

ASPIRE

MULTICULTURALISM



WORSHIPARTS

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Multiculturalism

1. What is culture?

Participants will gain an understanding of what culture is and an increased awareness that they exist within a culture.

2. Not weird, just different

Participants will be equipped to see their own unique culture.

3. Australia: a multicultural nation

Participants will establish that there are many cultures in Australia and be equipped to recognise and celebrate diversity.

4. Stereotypes

Participants will be equipped to discern stereotypes and motivated to treat others better.

5. Discrimination, it doesn't belong here!

Participants will be equipped to identify discrimination and motivated to take a stand against it.

6. Caring for refugees and asylum seekers

Participants will be educated about refugees and asylum seekers and equipped and motivated to care for refugees in practical ways.

7. Raise your voice

Participants will be equipped and motivated to use their voice to speak up for those who cannot.

8. Religion

Participants will gain a greater understanding of some of the different religions of the world and their similarities and differences. Participants will be encouraged to engage respectfully with people who hold religious beliefs that differ from their own.

9. Do you speak my language?

Participants will understand how isolating it can be when we do not understand the language that is being spoken. Participants will be equipped to help others who may be feeling like this.

10. Multiculturalism in my world

Participants will be given the chance to reflect on how their views on multiculturalism have been challenged and changed over the last nine weeks.

1. WHAT IS CULTURE?

Participants will gain an understanding of what culture is and an increased awareness that they exist within a culture.

Activity: Iceberg

This term we are going to spend some time looking at multiculturalism.

What do you think of when you hear the word: "Culture"?

Once your group have finished sharing ideas read out the following definition of "culture":

The word "culture" refers to the traditions, customs, behaviours and beliefs of a group of people that influence how they respond. I'm going to give you three topics. For each, I want you to show your answer by standing on an imaginary line. There are not right or wrong answers.

Question 1

Go to this side of the room (point to one side) if you see your parents as authority figures in your life and this side of the room (point to other side) if you see parents as friends. If you're somewhere in between, stand between the two.

Question 2

Go to this side of the room (point to one side) if you are allowed to wear whatever clothing you want and this side of the room (point to another side) if your parents have strict rules about what you can wear.

Question 3

Go to this side of the room (point to one side) if you think it is up to the elderly to plan for and look after themselves in retirement and this side of the room (point to other side) if you think it is your duty to care for the elderly in your family. If you're somewhere in between, stand between the two.

Did you know that where you stood on the line is influenced by the culture you have been brought up in? A helpful way to think about what is involved when we talk about culture is the image of an iceberg. Like an iceberg there are parts of culture that exist above the surface of the water that help us to see it (these are often the things we see and do), but there are also many parts of culture that exist below the surface that we cannot see (mostly things that we think, believe and feel) that significantly shape our culture.

Draw an iceberg with part of it above the water level and a larger part of it below the water level or for a simpler version draw a line across a piece of paper indicating the part of the iceberg that is visible and the part that is submerged. Go through the list below asking if your group thinks that it is an easily visible part of culture or a submerged part of culture and write each item above or below the line. [The answers have been included in brackets to help you as the leader.]

- | | | |
|---|------------------------------|--------------------------------|
| • Food (above) | • Religious beliefs (below) | • Festivals (above) |
| • Music (above) | • Notions of beauty (below) | • Etiquette (below) |
| • Views on raising children (below) | • Visual art (above) | • Nature of friendship (below) |
| • Gender roles (below) | • Notions of modesty (below) | |
| • Approaches to problem solving (below) | • Language (above) | |
| | • Tough processes (below) | |
| | • Literature (above) | |

An Aboriginal leader, Dr. Alf Bamblett, says that 'culture is to people as water is to fish – we take our own culture for granted as it is part of our identity and part of our very being'. It can be really hard to work out what our culture is, but the more we talk and share with others, the more we can become aware of it and value it.

This week as you go about day-to-day life look around you and try to take note of the way you are responding and how you are being influenced by your culture.

2. NOT WEIRD, JUST DIFFERENT

Participants will be equipped to see their own unique culture.

Activity: Different Meals

We're going to go around the circle and share what a celebration meal, like one that we would have for a birthday or special occasion, would look like in our families.

Ask each individual the following questions to help them share. This activity will help people see that what we think is "normal" may be quite different to other people's "normal" and this is fine! We are different and different is good, it makes life interesting. Encourage each person as they answer.

