla	Blackburn English Language School
Karla Fitzpatrick	City of Monash School Focused Youth Services Coordinator
Judy McDougall	Migrant Information Centre (Eastern Melbourne)
Yvette Shaw	City of Whitehorse School Focused Youth Services Coordinator
Elizabeth Sidiropoulos	Victoria Police, Multicultural Liaison Officer
Shane Smith	Department of Human Services
Warren St Clair	Department of Education and Training

## **CONNECT Leader Training**

<b>SCHEDULE - DAY 1</b>
-------------------------

<b>9:00-9:30</b>	<b>Transport to the venue</b>
<b>9:30-9:50</b>	<b>Energiser (game 20 min)</b>
<b>9:50-10:20</b>	<b>Introduction/overview to the Program (30 mins)</b>
<b>10:20-10:35</b>	<b>Morning tea (15 min)</b>
<b>10:35-11:25</b>	<b>CULTURE SHOCK (50 min)</b>
<b>11:25-12:15</b>	<b>SETTLEMENT ISSUES (50 min)</b>
<b>12:15-1:15</b>	<b>Lunch (60 min)</b>
<b>1:15-2:15</b>	<b>COMMUNICATION (60 min)</b>
<b>2:15-3:00</b>	<b>CREATING NETWORKS (45 min)</b>
<b>3:00</b>	<b>Return to school</b>

<b>SCHEDULE - DAY 2</b>
-------------------------

<b>9:00-9:30</b>	<b>Transport to the venue</b>
<b>9:30-9:50</b>	<b>Energiser (game – 20 min)</b>
<b>9:50-10:50</b>	<b>LEADERSHIP (60 min)</b>
<b>10:50-11:10</b>	<b>Morning tea (20 min)</b>
<b>11:10-12:00</b>	<b>NEGOTIATION &amp; DECISION-MAKING (50 min)</b>
<b>12:00-12:40</b>	<b>COPING SKILLS (40 min)</b>
<b>12:40-1:30</b>	<b>Lunch (50 min)</b>
<b>1:30-2:45</b>	<b>DEBRIEF &amp; ACTIVITY DEVELOPMENT (1hr 15 min)</b>
<b>2:45-3:00</b>	<b>Evaluation (15 min)</b>
<b>3:00</b>	<b>Return to school</b>

---



## MATERIALS REQUIRED

The following equipment and materials are required to conduct the CONNECT Leader Training Course:

DAY ONE	DAY TWO
Balloons	Balloons
Ballpoint pens	Ballpoint pens
Blu-tack	Dressmakers pins
Butcher's Paper	Drinking straws (bendy ones)
Culture Pictures	Overhead projector
Matchsticks / Toothpicks	'The Importance of Listening' activity statements, one per group
Overhead Projector	Two-minute talk topics on post-it-notes, one per person
Play dough	Whiteboard and markers
Post-it-notes words for play dough activity	
Spare A4 paper	
Textas, Coloured Pens	
Whiteboard and markers	

## HANDOUTS REQUIRED

DAY ONE (page no.)	Title	DAY TWO (page no.)	Title
3-5	Introduction	43*	<i>Observer Question Sheet</i>
7	Schedule	45	Probity & Accountability
10	People Bingo	50	Values & Beliefs
13	What is Culture?	52	Coming to a Solution
15*	<i>The Expert Questions</i>	55*	<i>What to do?</i>
16	Cultural Competence Progression	59	Rights & Responsibilities
19-20	Migrants, Refugees & Asylum Seekers	61	Activity/Session Plan
22-23	Issues faced by Migrant & Refugee Young People	62	Session Evaluation
26	Resettlement Exercise	63-64	Feedback Sheet
30	Effective English		
33	Non-verbal Methods of Communicating		
39	Activity Planner		

*\*These handouts are not necessary for each participant. Consider the activity before making copies (i.e. one per group or one per pair)*

## OVERHEADS REQUIRED

Overhead slides to be used as teaching materials throughout the training are provided at the end of the training manual and correlate with the lesson plans.

## DAY ONE

### Activity 1      Introduction with a Lie      Energiser 10 mins

**Purpose**

To help everyone to get to know each other.

**Materials Required**

A coloured pen and one A4 paper each.

**Procedure**

Organise the students to sit in a circle and instruct them to introduce themselves in the following way:

- Name and age;
- Something they are passionate about (eg. football, music, dancing etc.);
- Three things about themselves – one of which must be a lie.

Give the students a few minutes to think about what they are going to say, then in the circle each person shares their answer and others must pick the lie they told.

(Courtesy: *Manningham Youth and Family Services*)

### Activity 2      People Bingo      Energiser 10 mins

**Purpose**

To help everyone remember each other's names and to get moving in the morning.

**Materials Required**

Handout '*CONNECT Leader People Bingo*'

**Method**

Distribute handout '*CONNECT Leader People Bingo*' and instruct everyone to stand and move around the room to find someone to sign in each category, eg. 'Someone who plays tennis' and 'Someone who likes chocolate'. Each person may only sign a sheet once. The winner is the person who has all of their categories signed first.

---

## Handout

## CONNECT Leader People Bingo

Find someone who:

<i>Lives in your suburb</i>  Name: _____	Plays tennis  Name: _____	Has a pet cat  Name: _____
Rode a bike today  Name: _____	Watches <b>horror</b> <b>movies...</b> Name: _____	Has more than one brother or sister  Name: _____
<b>Ate cereal for breakfast today</b> Name: _____	Is wearing  <b>earrings</b> Name: _____	Likes... <b>chocolate</b> Name: _____
Is the same <b>star sign</b> as you  Name: _____	Read the newspaper today  Name: _____	Has the same colour <b>eyes</b> as you Name: _____

(Courtesy: Manningham Youth and Family Services)

## **SESSION ONE**

## **CULTURE SHOCK**

### **Aim**

To develop an awareness of Australia as a society with a great diversity of people, cultures and lifestyles.

### **PARTS**

<b>Part 1</b>	<b>What is Culture?</b>	<b>20 mins</b>
<b>Part 2</b>	<b>The Outside Expert</b>	<b>30 mins</b>

**Part 1****What is Culture?****20 mins****Purpose**

To gain an understanding of what 'culture' actually means and the importance of respecting the culture, traditions and customs of other people.

**Materials Required**

Overhead/handout '*What is Culture*'

**Method**

- On an overhead discuss the definition of 'culture' (*The Oxford Dictionary*):

***'...the customs, civilisation and achievements of a particular time or people...'***

- Discuss four characteristics of 'culture' giving examples of each:
  1. **Traditions** – statements, beliefs, customs, eg. marriage ceremonies, Christmas dinner, Easter eggs;
  2. **Different forms** such as, knowledge, belief, art, law, morals, eg. one wife versus many wives;
  3. **Passed on from generation to generation**, eg food preparation;
  4. **Dynamic or constantly changing**, eg. practices change through generations – cohabitation.
- Distribute handout '*What is Culture?*' and ask the students to define their own culture and write responses on the board.

**Why do we need to think about culture?**

- Because we all have a set of beliefs, values, and preferred approaches to life that can reflect the country where we were born, where we grew up etc.
  - Specific cultural characteristics are common to a group, these characteristics bond people and bring them together allowing them to relate to each other more easily. They include things like: language, religion, food, housing, clothing styles, technology, art.
-

**Handout/Overhead****What is Culture?****Definition**

Definition of 'culture' (The Oxford Dictionary):

***'...the customs, civilisation and achievements of a particular time or people...'***

**Four characteristics of 'culture'**

- 1. Traditions** – statements, beliefs, customs, eg. marriage ceremonies, Christmas dinner, Easter eggs;
- 2. Different forms** such as, knowledge, belief, art, law, morals, eg. one wife versus many wives;
- 3. Passed on from generation to generation**, eg food preparation;
- 4. Dynamic or constantly changing**, eg. practices change through generations.

**Why do we need to think about culture?**

- Because we all have a set of beliefs, values, and preferred approaches to life that can reflect the country where we were born, where we grew up, etc.
  - Specific cultural characteristics are common to a group, these characteristics bond people and bring them together allowing them to relate to each other more easily. They include things like: language, religion, food, housing, clothing styles, technology, art.
-

## Part 2

## The Outside Expert

30 mins

### Purpose

As outsiders, we may misunderstand the messages or customs of a particular society. This exercise is a reminder not to judge people and their customs at face value based on your own beliefs.

### Materials Required

Handout '*The Expert - Questions*'

Handout/overhead '*Cultural Competence Progression*'

### Method

Divide into groups of approximately six people. Each group should nominate a person to be the expert. The role of the expert is to ask a series of questions – on issues such as food, customs, attitude and values – to find out about the culture of the group.

### Brief the Expert

The expert is given a series of questions that can only be answered by 'yes' or 'no', eg. Do your people eat pork? Are your women equal to men?

### Brief the Group

The expert then leaves the room while the group is told about their 'culture'.