- Where do you usually eat your meal? (Outside, in your lounge room, around your dining table, at a special building, at a relative's house?)
- Who attends your celebration meal?
- What foods do you usually eat?
- How would the food be served up for your meal? (Is the table/eating space set up in a particular way? Is there special cutlery/plates?)
- Who would serve the food? (Does everyone help themselves? Is there an order to who is served?)
- Are there any particular traditions or special customs that you would do whilst you are having your meal? (Are there prayers? Games? Specific rituals?)

Our experience, of even a simple thing such as eating a celebration meal, can be vastly different from one another. How great is it that we are different and have different ways of doing things!

Why don't you ask your family to share with you more about your culture sometime this week? They might be able to tell you more about your heritage and what makes your family unique and different to others around you.

3. AUSTRALIA: A MULTICULTURAL NATION

Participants will establish that there are many cultures in Australia and be equipped to recognise and celebrate diversity.

Related Bible verse(s):

Romans 12:16 – Live in harmony with one another.

Activity: The cultures of our group

Draw a rough map of the world or print out a simple one from the internet. You will need a packet of markers.

- Ask each group member to take a marker and draw an 'X' to mark on the map where they were born.
- Next, ask each group member to draw an 'X' to mark where their family members were born.
They can include any blood relatives - great-grandparents, aunts, cousins, etc

Wow! Look how many different cultures and heritages are represented by the people in our group!! Our group is richer because of all our cultures and all the differences everyone brings to our group.

Here are some fast facts about Australian multiculturalism:

1. There are more than 270 ancestries / cultures that people in Australia identify with.
2. 1 in 4 Australians were born overseas.
3. Nearly 20% of Australians speak a language other than English at home.

Australia is sometimes referred to as a melting pot of cultures. This means that there are lots of cultures and people thrown all together into one place. Each of the individuals in our country make up the overall culture of our nation.

Each one of us, from our different backgrounds, traditions and beliefs contribute to Australia's culture. This is something that is worth celebrating!

Let's think a bit more about the richness of culture that we see around us.

Activity: Brainstorm

What are the great things that come from being a multicultural nation?

Some suggestions to help your members if they are stuck: foods from different cultures, different arts and music, lots of languages, a richness from different festivals and celebrations.

Don't we have an amazing country around us? There are many different cultures, traditions, foods, art, festivals and languages. We want to celebrate all these differences and live together well. The Bible talks about this too. In Romans chapter 12 verse 16 it says that we are to live in harmony with one another. We are to respect others who are different to us and value them.

This week how about you set yourself a challenge to meet someone from a different culture? This could be a friend, or you could say hi to someone new who you haven't met before.

4. STEREOTYPES

Participants will be equipped to discern stereotypes and motivated to treat others better.

Related Bible verse(s):

Proverbs 18: 2 (NLT) – Fools have no interest in understanding; they only want to air their own opinions.

Show the pictures from the appendix and ask the following questions.

- Which of these people do you think is the athlete?
- Which of these people do you think is the intelligent one?
- Which of these people do you think is Australian?

The truth is, we can't know these things by simply looking at someone.

Have you heard of the word 'stereotype' before? What do you think it means?

Allow time for ideas to be shared out loud.

A 'stereotype' is a widely held, oversimplified idea of a particular type of person.

- When are stereotypes bad?
Allow time for answers to be shared out loud.

This week, I challenge you to have a conversation with someone that you had previously made assumptions about. Take some time to get to know them. Next week you can tell us how you went.

Some suggested images for the appendix

If you need to use similar but different images that's fine.

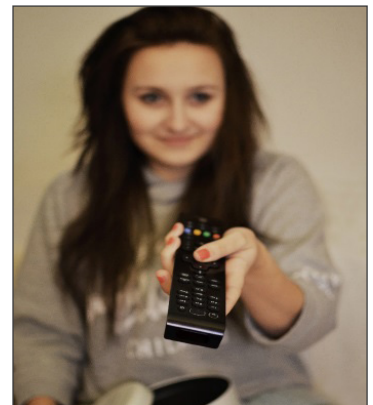
Which of these people is an Australian?



Which of these people is intelligent?



Which of these people is an athlete?



5.DISCRIMINATION, IT DOESN'T BELONG HERE!

Participants will be equipped to identify discrimination and motivated to take a stand against it.

Activity: Can I be on your team?

The aim of the game is to try and join one of the teams by asking the team leader; "Can I join your team?" Choose 3 or 4 team leaders (depending on the size of your group). Give each leader a list of discriminating factors. They cannot accept a new person on to their team if that person has one (or more) of the factors. Based on who is in your room, make up your own additional factor to add to each list. You want to ensure that some people are not accepted on to any team.

List 1

- They are wearing red
- They have earrings
- They ask without saying 'please'

List 2

- Their hair is longer than their shoulders
- They have closed shoes
- Their top has more than one colour on it

List 3

- They have brown hair
- They are shorter than you (the team leader)
- They have a hat on

List 4

- They are wearing shorts
- They have glasses
- They have a name that begins with a vowel (a, e, i, o, u)

Ask your group:

- How did you feel when you were excluded from joining a team?
- Did you know why you were being discriminated against?

Here are some fast facts about discrimination:

- » The Australian Human Rights Commission reports that around one in five Australians say they have experienced race-hate talk, such as verbal abuse, racial slurs or name-calling.
- » More than one in 20 Australians say they have been physically attacked because of their race.
- » One in seven Australians have negative views towards multiculturalism.

Activity: Recognise discrimination

Give a piece of paper and a marker/pen/crayon to every group member and ask them to draw a picture of discrimination. They might want to draw something they have experienced themselves, witnessed or something made up. Assure them they can use stick figures or symbols. They will not be judged on their drawing ability!

You might like to play a song while your group draws. The Black Eyed Peas "Where is the Love" (2003) would work well.

When everyone has finished, ask:

- Is anyone willing to explain what they drew and why?
- Jesus is someone who didn't discriminate based on people's age, race, sex, social standing or profession – rather He loved everyone.
- How could this group show love instead of discrimination this week?

6. CARING FOR REFUGEES AND ASYLUM SEEKERS

Participants will be educated about refugees and asylum seekers and equipped and motivated to care for refugees in practical ways.

Related Bible verse(s):

Isaiah 1:17 (NLT) - Learn to do good. Seek justice. Help the oppressed. Defend the cause of orphans. Fight for the rights of widows.

Activity: Fleeing from your country

We are going to try and place ourselves in the shoes of what it would be like if you are told you need to flee your home and country.

This simulation may be confronting and disturbing for those who may have experienced a similar event in real life. The intent of this simulation is to enable your group to empathise with refugees in order to better support them. Ensure your group members know they can step outside if they need to and that you (and the other leaders) are there to support them if they need anything.

Give out a piece of paper and pen to each student.

Read this out loud to your group.

Imagine you wake up in the morning. It is like any other morning and you start getting ready for school. When you enter the kitchen to pick up your school lunch you see your parents huddled together and whispering. They look nervous and your mum sounds upset. On the TV behind them you see explosions. You ask your parents what's wrong but instead of answering you they call your siblings into the room and tell you that your country is at war. War has broken out. Bombs are being dropped on your city and you need to leave as soon as possible. Your mum tells you that you're all going to make a run for it in the car but you need to leave quickly. She tells you to go to your room and fill your school bag with things you will need to take with you. You do not know when you will be coming home or where you are going.

On the count of three you need to write down five things that you would take with you if you were told you have one minute to grab things and flee. Three, two, one, go!

Time 45-60 seconds on a watch or phone.

Time's up!

Ask you group to share the five items they wrote down.

If someone shares one of the below items, read out the extra related information:

- » **Certifications/Qualifications:** (like a HSC certificate, a university degree etc): many refugees and asylum seekers have had successful careers in their previous country, but once they relocate their qualifications no longer count and they must start all over again. Even your certification for having finished your degree, or the achievements you have made might not be helpful.
- » **Clothes:** are helpful, and especially shoes. Some people fleeing from their homes don't even have time to put on shoes.
- » **Electronics (computer/iPad):** these items might be helpful in the short term, but if you end up in a refugee camp where there is no running water, let alone places to charge your electronics they will very quickly become useless. You might be able to use them to bargain and trade for things.
- » **Family:** of course your family is one of the things that you wouldn't want to leave behind. Sadly sometimes people have to leave their families behind, they get stuck at the border, get split up for some reason or they die on the journey. Many refugees and asylum seekers in Australia have family back in their previous country.