No cultural information is given. Instead four rules apply:

1. If the expert asks the question with a smile then the answer is 'yes'.
2. If the expert asks the question with a serious face the answer is 'no'.
3. The only answers permitted are yes and no.
4. Men and women do not communicate – if the expert is male, only men answer and the women look away, and vice versa.

### Report

After ten minutes of questioning the expert is to give a report on the culture of the group.

### Debrief

Discuss:

- How did the expert feel not knowing the rules underlying communication?
- How did the cultural group members feel?
- What were the expert's assumptions?
- Is this situation completely unrealistic?

Discuss handout '*Cultural Competence Progression*' and identify our aim of achieving the knowledge, skills and confidence for appropriate action.

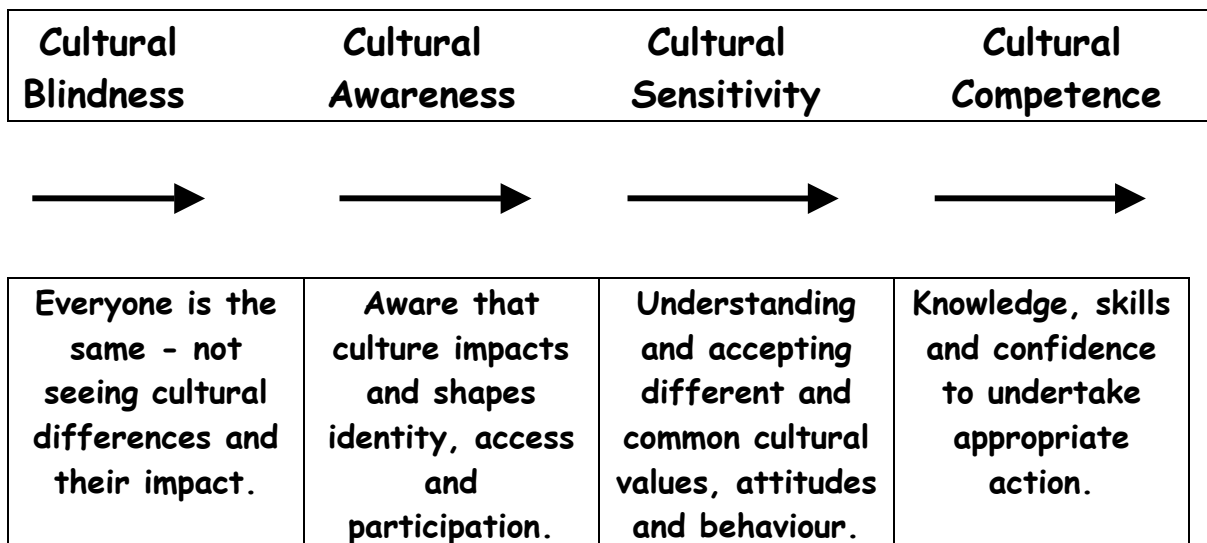
(Source: ADEC (1993) *HACC: Cross Cultural Training Manual*, Module 4, pp 7-9)

---

**Handout****The Expert Questions**

1. Do you eat chicken?
  2. Are women equal to men?
  3. Do you pray regularly?
  4. Do you celebrate New Years Eve on the 31<sup>st</sup> January?
  5. Do men bow when they meet each other?
  6. Do men wear a beard?
  7. Do people wear tight clothes in your community?
  8. Do you have several gods?
  9. Do men shake hands with women?
  10. Do men and women dance together?
  11. Do men wait for women to finish their meal before they start to eat?
  12. Do men kiss each other as a greeting?
  13. Do you celebrate the birth of new babies?
  14. Do men have pierced ears?
  15. Is the wisdom and experience of elderly people valued?
-



**Handout/Overhead****Cultural Competence Progression**

(Adapted from: Stages of Cultural Competence, cited in Migrant Resource Centre North East (1999) *Achieving Cultural Competence: Participants Resource Kit*)

**SESSION TWO****SETTLEMENT ISSUES  
FOR YOUNG PEOPLE****Aim**

To develop an understanding of the settlement issues faced by young people from migrant and refugee backgrounds that come to live in Australia.

**PARTS**

<b>Part 1</b>	<b>Migrants and Refugees</b>	<b>20 mins</b>
<b>Part 2</b>	<b>Settlement Issues for Young People</b>	<b>20 mins</b>
<b>Part 3</b>	<b>Acceptance</b>	<b>10 mins</b>
<b>Part 4</b>	<b>Resettlement Exercise      (additional exercise)</b>	<b>20 mins</b>

**Part 1****Migrants and Refugees****20 mins****Purpose**

To develop an understanding of the differences between migrants, refugees and asylum seekers.

**Materials Required**

Handout/overhead '*Migrants, Refugees and Asylum Seekers*'

**Method**

- First ask students what they think a refugee is, then what they think a migrant is. Write key words on the board.
  - Distribute handout '*Migrants, Refugees and Asylum Seekers*' and using the overhead discuss the differences between each.
-

## Handout/Overhead

### Migrants, Refugees and Asylum Seekers

Refugees and migrants are different groups of people who have had different experiences before arriving to live in Australia. These experiences affect their resettlement experience in Australia.

#### ❖ Refugees

According to the 1951 United Nations Convention (and its 1967 Protocol) relating to the Status of Refugees, to which Australia is a signatory, officially a **refugee** is:

**‘Any person who owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable, or owing to such fear, is unwilling to avail himself/herself of the protection of that country’**

**The important parts of this definition are:**

- The person must be **outside** of their country of origin;
- They leave their country because of **fear**;
- Their fear is the result of persecution because of their: **race, religion, nationality, membership of a particular social group or political opinion**;
- They are unwilling or unable to seek the protection of their country.

**Important notes about refugees:**

- Refugees are **forced** to leave their country;
- Usually they cannot plan their departure or pack their belongings;
- Usually they cannot say goodbye to their family and friends;
- Usually they know little about the country they are going to;
- Many refugees have experienced severe trauma;
- Many refugees have been tortured.

#### ❖ Migrants

A **migrant** is someone who chooses to leave their country of origin for personal or economic reasons.

**Important notes about migrants:**

- Migrants **choose** to come to live in Australia. They are able to read about the country and learn about it from family and friends;
  - They have time to study the language and look for employment opportunities before they make a final decision about whether to come;
  - They are able to pack their precious belongings and say good-bye to the important people in their lives;
  - They can go home at any time if they get homesick or things do not work out as they had hoped;
  - They can also pick up the phone and talk to friends and relatives – most refugees cannot.
-

### ❖ Asylum Seekers

**Asylum seeker** is a term used for people who seek asylum in another country. Asylum seekers are people who apply to the government of a country for recognition as refugee. Asylum seekers may be refugees, however until the government has reviewed and considered their application they are not recognised as a refugee.

(Source: DIEA (1994) *Refugee & Humanitarian Issues: The Focus for Australia*)

## The Differences between Refugees and Migrants

REFUGEES	MIGRANTS
Forced to leave their country	Choose to leave their country
Leave in a hurry	Can pack their belongings
No chance to say goodbye	Can say goodbye
Do not know the language	Can study the language before arriving
Most cannot call home	Can call home to their family and friends
Cannot return home	Can return home if they want
Experience of trauma and/or torture	

## Part 2      Settlement Issues for Young People      20 mins

### Purpose

To develop an understanding of the issues faced by migrant and refugee young people when they come to live in Australia.

### Materials Required

Handout/overhead '*Issues Faced by Migrant and Refugee Young People*'

### Method

As a group, ask students to brainstorm a list of issues that *all young people* face in day to day life. For example:

- Search for their own identity, culture, religion;
- Peer pressure;
- Isolation;
- Anxiety and depression;
- Anger;
- Drugs and alcohol;
- Boredom;
- Motivation;
- Health issues;
- Identity of their own sexuality;
- Financial issues;
- Unemployment;
- Relationships;
- Establish own identity;
- Independence from parents.

Then distribute the handout '*Issues Faced by Migrant and Refugee Young People*' and using an overhead discuss the additional issues faced by migrant and refugee young people.

---

**Handout/Overhead****Issues Faced by Migrant and Refugee Young People**

<b>REFUGEES</b>	<b>MIGRANTS</b>
Language difficulties	Language difficulties
Loss of security	Loss of security
Racism/discrimination	Racism/discrimination
Grief and loss of family members and friends	Grief and loss of family members and friends
Loss of community support and networks	Loss of community support and networks
Different value system	Different value system
High parental expectations	High parental expectations
Intergenerational conflict	Intergenerational conflict
New lifestyle, new social system	New lifestyle, new social system
Living between two cultures	Living between two cultures
Fear of the unknown	Fear of the unknown
Interrupted education	
Experiences of war and conflict	
Memories of past trauma/torture	
Poor health	

## Handout/Overhead

### Issues Faced by Migrant and Refugee Young People (cont.)

Factors influencing a positive resettlement experience for young people include:

- Being able to **communicate**, to learn and to be confident speaking and writing in English;
- Having a **safe and secure** place to live and access to an income;
- **Trusting and knowing** how to access formal systems, eg. understanding laws, education;
- Understanding the **support systems** and having social and recreational activities;
- Being **positively motivated** and wanting to be included into a new community;
- Having the ability to **contribute**;
- **Acceptance** of their needs within their family and community.