- » **Food:** food can be very hard to come by, in refugee camps food is rationed out but there is rarely enough to qualify for a proper meal.
- » **Medication:** if you need medication this will be important, but how long will what you have last for? Do you have a prescription for when it runs out?
- » **Money:** this could be helpful for you initially to bribe your way across the border, but it also makes you a target for thieves.
- » **Passport:** your passport might be the only form of identification that you have, but it doesn't guarantee you safety or the ability to cross the border to flee.
- » **Personal heirlooms:** can be good for memories of your family and your life, but it is likely that you will have to sell them to try and get money for food or use them as a bargaining tool.
- » **Phone:** did you remember your charger – and what use will that be if you have to cross the desert and there are no power points?
- » **Photographs:** are great memories, but they won't be much practical help when you are hungry or thirsty.
- » **Snacks:** will help initially so that you might not be hungry – but it is unlikely they will last very long.
- » **Toys:** will be fun to play with and might provide a distraction for you from the horrible situation that you are in, but their practical help for your physical sustenance will be quite low and they might get too heavy to carry.
- » **Water:** is crucial for you, especially on long journeys. Clean water is very hard to access and many people get very sick and even die from unclean water.

Ask the group.

- How did you feel when you were imagining what it would be like to flee your country?
- Would you find it hard to leave your current life behind so quickly?
- Do you feel differently about refugees or asylum seekers after having done this exercise?

Even though we only had to imagine this scenario, it is the reality for many people.

- » Every minute 20 people are forced to flee their home.
- » There are 65.6 million people world-wide who are forcibly displaced. This is three times the population of Australia!
- » 51% of these people are children. Having to flee your country is a horrific and terrifying experience that impacts someone for the rest of their life.

Activity: Brainstorming

There are some very practical ways we can care for and love those in our society who are asylum seekers and refugees. Let's try and brainstorm some practical ways.

Go around the circle and each share one thing you could do to help support refugees and asylum seekers. There are some ideas below to help.

- *Pray*
- *Write a letter to a refugee or asylum seeker (information and tips on how to do this are included in the appendix)*
- *Make friends with new arrivals at your school*
- *Read stories and listen to the stories of those you meet*
- *Talk to your family and friends about refugees and asylum seekers*
- *Download and play one of the simulation apps that is available ("And then I was a Refugee...", "Finding Home", "My Life as A Refugee")*
- *Write a letter to your local MP about asylum seeker and refugee issues*

- Call your local MP about asylum seeker and refugee issues
- Learn more - Keep up to date with the latest news and stories
- Welcome people to your neighbourhood
- Volunteer with your parents to help others (ask your local council if they have any programs, or your local church)
- Organise a discussion at your home, place of worship, or community centre on refugee issues. (Contact your nearest UNHCR office and ask for ideas, and maybe even have a speaker come to your event.)
- Hold a debate on a topic important to you – for example, who is a refugee? What rights do refugees have? What is home? What can individuals and communities do to help?
- Refugee Cooking class
 - Culinary Tales (<https://www.culinary-tales.com/>)
 - Free to Feed (<http://freetomelbourne.org/cooking-classes/>)
 - Flavours of Auburn (<http://www.flavoursofauburn.com.au/cooking-classes.html>)
- Participate in community events:
 - Refugee Week
 - Harmony Day/taste of Harmony
 - World Humanitarian Day
 - Unity Week
 - Refugee Camp in my Neighbourhood (August)
 - Visit Marrickville Night Markets (<http://www.arcco.org.au/events/sydney-food-markets/>)

The Bible encourages us to care for those who need to have justice sought for them, who are struggling and who have had horrific things happen. In Isaiah 1:17 (NLT) it says 'Learn to do good. Seek justice. Help the oppressed. Defend the cause of orphans. Fight for the rights of widows'. This week let's go out and try and do this in our community.

Appendix

Writing a Letter to a child in detention

Website:

<https://befriendachildindetention.wordpress.com/get-involved/send-a-message-of-support-to-refugee-children/>

Send to:

P.O. Box 1282 Carlton, VIC, 3053.

Letter writing guidelines:

There are a few things to keep in mind as you write a letter to an asylum seeker child:

4. Keep language simple. Remember that you are writing to young people who may not have a good grasp of the English language.
5. Try and keep it positive – you want to try and foster a distraction from detention.
6. Be mindful of the possibility that asylum seekers may have experienced a traumatic past, so think about your message carefully.
7. Remember that these are vulnerable children and we don't want to further complicate their situation.
8. Please don't raise detained asylum seekers expectations regarding release – do not include statements like 'Welcome to Australia' or 'You will love Australia' or 'Australia is a great place.'
9. Be creative! Add fun drawing and colour to your message.