(Source: *Starters: A Peer Support Project*, SCAAB, p 5)

### Issues Identified by Young People...

Focus groups conducted with students from migrant and refugee backgrounds in the Eastern region established that the following three issues are of concern to new students:

- **Practical aspects of school life** – showing new students around the school grounds, canteen, library and internet, class timetable, extra-curricular activities, public transport, local shops, school rules, eg. detention;
  - **Communication and language skills** – assistance with translating and interpreting English, advice about easy books to read and TV programs to watch to improve their English, assistance with projects/assignments and what is expected;
  - **Social and emotional wellbeing** – participants agreed it would be good to reassure new students, eg. *‘Don’t worry, it will be alright after awhile’*. Other suggestions included introductions to other students and advice such as being *‘patient’* and open-minded, *‘Don’t judge too quickly’*.
-



**Part 3****Acceptance****10 mins****Purpose**

To illustrate the importance of feeling accepted as a young person from a different country, and the impact that the behaviour of others can have on a someone's self-worth and self-esteem.

**Materials Required**

A4 piece of paper

**Method**

On a sheet of paper, write 'Fosia' in big letters. Tell the class that the paper represents Fosia's feelings of self-worth. Ask a student to stand up the front and when indicated, tear off a piece from the paper. Read aloud the passage '*Fosia's Day*'.

**Fosia's Day**

A Year 9 Muslim girl named Fosia from Somalia is still asleep at 8.30am because she forgot to set her alarm before she went to bed the night before. All of a sudden her mother calls to her, 'Fosia, get out of bed, you're late for school, I wish you would be more responsible!' (rip!). Fosia gets out of bed and can't find a clean uniform. Her mother tells her she will have to wear yesterday's clothes (rip!). She goes to brush her teeth and her older sister, who has locked herself in the bathroom tells her to 'Get lost!' (rip!). She goes down for breakfast and finds there is no milk left after her three brothers and two sisters had already finished breakfast (rip!).

As she leaves for the bus her mother says 'I didn't have time to make your lunch so you will have to spend your pocket money at the canteen' (rip!). As she runs to catch the bus her headscarf (hijab) slips down her head, as she gets on the bus the other passengers stare at her as readjusts her scarf (rip!).

When she gets to school, in her first class she gets an English test back and scores only 55% (rip!). During the same class she makes a mistake reading out loud in English and the other students laugh at her (rip!). Later in the day in gym class she is picked last for the netball team because she can't run as fast in her long skirt and doesn't understand the rules properly (rip!). When she is picked, her classmate doesn't even say her name, and calls 'Hey you!' (rip!). During the game she was only passed the ball once (rip!).

At home later that night she is not allowed to watch TV, because she has to study her English to improve her grades (rip!). By the time Fosia goes to bed that night and sets her alarm, her feeling of self-worth and acceptance is the size of a twenty cent coin.

**Discuss**

Discuss with the group that part of their role as Leaders will be to make new students feel accepted and valued regardless of their differences.

(Adapted from: Canfield, J. and Wells, H.C. (1976) *100 ways to enhance self-concept in the classroom: a handbook for teachers and parents*. Prentice-Hall, New Jersey, p 91.)

---

**Part 4****Resettlement Exercise****20 mins**

**NB:** This exercise is additional and may be used at any time during the training to fill in time.

**Purpose**

For participants to develop a sense of understanding of the resettlement process that refugees face.

**Materials Required**

Handout '*Resettlement Exercise*'

**Method**

Divide the participants into small groups and distribute to each group the handout '*Resettlement Exercise*'. Discuss the following scenario, then ask them to answer the questions on the handout.

'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. 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 Gribble? (6 months, 1 year, 2 years, 5 years)
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?

Each group reports their answers to the main group.

**Debrief**

Discuss how the exercise made people feel and whether they had ever been in a situation like this.

(Source: Mattos, N. *Resettlement Exercise in Affirming Cultural Diversity: Framework for Drug and Alcohol Service Providers*. Training Module No.2. Cross Cultural Awareness Training. City of Whitehorse)

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**Handout****Resettlement Exercise****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. 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, 5 years)
  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?
-

## **SESSION THREE                      COMMUNICATION**

### **Aim**

**To introduce participants to issues that can occur when communicating with people from different cultural backgrounds.**

### **PARTS**

<b>Part 1</b>	<b>Issues in Cross-cultural Communication</b>	<b>10 mins</b>
<b>Part 2</b>	<b>Effective English</b>	<b>15 mins</b>
<b>Part 3</b>	<b>Accents and Communication Differences</b>	<b>20 mins</b>
<b>Part 4</b>	<b>Listening skills</b>	<b>15 mins</b>

## Part 1      Issues in Cross-Cultural Communication      10 mins

### Overview

Students from non-English speaking backgrounds that come to your school have varying English language abilities. Some students speak very well and confidently, others speak with strong accents that can be difficult to understand and others may speak in broken sentences because they are unsure and nervous about their language skills. Communicating with someone whose first language is not English (or *cross-cultural communication*) can result in misunderstanding because each person has expectations based on their own culture. For example, in response to an offer of a can of coke, 'thankyou' means 'no thankyou' in most European cultures, *but* 'Yes, I accept' in English.

In Australian English 'How ya going' is a greeting, where in most other languages it is enquiring about your health.

***Can you think of another example of Australian English that could be misinterpreted if translated literally?***

For example:

- 'Cool'
- 'Wicked'
- 'Going off!'

Likewise, other cultures use phrases that cause confusion to Australian English speakers if translated literally.

(Adapted from: ADEC (1999) *HACC: Cross Cultural Training Manual*, Module 3)

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**Part 2****Effective English****15 mins****Purpose**

To provide participants with the necessary skills to communicate effectively with other students from non-English speaking backgrounds.

**Materials Required**

Overhead/handout '*Effective English*'

**Method**

Working from an overhead of the '*Effective English*' handout discuss the DOs and DON'Ts of communicating with other students from ESL backgrounds.

**Plain English**

Working as a group, ask the students to find other ways to say a particular sentence or question:

- The teacher said we must finish our homework by Monday.
- You should eat fruit. It is good for you.
- Where is the toilet?
- Can I borrow your ruler?
- Would you like some help with your homework?
- The school nurse is in Room 3, behind the reception.

After the exercise discuss with the group that there is always another way to say something. If you cannot make yourself understood, try saying it in a different way.

(Adapted from: ADEC (1999) *HACC: Cross Cultural Training Manual*, Module 3)

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## Handout/Overhead

### Effective English

How to communicate with others when their English language skills are limited:

#### DO...

1. **Speak clearly**, look at the person, do not mumble, use complete sentences, do not use broken English.
2. **Avoid jargon or slang**, eg. *'Did you watch ER on the telly last night?'* or *'I went to the footy at the MCG on Saturday'*.
3. **Technical terms need to be explained.**
4. **Use short sentences.**
5. **Avoid double negatives**, eg. *'wear a hat when you go out in the sun'* instead of *'don't go into the sun without a hat on'*.
6. **Use direct questions**, eg. *'have you finished your homework?'* instead of *'you haven't finished your homework yet, have you?'*
7. **Check the message has been understood**, you can do this by asking questions and being patient.
8. **Listen**, often English speakers switch off when speaking to someone who speaks English as their second language. Some cultures are simply more long winded than English, and others structure their sentences and arguments differently.

#### DON'T...

**Shout**

**Mumble or speak too fast**

**Show impatience**

❖ **Remember..... It is OK to say 'I don't understand'.**

## Part 3      Accents and Communication Differences      20 mins

### Purpose

To create an awareness of the ways people from different cultural backgrounds communicate.

### Materials Required

Play Dough

Matchsticks

Handout/overhead '*Non-Verbal Methods of Communicating*'

### Method

Discuss with the group verbal and non-verbal communication.

### ❖ Verbal Communication

#### Accents

People that have migrated to Australia often have accents that come from other languages. For example, some sounds do not exist in other languages. Many Asian speakers have difficulty in pronouncing 'L' and instead pronounce it as 'R', eg. 'clash' as 'crash' or 'love' as 'rove'. In the same way, some sounds are not easily distinguished by non-native speakers, for example 'cease' and 'seize', or 'badge' and 'batch'.

Again, the best way to deal with accents if you are having trouble understanding is to:

- use your listening skills;
- be patient; and
- ask questions.

#### Australian English

Many Australian English speakers end sentences with a rising intonation, even when it is not a question. A rising intonation also implies a question, which can be confusing, for speakers not used to Australian English.

### Exercise

In pairs, ask the students to sit with their backs to each other. Person A designs a pattern on the ground with about 15 matchsticks and then explains what they have designed to their partner (Person B). The partner must listen to the instructions and construct with their matchsticks what they are told. They are not allowed to ask questions. After ten minutes swap roles.

When everyone has played each role notify the participants that Person B is now allowed to ask questions to clarify what Person A has told them.

### Discussion

Discuss the differences and difficulties between ONE-WAY and TWO-WAY communication. Discuss the use of body-language and hand gestures that were being used, despite the persons partner not be able to see them. Highlight the importance of using a combination of verbal and non-verbal communication.

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## ❖ Non-Verbal Communication

### Exercise

Divide students into teams of four or five, give one member play-dough and instruct them to sculpt a particular word. Their team members must guess the word, the person who guesses correctly becomes the sculptor and must begin with a new word. Remind the groups to be quiet so as not to give away the word to other groups. Word examples:

- Summer
- Winter
- Family
- School
- Eating
- Happy
- Music.

(Courtesy: *Manningham Youth and Family Services*)

**After the exercise confirm with the group that there are alternative ways to communicate that can be very effective when verbal interaction is too difficult or unsuccessful.**

### Brainstorm

As a group brainstorm the different ways people communicate, other than talking, and write the responses on the board, eg.:

- body language;
- hand gestures;
- eye contact;
- facial expression;
- distance between speakers;
- facial expressions;
- touching.

### Discuss

Distribute handout and using the overhead '*Non-Verbal Methods of Communicating*' as a guide, discuss the cultural differences between the non-verbal methods of communicating.

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## Handout/Overhead

### Non-Verbal Methods of Communicating

#### Eye Contact

Australians tend to look people in the eye to demonstrate their honesty, the expression '*he must be lying because he couldn't look me straight in the eyes*' is an example of Australian culture. However, in many Asian cultures, lowering your eyes is a sign of respect, not a show of dishonesty. And while in Australia looking someone straight in the eyes is important, staring is considered rude. Whereas for many southern European cultures, maintaining your gaze is normal.

#### Facial Expression

Facial expressions can tell us a lot about the way a person is feeling, however their meanings are not always the same in all cultures. For example, smiling for Westerners means friendliness and good humor, but in some Asian countries smiling is a common way of covering embarrassment or concealing unease.

#### Social Distance

In Australia, conversations occur at a distance of about one meter between two people. In Middle Eastern and in Spanish cultures conversations occur at a distance of about thirty centimeters. While this is considered normal in those cultures, Anglo-Celtic Australians would feel uneasy and embarrassed.

#### Hand Gestures

Hand gestures vary a lot between cultures. What in one culture may be a sign of welcome in another culture could be a sign to come over. Pointing fingers in a particular way in some cultures can be rude.

#### Touching, Handshaking and Kissing

Customs of touching, handshaking and kissing vary between cultures and are also determined by factors such as age, sex, religion, social setting and status. In many European countries greeting someone and kissing them three or more times on alternative cheeks is commonplace, however it often confuses Anglo-Celtic Australians who are unprepared for such an encounter.

#### Authority

Communication between people is also affected by who is talking and by their environment. Communication with a person seen in '*authority*' is often different to communication with a friend or peer.

(Source: ADEC (1999) *HACC: Cross Cultural Training Manual*, Module 3)

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**Part 4****Listening Skills****15 mins****Purpose**

To understand why listening is so important, particularly when communicating with people from non-English speaking backgrounds, and to identify what skills make a good listener.

**Method**

- ❖ As a group, brainstorm what makes a good listener and write the responses on the board, eg.:

- Don't interrupt;
- Good eye contact;
- No fidgeting;
- Show interest;
- Be patient;
- Make sympathetic gestures.

And, what makes a bad listener, eg.:

- Looking around, not looking at the person speaking;
- Interrupting and asking questions when they are trying to say something;
- Yawning a few times while the other person is talking;
- Distant, sit away from the person speaking;
- Does not respond, and then starts to talk about something else.

- ❖ **Explain about 'self-listening'...**

This is when you are listening to another person but all the time you are thinking about what you would like to say or what you think they should do. A chronic self-listener simply waits for the first pause in the other person's story and leaps in with a story of their own, or with comments and advice about what the other person should do. This kind of behaviour effectively stops one person from hearing what the other person is saying. Unfortunately it is very common.

- ❖ **English as a Second Language...**

Employing good listening skills can be more difficult when the person you are listening to speaks English with a strong accent or has limited English skills and has trouble expressing themselves effectively in English. This can be frustrating for you, but it is probably even more frustrating for them. Therefore the best thing that you can do is:

- Be patient; and
- Ask questions (being careful not to interrupt them while they are trying to say something, ask a question to clarify what they are saying).

- ❖ **In pairs**, ask participants to share with their partner a time when they felt angry. Each person has two minutes to talk about the incident and describe why he or she felt angry. The first time the partner must listen carefully without commenting or interrupting. Swap after two minutes, and this time the listener displays poor listening skills. Afterwards they discuss how they felt about the different ways of listening to someone. If time permits swap again so that each person experiences a 'good listener' and a 'bad listener'. Give each other feedback about the other person's listening skills.

## SESSION FOUR

## CREATING NETWORKS

### Aim

To develop an understanding of the importance of having supportive relationships and networks within a community.

### PARTS

Part 1	Your Safety Net	25 mins
Part 2	New Networks	20 mins

**Part 1****Your Safety Net****25 mins****Purpose**

To emphasise the importance of the support people in our lives and to share some personal information with the group.

**Materials Required**

Butchers paper  
Coloured pens  
Blu-tack

**Method****Activity**

Give each participant a large piece of butchers paper and some coloured pens. Ask participants to write their name or 'ME' in the middle of the paper and then draw lines radiating out ending in the name of a support person in their life, eg. family members, relatives, friends, teachers and so on.

Once they have finished ask them to describe to a partner the significance of these relationships and in what ways they give support. The partner then stands and shares this information with the rest of the group.

The butchers paper can be hung around the room as a reminder of the importance of building relationship in life.

**Discussion**

On arrival in a new country, life and decisions can be very confusing. Strong survival connections such as family members and relatives that support us as individuals are essential for a young person's successful resettlement process.

(Adapted from: *Starters: A Peer Support Project*, SCAAB, p 15)

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## Part 2

## New Networks

20 mins

### Purpose

To help participants recognise the networks that need to be created when arriving in a new country.

### Materials Required

Butchers paper  
Coloured pens

### Method

Discuss the definition of 'network' (*The Macquarie Dictionary*):

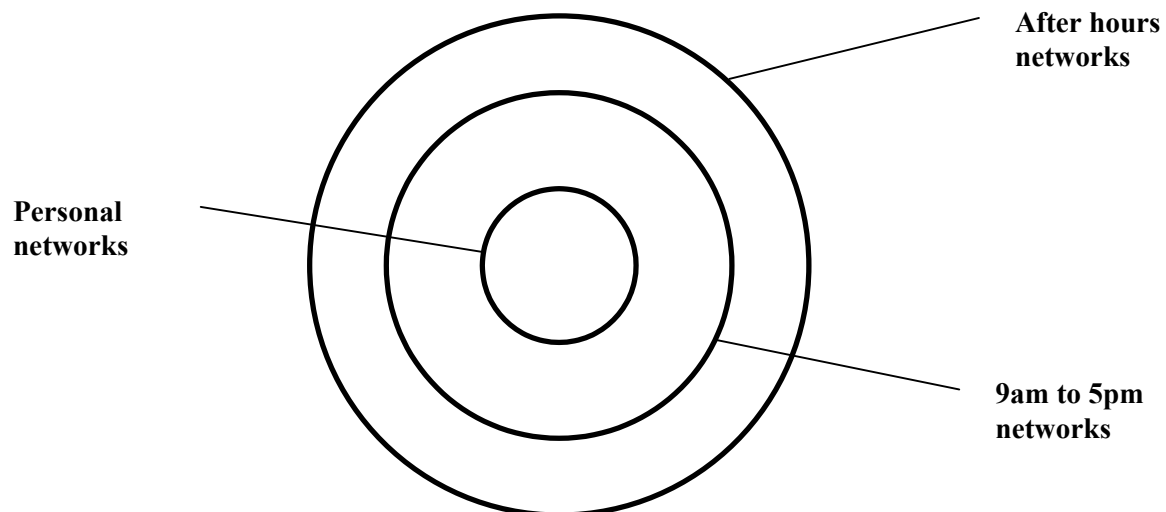
**'A system of interconnected people...'**

In small groups ask participants to develop a list of the networks a new student at their school needs to establish in order to feel comfortable in the school and local community surroundings. For example:

- Students;
- Teachers (sport, music, art, English, maths etc.);
- Front office staff;
- People involved in extra-curricular activities;
- Youth agencies;
- Emergency services.

### Group Discussion

Returning to the group, on a large piece of butcher's paper, using a series of concentric circles develop a visual representation of the responses (see example below). Ask the students to complete the homework for the next session (see following page).