WHAT TO SAY:

Essentially this should be a message of good wishes. Tell the children you are thinking of them, you hope that they remain strong, and there are many people who support them.

You can introduce yourself. You might want to write a little about who you are and why you are writing this letter.

You can also send pictures, drawings, poetry or stories.

7. RAISE YOUR VOICE

Participants will be equipped and motivated to use the voice they have been given to speak up for those who cannot.

Related Bible verse(s):

1 John 3:17-18 (GNT) – 17 If we are rich and see others in need, yet close our hearts against them, how can we claim that we love God? 18 My children, our love should not be just words and talk; it must be true love, which shows itself in action.

We're going to kick off today with a game.

Activity: Raise your voice

- Divide everyone into two teams.
- Choose one person from each team who will leave the room.
- Announce to everyone that they are the "Voiceless One" and they will be given a message for their team. The first team to shout out the message will win.
- Take the "Voiceless Ones" out of the room. Give them a message on a card – use the Bible verse for this week, 1 John 1:18 "...our love should not be just words and talk; it must be true love, which shows itself in action." Let them know that they cannot speak.
- Whilst they are outside the room allocate someone on each team to be "The Voice" – only ONE person on each team is to be "The Voice" (it might be good to choose a small, quiet person to empower them in this game). If the "Voiceless One" approaches them – they may take the message on the card and shout it out as loudly as possible.

The rest of the team can be randomly allocated:

- Ignorers – If the "Voiceless One" approaches them they are to turn their back to them.
- The Angry Ones – If the "Voiceless One" approaches them they are to be angry and shout "no" at them.
- The Hypocrites – If the "Voiceless One" approaches them they are to smile, say "yes I can help", take the card and then do nothing.

Invite the "Voiceless One" back into the room and tell them that their team needs to shout out the message that they have and the first team to shout out the message on the card wins.

Debrief:

Ask the two "Voiceless Ones" how they felt during the game, specifically when they came up to an "Ignorer", "An Angry One" or "A Hypocrite".

We are fortunate to live in a country where we are able to voice opinions and speak up for what we believe in.

Have a think to yourself for a moment. What is a cause that you believe in? What is a message you want to get out to others?

For me personally I would like people to know _____ [as the leader insert a cause you feel strongly about, a message you care about and would like people to know].

Activity: What will you raise your voice for?

Go around the circle and encourage each individual to share about one issue or cause that they are passionate about that they could use their voice to speak out about.

You have a voice. Use it! And use it for good to help those who need it.

Appendix with suggestions:

Causes:

- **Justice and Poverty**

- Micah Australia is all about gathering Australian Christians and helping them to live as advocates for justice, working together with people in poor communities for a world free from poverty.
- World Vision wants to work towards eliminating poverty and its causes.
- Baptist World Aid works with many agencies to fight poverty and bring justice. Visit their website and head to their "Faith in Action Tab".

- **Ethical Shopping:**

- "Good On You" app makes checking a brand for its impact on people, the planet and animals incredibly easy.

- **General**

- Visit the Salvos Social Justice Website for lots of information and practical suggestions; salvosocialjustice.org and click on the Articles > Resources Tab OR check out their Facebook Page.
- Visit the GetUp! website and see their rallies, campaigns and petitions. GetUp! is an independent, grass-roots community advocacy organisation giving everyday Australians opportunities to get involved and hold politicians accountable on important issues.
- Call your local MP and speak to them (a suggested conversation can be found here: <https://salvosocialjustice.org/2016/05/24/how-to-contact-your-local-mp/> by clicking on letter/email)
- Write a letter to your local MP (a template can be found here: <https://salvosocialjustice.org/2016/05/24/how-to-contact-your-local-mp/> by clicking on Phone Call)
- Sign a petition

8. RELIGION

Participants will gain a greater understanding of some of the different religions of the world and their similarities and differences. Participants will be encouraged to engage respectfully with people who hold religious beliefs that differ from their own.

Related Bible Verse(s):

John 13:34-35 – "A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another."