## **HOMEWORK**

### **Aim**

**To encourage participants to think about the issues covered in the training and relate this to appropriate activities that could be conducted with newly arrived students.**

### **Purpose**

To begin developing ideas for activity sessions that the Leaders will conduct with newly arrived students.

### **Materials Required**

Handout '*Activity Planner*'

### **Method**

Distribute handout '*Activity Planner*'.

For homework, ask participants to use the three categories identified through the focus groups to develop some ideas for activity sessions. The ideas will be brainstormed on the final afternoon of training and a plan developed.

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**Handout****Activity Planner**

<b>CATEGORY</b>	<b>ACTIVITY IDEA</b>
<b>Practical aspects of school life</b>	
<b>Communication and language skills</b>	
<b>Social and emotional wellbeing</b>	

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## DAY TWO

### Activity 1

### Have You Ever?

Energiser 10 mins

#### Purpose

To help everyone remember each other's names and to get moving in the morning.

#### Materials Required

A chair for every person except one.

#### Method

Students sit around in a circle with enough space to move around in the middle. One student stands in the middle of a group and addresses a question to the others which must begin with 'Have you ever...' (eg. 'Have you ever fallen off a bike?' or 'Have you ever been late for class?'). All students who have done the thing mentioned must stand up and swap seats with someone else. Students cannot swap to the immediate right or left of where they were sitting. Whoever ends up missing out on a chair must ask the next 'Have you ever...' question.

Before the game begins, explain the instructions carefully and confirm that questions should not be too personal to avoid making other students feel uncomfortable .

(Courtesy: Manningham Youth and Family Services)

### Activity 2

### The Importance of Listening

Energiser 10 mins

#### Purpose

To reinforce the importance of listening as discussed in the training on day one, and to laugh.

#### Materials Required

One statement per group written on a small piece of paper.

#### Method

Divide the group into even teams of eight to ten. Give a different statement of one to two sentences to the leader of each group (eg. describe a tradition from a particular cultural group). The first person reads the statement, folds the paper closed and repeats the statement to the person next to them, and then that person repeats the statement to the person next to them and so on down the line. It should work like a secret being passed along and no one should hear each other's statements. Have the last person repeat the statement and compare it to the original statement. It is also a good way to tie in how rumors are formed.

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## **SESSION FIVE**

## **LEADERSHIP**

### **Aim**

**To develop skills that will assist Leaders to organise activities, conduct group sessions and be aware of their accountability.**

### **PARTS**

<b>Part 1</b>	<b>Power, Decisions and Rules</b>	<b>30 mins</b>
<b>Part 2</b>	<b>Accountability</b>	<b>10 mins</b>
<b>Part 3</b>	<b>Two Minute Talk</b>	<b>20 mins</b>

**Part 1****Power, Decisions and Rules****30 mins****Purpose**

To explore different power structures and processes of decision-making.

**Materials Required**

Three separate working areas within a room  
Plastic drinking straws (100 per group)  
Straight pins (one package per group)  
Observer question sheet

**Method**

Divide the group into three teams and allocate a power structure to each:

- **Passive (one boss)**
- **Dictator (one boss)**
- **Democratic (everyone makes the rules)**

Select a leader from each group and consult with them privately about their role, ie. dictator, passive, democratic. Select an 'observer' for each group and ask them not to participate in the construction of the tower, but to observe the group's behaviour and answer a series of questions about the group's behaviour. Distribute pins and straws and within their power structures ask each group to construct the tallest, self-supporting tower using all of their plastic, bendable, drinking straws.

Allow 15 mins.

**Group Discussion**

Ask the observer to consider the construction efforts at the end of the time period, ie. tower height, strength and beauty. Discuss the group dynamics, difficulties, limitations and leadership styles in relation to:

- Teamwork, eg. individuals values, communication, conflict, risk taking;
- Relationships, eg. respect, conflict, mediation, support;
- Boundaries, eg. expectations of role, saying no is important;
- Resources, eg. resource control and power.

**Throughout the discussion develop a list of responses on the board to develop ground rules for the CONNECT program.** This should include:

**Confidentiality**

- Information shared within the group or between individuals should remain confidential.

**Respect**

- Include everyone;
- Do not talk over people.

**Tolerance**

- Treat each other as equals;
- Do not judge people for having different values or beliefs.

**Responsibility**

- Obey school rules and clean up after each session.

(Adapted from: *Starters: A Peer Support Project*. SCAAB, p 18)

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## Handout

## Observer Question Sheet

- 1. How is the leader organising the group?**
- 2. Did anyone else emerge as the leader?**
- 3. Describe the group dynamics...**
- 4. Are there any difficulties/conflict occurring among the group?**
- 5. Is the group working as a team?**

**Part 2****Accountability****10 mins****Purpose**

To develop an understanding of the responsibility that the students will take on when they become a Leader.

**Materials Required**

Overhead *'Accountability & Probity'*

**Method**

Put up the overhead *'Accountability & Probity'* and discuss the meaning of each, giving examples. Highlight the commitment that is required by Leaders for the program to be successful and for newly arrived students to benefit.

**PROBITY:**

***'Uprightness, moral integrity and honesty'***

**ACCOUNTABILITY:**

***'To keep accounts, To give a reason or explanation, To give a statement of money dealings, To answer as one responsible.'***

**Examples:**

- Leaders are responsible for planning and preparing activities;
  - Leaders will be required to record the outcome of activity sessions;
  - Participants will be relying on Leaders to be prepared, be on time etc.;
  - As a Leader teachers and the Project Officer will come to you if they have any questions;
  - If an event outside the school is organised, Leaders may be responsible for collecting or handling money.
-

**Handout/Overhead**

**Probity and Accountability**

**PROBITY**

**‘Uprightness, moral integrity and honesty’**

**ACCOUNTABILITY**

**‘To keep accounts, To give a reason or explanation, To give a statement of money dealings, To answer as one responsible.’**

**Part 3****Two-Minute Talk****20 mins****Purpose**

To engage the participants in simple public speaking and to review skills required to present confidently in front of groups.

**Materials Required**

A slip of paper for each person with their topic for presentation written on it:  
eg. Foods of the world, Shoes, Time, Transport, Superheroes, Water, Trees, Desserts etc.  
A container to hold the papers.

**Method**

Ask each person to pick a topic from the container and allow a few minutes in silence for participants to think about what they are going to talk about for two minutes. Form small groups of three to four people and, announcing the beginning and end of two minutes, each person in the group takes turn in giving an impromptu talk on their topic.

Review talks with the whole group incorporating feelings, strategies, preparation, body language.

(Adapted from: *Starters: A Peer Support Project*. SCAAB, p42)

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## **SESSION SIX          NEGOTIATION & DECISION MAKING**

### **Aim**

- To understand why we make the decisions that we do.
- To provide opportunities to practice decision-making.
- To identify and practice negotiation techniques and strategies.

### **PARTS**

<b>Part 1 What You See is What You Get?</b>	<b>10 mins</b>
<b>Part 2 Group Decision Making</b>	<b>20 mins</b>
<b>Part 3 Negotiation and Conflict Resolution</b>	<b>20 mins</b>



## **Part 1                      What You See is What You Get?                      10 mins**

### **Purpose**

To make participants aware that visual messages can be misinterpreted by our value system.

### **Materials Required**

Overhead transparencies of '*The Gathering*' and '*Police Chase*'

### **Method**

Display two photos in overhead form to the class and ask them to describe what is happening in the photographs.

Then explain what the photographs actually depict and discuss how our value system filters messages and can manifest itself as prejudices.

### **Photo Description**

Photo A shows a formal dinner of Japanese gangsters, the Yakuza. The ritual being witnessed is of a promotion ceremony where street gangsters are being promoted further up the hierarchy of the Japanese criminal gangs.

Photo B shows a constable seemingly chasing a black man. It is a photo of two policemen, one in uniform and one in plain clothes, and it is a poster used in Britain to help recruit policemen from amongst minority groups.

### **Discussion**

Discuss how our decision making process is based on our personal values, and how easy can be to judge a person or situation incorrectly if we observe something at face value.

**Part 2****Group Decision Making****20 mins****Purpose**

To help the participants recognise some of the processes involved in decision-making as a group.

**Materials Required**

Handout '*Desert Survival*'

**Method**

Distribute handout '*Desert Survival*'.

'Imagine this scenario...

You have crash-landed in the Australian outback with a group of your friends. No-one has been injured but the plane and all the radio equipment has been damaged. You are 100 kilometers from the nearest town. At the moment it is very hot, but you know that the temperature will drop at night to below freezing. You are dressed in light-weight summer clothes. Before the plane caught fire the group was able to save the following 12 items.

	<b>Individual Ranking</b>	<b>Group Ranking</b>
• A box of matches	_____	_____
• 1 litre of water per person	_____	_____
• 1 Extra shirt and pair of pants per person	_____	_____
• 1 10m x 10m piece of canvas	_____	_____
• A small axe	_____	_____
• Large blocks of chocolate (one per person)	_____	_____
• Newspapers (one per person)	_____	_____
• Compass	_____	_____
• Signal Flares	_____	_____
• Torch (with batteries)	_____	_____
• Pocket knife	_____	_____
• 1 small hand mirror	_____	_____
- Individually, in order of preference, indicate from 1-12 the importance of the items you managed to salvage.		
- Then, divide into smaller groups and rank the items as a group. What criteria were used to make the choices? Allow ten minutes.		

**Discussion**

As a group compare the choices and criteria. Discuss what the justifications and thought processes used to make the decisions. There are no wrong or right answers.

Discuss the processes of group decision making that occurred, how could these processes be improved? Eg. nominate a chairperson, take a vote – show of hands etc.

## Handout

### Desert Survival

Imagine this scenario...

You have crash-landed in the Australian outback with a group of your friends. No one has been injured but the plane and all the radio equipment has been damaged. You are 100 kilometers from the nearest town. At the moment it is very hot, but you know that the temperature will drop at night to below freezing. You are dressed in lightweight summer clothes.

Before the plane caught fire the group was able to save the following 12 items.

	Individual Ranking	Group Ranking
• A box of matches	_____	_____
• 1 litre of water per person	_____	_____
• 1 Extra shirt and pair of pants per person	_____	_____
• 1 10m x 10m piece of canvas	_____	_____
• A small axe	_____	_____
• Large blocks of chocolate (one per person)	_____	_____
• Newspapers (one per person)	_____	_____
• Compass	_____	_____
• Signal Flares	_____	_____
• Torch (with batteries)	_____	_____
• Pocket knife	_____	_____
• 1 small hand mirror	_____	_____

## Activity

In order of preference, indicate from 1-12 the importance and usefulness of the items that were salvaged.

---

## Part 3 Negotiation and Conflict Resolution

20 mins

### Purpose

To practice decision-making strategies.

### Materials Required

Handout/overhead '*Coming to a Solution*'

### Method

- Divide into pairs, one person is A and the other person is B.
- Invent a problem that A and B are in conflict over. For example, they want to go to the movies together but cannot agree on which movie to see.
- Distribute handout '*Coming to a Solution*' and use it as a model to come to a solution in 5 minutes.

- ❖ **IDENTIFY WHAT EACH WANTS** (want to have a good night out with friend)
- ❖ **SEPARATE FEELINGS FROM THE PROBLEM** (the fact that A is upset that B always makes these decisions has nothing to do with finding the best solution to the problem)
- ❖ **BRAINSTORM OPTIONS FOR MUTUAL GAIN** (go to the other movie next time)
- ❖ **EVALUATE SOLUTIONS** use objective criteria (critical reviews, other people's opinion)
- ❖ **DECIDE ON A MUTUALLY ACCEPTABLE SOLUTION**

### Discussion

In a large group, ask each pair to state the solution they came to and to discuss the problems they had in resolving the conflict.

Again in pairs, invent a new problem (eg. one wants to borrow money the other doesn't wish to lend) and practice negotiation and decision-making skills.

Review as a group.

**Handout/Overhead****Coming to a Solution**

Two friends want to go to the movies together, but cannot agree on which movie to see...

**Steps for arriving at a solution:**

- **IDENTIFY WHAT EACH WANTS** (want to have a good night out with friend)
  - **SEPARATE FEELINGS FROM THE PROBLEM** (the fact that A is upset that B always makes these decisions has nothing to do with finding the best solution to the problem)
  - **BRAINSTORM OPTIONS FOR MUTUAL GAIN** (go to the other movie next time)
  - **EVALUATE SOLUTIONS** use objective criteria (critical reviews, other people's opinion)
  - **DECIDE ON A MUTUALLY ACCEPTABLE SOLUTION**
-

## **SESSION SEVEN**

## **COPING SKILLS**

### **Aim**

To explore different ways to cope with everyday situations, and to know where to go for help.

### **PARTS**

<b>Part 1</b>	<b>Stress and Coping</b>	<b>30 mins</b>
<b>Part 2</b>	<b>Support for CONNECT Leaders</b>	<b>10 mins</b>

**PART 1****Stress and Coping****30 mins****Purpose**

To develop an awareness of coping skills.

**Materials Required**

Handout '*What to do?*'

**Method****Group Discussion**

As a group, identify a situation that caused stress or anxiety, it may be something that has occurred during the training sessions.

- What did you do to cope with this stress or anxiety?
- What makes us feel OK when we are beyond our 'comfort zone'?

**Team Discussion**

In small teams develop a list of methods you use to cope with short-term stress, for example:

- Walking away;
- Physical exercise;
- Positive self-talk;
- Relaxation exercise;
- Substance use, eg. sugar, caffeine, tobacco, coke, chocolate, etc.

Then return to the group and share ideas, creating a list on the board.

**What to do?**

Distribute papers each identifying two situations. Working in small groups, as peer supporters, you are asked to give advice on the situations, eg.:

- Some older student keeps following a friend home and laughing at them.
- Your friend is upset because they failed an English test at school.
- Your friend is being teased because he keeps making mistakes with his English.
- A student is afraid to catch the bus home because a loud group of boys hassle them.
- A friend is upset and unsure about how to do their homework and is too shy to ask for help.
- A student is being teased because they have an unusual name.
- A friend would like to find a part time job to help her family with their expenses, but doesn't know how.

**Brainstorm** possible solutions and then select the best advice to share with the whole group.

**Role play** If time permits ask groups to prepare and present a role play of one of their scenarios to the whole group.

(Adapted from *Starters: A Peer Support Project*, SCAAB, p 28)

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**Handout****What to do?**

- Some older student keeps following a friend home and laughing at them.
- Your friend is upset because they failed an English test at school.



- Your friend is being teased because he keeps making mistakes with his English.
- A new student is upset because their parents will not allow them to attend a school excursion because it is too expensive.



- A friend is upset and unsure about how to do their homework and is too shy to ask for help.
- A student is afraid to catch the bus home because a loud group of boys always hassle them.



- A student doesn't know how to search for books in the library.
- A friend would like to find a part time job to help her family with their expenses, but doesn't know how.



- A student is being teased because they have an unusual name.
  - A friend is upset because their parents won't let them join a sport team as the training runs too late after school and they don't have a car to collect them.
-



## **PART 2                      Support for CONNECT Leaders                      10 mins**

### **Purpose**

To provide the new Leaders with information about where to go if they need some extra help or support.

### **Method**

#### **Group Discussion**

Everyone needs help from time to time, so if you find yourself in a situation when you are unsure of how to respond, be sure to talk to someone about it. The following people are available to help you:

- Student Welfare Coordinator
  - CONNECT Project Officer
  - Other CONNECT Leaders
  - Teachers
  - Friends
  - Parents
  - Brothers/sisters
  - Cousins...
-

## **SESSION EIGHT    DEBRIEF & ACTIVITY PLAN**

### **Aim**

- A chance to ask questions and clarify any issues raised in the training;
- The development of a plan for the new CONNECT Leaders to implement their skills to assist newly-arrived students at their school from CALD backgrounds.

### **PARTS**

<b>Part 1</b>	<b>Debrief</b>	<b>15 mins</b>
<b>Part 2</b>	<b>Activity Plan</b>	<b>1 hour</b>

**Part 1****DEBRIEF****15 mins****Purpose**

To give participants the opportunity to ask questions about the training and raise any concerns that they have about their role as CONNECT Leaders.

**Materials Required**

Handout/overhead '*CONNECT Leader Rights and Responsibilities*'

**Method****Group Discussion**

Announce to the group that they have successfully completed the training course and they are now officially 'CONNECT Leaders'. Congratulations!

Give a short overview of the training program, eg, issues faced by young people, coping skills, negotiation, and decision-making. Finish by talking about accountability and commitment to the program and discuss the handout '*CONNECT Leader Rights and Responsibilities*'. Initiate an open group discussion allowing students to raise any concerns or ask questions regarding the training program, encourage other students to respond and solve queries among themselves if appropriate.

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## Handout/Overhead

### CONNECT Leader Rights and Responsibilities

#### As a **CONNECT Leader** you have the right to...

- Receive information about the program, including aims and objectives;
- Have an understanding of your accountability;
- Be included in meetings and decision-making;
- Receive appropriate training as required;
- Know who to approach if you are uncertain or are having difficulties;
- Regularly receive constructive feedback;
- Be safe in your position;
- Be able to negotiate;
- Say 'no' if necessary;
- Not be exploited;
- Be consulted in matters that directly affect you and your role as a Leader;
- Be respected by others, including other Leaders, Participants, teachers and the Project Officer;
- Fulfil personal goals within the boundaries of the program;
- Enjoy yourself!