I wonder if you have any friends at school, or in your sports teams, or in your neighbourhood who have different religious beliefs to you. Maybe you know other people who are Muslims or Buddhists or Christians or Atheists. There are many different religions represented throughout the world. Today we are going to spend some time looking at some of the most common religions in Australia. The information we will look at today is only a small summary about each one. It's important to remember that most religions have separate groups within them which may believe slightly different variations or behave in different ways.

Activity: Which religion am I?

Spread the five religion cards out on the floor where everyone can see. Hand out the belief cards from the appendix and invite group members to work together to match the description with the relevant religion. The matched up sentences are included below for you as the leader.

ISLAM:

- Jesus was a good man and important but no more important than Adam, Noah or Abraham.
- This religion claims to be the complete version of a basic faith that has been revealed many times before.
- There are five pillars that affect every aspect of life including banking, family life and the environment.

CHRISTIANITY:

- Jesus was the Son of God come to earth in the form of a man, died on a cross and was raised from the dead.
- This religion's Holy Book is - The Bible. It is known as being God's revelation of himself and of how to live.
- This religion says that God loves people and offers forgiveness to all who trust in him.

BUDDHISM:

- This religion has a concept called "Karma" which says, the good that you do will be returned to you in some way.
- This religion says that every soul will be saved.
- One of this religion's core beliefs is reincarnation. This belief says when an animal or person dies they will return in another form, depending on how well they have lived.

HINDUISM:

- This religion says that through knowledge, we can end suffering.
- Those who practice this religion say their ultimate goal is to improve their inner peace and reach a state of 'Nirvana' – then they will be happy for life.
- This religion has a "right way of living", that includes traditions, beliefs and practices.

ATHEISM:

- This belief system says that "no god or gods exist".
- For people with this belief, life is only about the here and now as there is no life after death.
- This religion establishes its moral and ethical standpoints through natural grounds and on the works of well-known philosophers and writers.

What kinds of things do you notice are similar between the religions?

When we meet people who are from a different religion it is good to talk about things that are similar between your religions to find some common ground. In doing this you can then have a positive connection point to be able to discuss some of the differences you may have.

Ask someone in your group;

- What is your favourite colour?

Ask someone else in your group the same question. Repeat this a few times. Then ask them;

- Are you all ok to be friends even though you have different favourite colours?

Ask different people in your group;

- What is the best sport?

Ask someone else in your group the same question. Repeat this again a few times. Ask your group generally;

- Even though we disagree about what the best sport is, and even if we have a healthy rivalry between teams, can we still be friends?

It is OK to disagree. It doesn't mean we hate the other person, nor does it mean we can never talk to them. We can acknowledge our differences, whether they be about colours, sporting teams or religion and still have respectful conversations and be friends.

This week set yourself the challenge to speak to someone you know has a different religion to you and find out more about what they believe and ask if you can share with them what you believe.

Please put each word on an individual page and do the page in landscape.

ISLAM | CHRISTIANITY | HINDUISM | BUDDHISM | ATHEISM

Each of these sentences needs to sit in its own square.

- Jesus was a good man and important but no more important than Adam, Noah or Abraham.
- This religion claims to be the complete version of a basic faith that has been revealed many times before.
- There are five pillars that affect every aspect of life including banking, family life and the environment. Jesus was the Son of God come to earth in the form of a man, died on a cross and was raised from the dead.
- This religion's Holy Book is - The Bible. It is known as being God's revelation of himself and of how to live.
- This religion says that God loves people and offers forgiveness to all who trust in him. This religion has a concept called "Karma" which says, the good that you do will be returned to you in some way.
- This religion says that every soul will be saved.
- One of this religion's core beliefs is reincarnation. This belief says when an animal or person dies they will return in another form, depending on how well they have lived.
- This religion says that through knowledge, we can end suffering.
- Those who practice this religion say their ultimate goal is to improve their inner peace and reach a state of 'Nirvana' – then they will be happy for life.
- This religion has a "right way of living", that includes traditions, beliefs and practices.
- This belief system says that "no god or gods exist".
- For people with this belief, life is only about the here and now as there is no life after death.
- This religion establishes its moral and ethical standpoints through natural grounds and on the works of well-known philosophers and writers.

9. CAN YOU SPEAK MY LANGUAGE?

Participants will understand how isolating it can be when we do not understand the language that is being spoken. Participants will be equipped to help others who may be feeling like this.

Activity: Imagination exercise

Imagine visiting a new unfamiliar place, a country where you could not speak the language or when you were surrounded by a group of people you did not know.