#### As a **CONNECT Leader** you have the following responsibilities...

- To be reliable and on time, and to notify a teacher or the Project Officer if you are unable to attend a preparation or activity session;
  - Commit to the program for two terms, provided that this does not impact significantly on your studies, work or other important commitments;
  - Give reasonable notice if you can no longer participate in the program;
  - Respect confidentiality;
  - Have a non-judgemental approach;
  - Represent the aims of the CONNECT program;
  - To participate in feedback and evaluation exercises;
  - To be accountable and accept feedback;
  - To acknowledge and respect the decisions made by the project coordinators;
  - To attend training and development programs;
  - To ask for support if required;
  - To have an understanding of your *Duty of Care*;
  - Enjoy yourself!
-

**Part 2****Activity Plan****1 hour****Purpose**

To develop an action plan for the CONNECT Leaders to implement with newly-arrived students from migrant or refugee backgrounds.

**Materials Required**

Handout '*CONNECT Leader Activity/Session Plan*'

Handout '*CONNECT Leader Session Evaluation*'

**Method**

Explain the necessity of developing an activity plan in order for students to implement their new skills as CONNECT Leaders.

With the help of the homework the students were given, brainstorm a list of ideas and activities that the Leaders believe would be appropriate to carry out with newly-arrived students.

Develop the plan along two themes:

- Activities to be conducted;
- Timeline/schedule and commitment.

Discuss how to plan an activity session using the '*CONNECT Leader Activity/Session Plan*' combined with the following steps:

- Aim;
- Brainstorm appropriate activities;
- Identify necessary resources;
- Approximate time needed to conduct each activity.

Discuss the need for feedback on the activity sessions that are conducted for the purposes of personal and program development, and if time permits choose three or four activities and in small groups with a volunteer Leader, conduct the activities.

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**Handout/Overhead****CONNECT Leader Activity/Session Plan**

Leader's name(s): \_\_\_\_\_

Activity/Session Title: \_\_\_\_\_

Activity Date: \_\_\_\_\_

Aim: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher / Staff present: \_\_\_\_\_

Leader responsible for marketing/promotion: \_\_\_\_\_

**Activity/Session Outline**

Time (minutes)	Activity	Resources	Leader Responsible

\_\_\_\_\_

**Handout/Overhead**

**CONNECT Leader  
Session Evaluation**

**Name:** \_\_\_\_\_

**Was the session successful? (mark line)**      No | ☐ | ☐ | ☐ | ☐ | Yes

**Why or why not?**

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**How would you do it differently next time?**

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**What was the most effective part of your session? Why?**

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**NB: attach session outline**

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## CONNECT Leader Training Course

### FEEDBACK SHEET

Please take a few minutes to provide some comments and feedback about the CONNECT Leader Training Course. The information you provide will help us to plan and organise future training for young people.

**Q1** Please circle the picture that best represents your overall impressions of the training course as a way of preparing to become a CONNECT Leader.



Disappointed



Neither pleased nor disappointed



Pleased

**Q2** Please circle the picture that best represents your overall impressions of the trainers.



Disappointed



Neither pleased nor disappointed



Pleased

**Q3** Which topics do you think will be most useful to you as a CONNECT Leader? (eg. Culture, Settlement Issues, Communication, Creating Networks, Leadership, Negotiation & Decision-Making, Coping Skills, Activity Development)

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**Q4** How could the course be improved?  
(eg. more practical activities, more discussion time, different topics)

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**Q5 Please indicate your overall impression of the length of the course?**

## Too Long

## Just Right

## Too Short

**Q6** Would you recommend the course to other students (please circle)?

**YES**

**NO**

**Q7 Any other comments?**

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**THANK YOU FOR YOUR TIME AND CONTRIBUTION**

**CONNECT - Funded by the Community Support Fund funded**

## REFERENCES

Action on Disability within Ethnic Communities Inc. (ADEC) (1993) *Home and Community Care Cross Cultural Training Manual*. ADEC: Coburg, Victoria.

Canfield, J. and Wells, H.C. (1976) *100 ways to enhance self-concept in the classroom: a handbook for teachers and parents* Prentice-Hall: .New Jersey.

Department of Immigration and Ethnic Affairs (DIEA) (1994) *Refugee and Humanitarian Issues: The Focus for Australia*. DIEA: Victoria.

Mattos, N. 'Resettlement Exercise' in *Affirming Cultural Diversity: Framework for Drug and Alcohol Service Providers*. Training Module No.2. Cross Cultural Awareness Training. City of Whitehorse.

Springvale Community Aid and Advice Bureau (SCAAB) *Starters: A Peer Support Project to Enhance the Settlement of Young Refugees*. SCAAB: Springvale, Victoria.

Stages of Cultural Competence (1999)  
[<http://www.lausd.k12.ca.us/orgs/lasca/html/stages.html>] cited in Migrant Resource Centre North East (1999) *Achieving Cultural Competence: Participants Resource Kit*. Migrant Resource Centre North East: Preston, Victoria.

VicHealth (1999) *Mental Health Promotion Plan Foundation Document: 1999-2002*. VicHealth: Melbourne.

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## **OVERHEAD SLIDES**

**The following overhead slides are to be used as teaching materials as indicated in the session plans.**

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## What is Culture?

### Definition

Definition of 'culture' (The Oxford Dictionary):

***'...the customs, civilisation and achievements of a particular time or people...'***

### Four characteristics of 'culture'

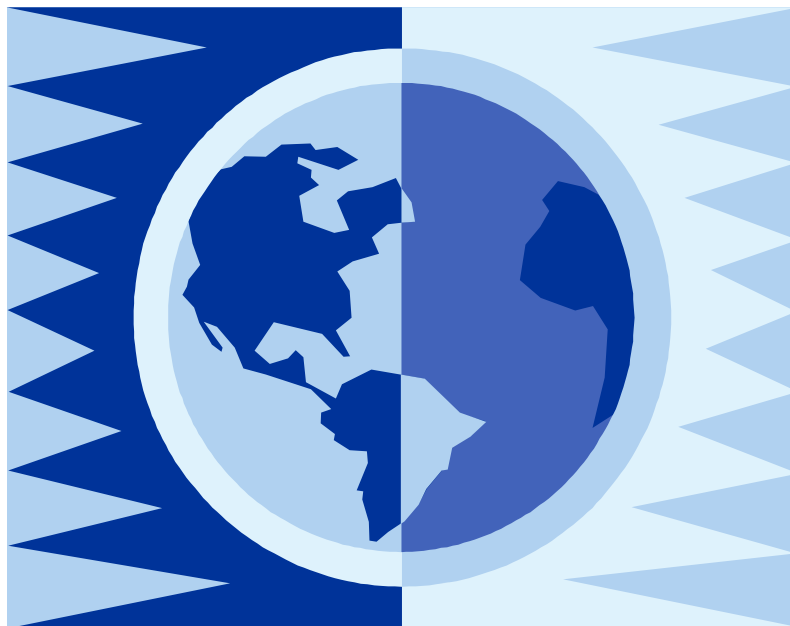
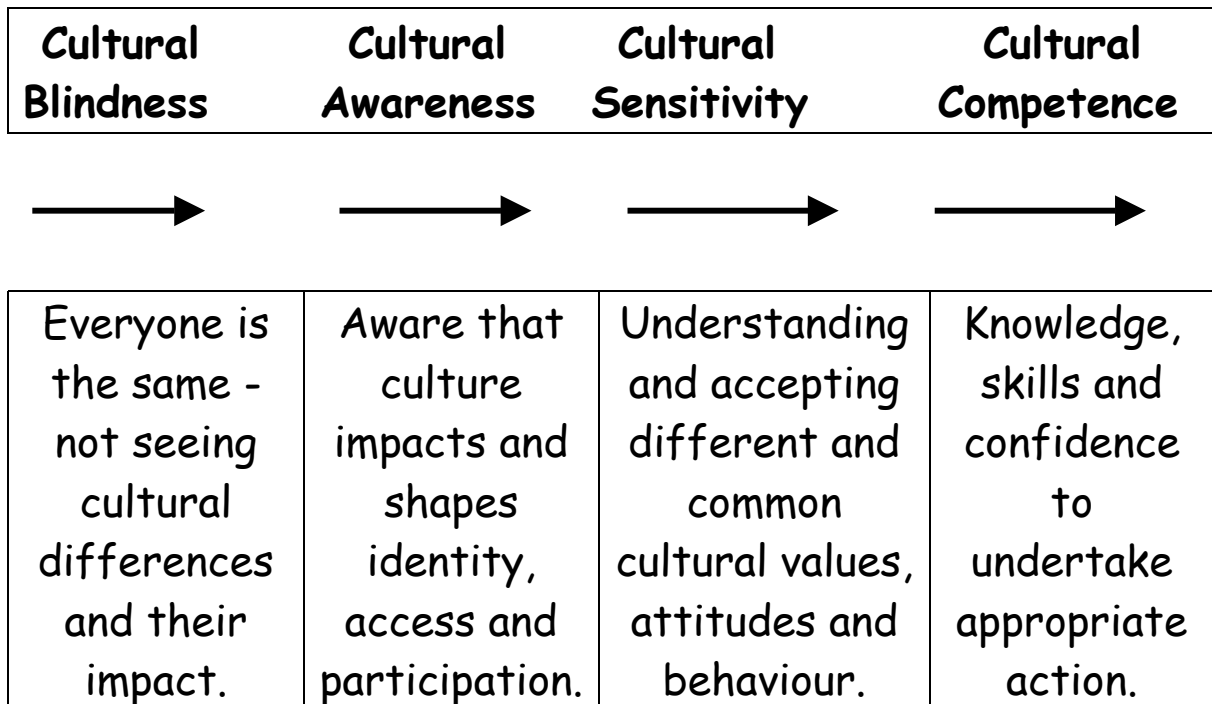
- 1. Traditions** – statements, beliefs, customs, eg. marriage ceremonies, Christmas dinner, Easter eggs;
- 2. Different forms** such as, knowledge, belief, art, law, morals, eg. one wife versus many wives;
- 3. Passed on from generation to generation**, eg food preparation;
- 4. Dynamic or constantly changing**, eg. practices change through generations.

### Why do we need to think about culture?

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## Cultural Competence Progression



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## **Migrants, Refugees and Asylum Seekers**

**Refugees and migrants are different groups of people who have had different experiences before arriving to live in Australia. These experiences affect their resettlement experience in Australia.**

### **❖ Refugees**

1951 United Nations Convention (and its 1967 Protocol) relating to the Status of Refugees:

**‘Any person who owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable, or owing to such fear, is unwilling to avail himself/herself of the protection of that country’**

**Important notes about refugees:**

- Refugees are **forced** to leave their country;
  - Usually they cannot plan their departure or pack their belongings;
  - Usually they cannot say goodbye to their family and friends;
  - Usually they know little about the country they are going to;
  - Many refugees have experienced severe trauma;
  - Many refugees have been tortured.
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## ❖ Migrants

A **migrant** is someone who chooses to leave their country of origin for personal or economic reasons.

### **Important notes about migrants:**

- Migrants **choose** to come to live in Australia. They are able to read about the country and learn about it from family and friends;
- They have time to study the language and look for employment opportunities before they make a final decision about whether to come;
- They are able to pack their precious belongings and say good-bye to the important people in their lives;
- They can go home at any time if they get homesick or things do not work out as they had hoped;
- They can also pick up the phone and talk to friends and relatives – most refugees cannot.

## ❖ Asylum Seekers

(Source: DIEA (1994) *Refugee & Humanitarian Issues: The Focus for Australia*)

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## **The Differences between Refugees and Migrants**

<b>REFUGEES</b>	<b>MIGRANTS</b>
<b>Forced to leave their country</b>	<b>Choose to leave their country</b>
<b>Leave in a hurry</b>	<b>Can pack their belongings</b>
<b>No chance to say goodbye</b>	<b>Can say goodbye</b>
<b>Do not know the language</b>	<b>Can study the language before arriving</b>
<b>Most cannot call home</b>	<b>Can call home to their family and friends</b>
<b>Cannot return home</b>	<b>Can return home if they want</b>
<b>Experience of trauma and/or torture</b>	

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## **Issues Faced by Migrant and Refugee Young People**

<b>REFUGEES</b>	<b>MIGRANTS</b>
<b>Language difficulties</b>	<b>Language difficulties</b>
<b>Loss of security</b>	<b>Loss of security</b>
<b>Racism/discrimination</b>	<b>Racism/discrimination</b>
<b>Grief and loss of family members and friends</b>	<b>Grief and loss of family members and friends</b>
<b>Loss of community support and networks</b>	<b>Loss of community support and networks</b>
<b>Different value system</b>	<b>Different value system</b>
<b>High parental expectations</b>	<b>High parental expectations</b>
<b>Intergenerational conflict</b>	<b>Intergenerational conflict</b>
<b>New lifestyle, new social system</b>	<b>New lifestyle, new social system</b>
<b>Living between two cultures</b>	<b>Living between two cultures</b>
<b>Fear of the unknown</b>	<b>Fear of the unknown</b>
<b>Interrupted education</b>	
<b>Experiences of war and conflict</b>	
<b>Memories of past trauma/torture</b>	
<b>Poor health</b>	

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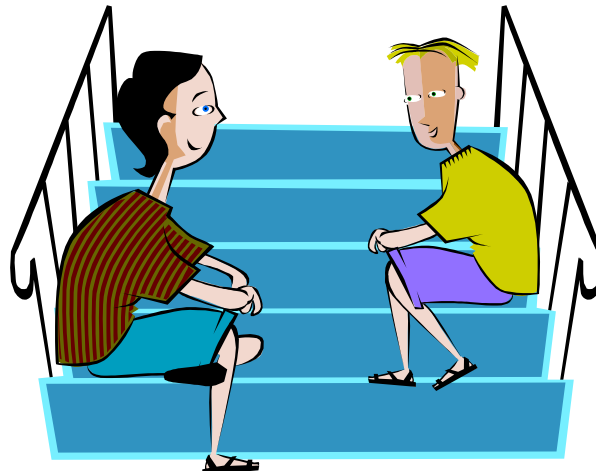
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## Issues Faced by Migrant and Refugee Young People (cont.)

**Factors influencing a positive resettlement experience for young people include:**

- Being able to **communicate**
- Being a **safe and secure**
- **Trusting and knowing** how to access formal systems
- Understanding the **support systems** - social and recreational activities;
- Being **positively motivated**
- Having the ability to **contribute**
- **Acceptance**

(Source: *Starters: A Peer Support Project*, SCAAB, p 5)



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## Issues Identified by Young People...

Focus groups results:

- ***Practical aspects of school life***
- ***Communication and language skills***
- ***Social and emotional wellbeing***



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## Effective English

### DO...

1. **Speak clearly**
2. **Avoid jargon or slang**, eg. *'Did you watch ER on the telly last night?'* or *'I went to the footy at the MCG on Saturday'*.
3. **Technical terms need to be explained.**
4. **Use short sentences.**
5. **Avoid double negatives**, eg. *'wear a hat when you go out in the sun'* instead of *'don't go into the sun without a hat on'*.
6. **Use direct questions**, eg. *'have you finished your homework?'* instead of *'you haven't finished your homework yet, have you?'*.
7. **Check the message has been understood**
8. **Listen**

### DON'T...

- **Shout**
- **Mumble or speak too fast**
- **Show impatience**

***Remember..... It is OK to say 'I don't understand'.***

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## Non-Verbal Methods of Communicating

**Hand gestures;**

**Eye contact;**

**Facial expression;**

**Social Distance**

**Touching, Handshaking and Kissing**

**Authority**



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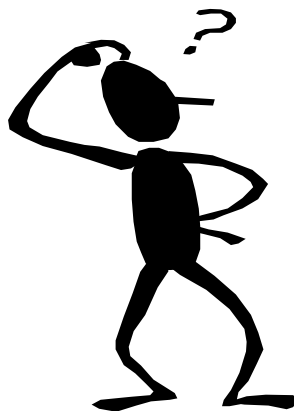
## **Probity and Accountability**

### **PROBITY**

**‘Uprightness, moral integrity and honesty’**

### **ACCOUNTABILITY**

**‘To keep accounts, To give a reason or explanation, To give a statement of money dealings, To answer as one responsible.’**



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## The Gathering (NB. Do not show the title to the class)



(Source: ADEC (1999) *HACC: Cross Cultural Training Manual*, module 2, p.29)

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## The Police Chase (NB. Do not show the title to the class)



(Source: ADEC (1999) *HACC: Cross Cultural Training Manual*, module 2, p. 30)

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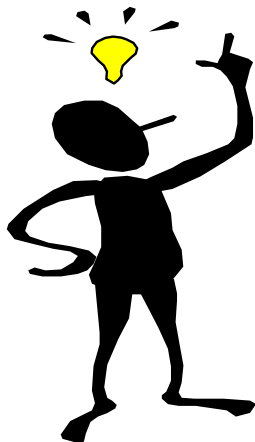


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## Coming to a Solution

*Steps for arriving at a solution:*

- IDENTIFY WHAT EACH WANTS
- SEPARATE FEELINGS FROM THE PROBLEM
- BRAINSTORM OPTIONS FOR MUTUAL GAIN
- EVALUATE SOLUTIONS
- DECIDE ON A MUTUALLY ACCEPTABLE SOLUTION



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# CONNECT Leader

## Rights and Responsibilities



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# CONNECT Leader Activity/Session Plan

Leader's name(s): \_\_\_\_\_

Activity/Session Title: \_\_\_\_\_

Activity Date: \_\_\_\_\_

Aim: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher / Staff present: \_\_\_\_\_

Leader responsible for marketing/promotion: \_\_\_\_\_

## Activity/Session Outline

Time (minutes)	Activity	Resources	Leader Responsible

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## CONNECT Leader Session Evaluation

Name: \_\_\_\_\_

Was the session successful? (mark line)

No | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Yes

Why or why not?

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How would you do it differently next time?

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What was the most effective part of your session?  
Why?

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NB: attach session outline

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