- Share how you think you would feel in this situation.
- OR
- What is an emoji that represents what you might feel in a situation where you can't understand anyone?

We are going to play a game now.

Game: Do you understand me?

Give instructions to your group ("Do a dance move now and get a chocolate") in a language that you are sure no one knows. Just say it with confidence. We have provided some options below.

- **Filipino:** Gumawa ng dance dance ngayon at kumuha ng tsokolate
- **Swedish:** Gör en dans flytta nu och få en choklad
- **Samoan:** Fai se siva i le taimi nei ma aumai se sukalati
- **Italian:** Fare una mossa di danza ora e ottenere un cioccolato
- **German:** Tanze jetzt einen Tanz und bekomme eine Schokolade
- **Portuguese:** Faça um movimento de dança agora e obtenha um chocolate

After you have given the instruction in a language that no one knows give the same instruction in a language you know only a few people in your group know. You might need to use Google Translate to come up with the phrase in a language that some people in your group will understand so that they can start doing the action.

Once the game is over, stick up the pictures from the appendix around the room.

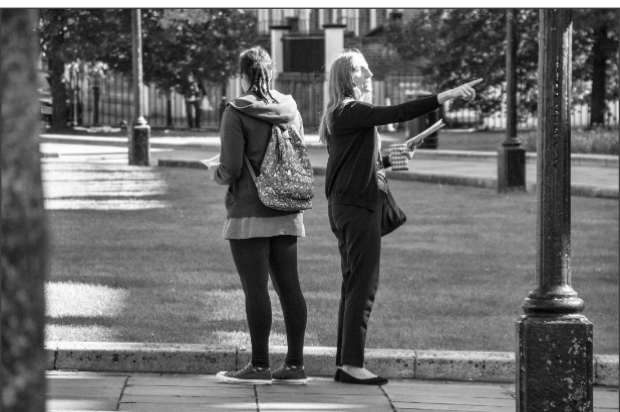
How did you feel when the instructions were given and you had no idea what was being said? Go and look at the pictures around the room and stand next to the one that most sums up how you felt.

The images on the next page might help you group members to work out how they are feeling, for example, frustrated, angry, isolated, confused, alone, trapped, angry, helpless, out of place.

When people come to Australia and don't speak English it can feel very isolating, they can feel frustrated, alone or even stupid. In the activity we just did, we felt a small part of what this felt like. Imagine if you faced the challenge of not understanding what is being said around you every day!

What kinds of things do you think we could do to help others feel more at ease and help them feel like their language is valued too?

(Some suggestions: Pronouncing names correctly, not passing judgment on people's intellectual ability based on their English language skills, supporting their original language by learning greetings and other key words and phrases from their first language.)



10. MULTICULTURALISM IN MY WORLD

Participants will be given the chance to reflect how their views on multiculturalism have been challenged and changed over the last nine weeks.

The last nine weeks we have been looking at multiculturalism in our world, our country and our individual lives. We are going to spend a bit of time now sharing with one another how our views have been challenged and how our thinking has changed.

Go around the circle and ask people to answer ONE of the following:

- What is something about multiculturalism that stuck out to you?
- What is something about your thinking that has changed?
- Is there something that you are going to change about your behaviour based on what we have looked at this term?

If your group needs a reminder of what you've looked at:

1. What is culture?

Participants will gain an understanding of what culture is and an increased awareness that they exist within a culture.

2. Not weird, just different

Participants will be equipped to see their own unique culture.

3. Australia: a multicultural nation

Participants will establish that there are many cultures in Australia and be equipped to recognise and celebrate diversity.

4. Stereotypes

Participants will be equipped to discern stereotypes and motivated to treat others better.

5. Discrimination, it doesn't belong here!

Participants will be equipped to identify discrimination and motivated to take a stand against it.

6. Caring for Refugees and Asylum Seekers

Participants will be educated about refugees and asylum seekers and equipped and motivated to care for refugees in practical ways.

7. Raise your voice

Participants will be equipped and motivated to use the voice they have been given to speak up for those who cannot.

8. Religion

Participants will gain a greater understanding of a few of the different religions of the world and some of their similarities and differences. Participants will be encouraged to engage respectfully with people who hold religious beliefs that differ from their own.

9. Do you speak my language?

Participants will understand how isolating it can be when we do not understand the language that is being spoken. Participants will be equipped to help others who may be feeling like this.