Klassroom Kaleidoscope
A program to facilitate connectedness and well-being in the culturally diverse classroom
Klassroom Kaleidoscope - A program to facilitate connectedness and well-being in the culturally diverse classroom was documented by Jane Grant. It was adapted by Foundation House from the original Kaleidoscope program, which was part of A Guide to Working with Young People who are Refugees.

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Background to Klassroom Kaleidoscope

The Klassroom Kaleidoscope program is an inclusive unit of work for the middle years of schooling, updated from the longstanding small group program of the same name. The original Kaleidoscope program was initially developed in 1996 by the Victorian Foundation for Survivors of Torture (VFST) as a school-based approach to providing support to refugee young people. This 7 week, small group program is delivered in schools jointly with counsellors and teaching staff involving 8-10 refugee young people. It focuses on issues such as identity and emotions.

In 2003, VFST undertook a collaborative mental health promotion project with the Austin Child and Adolescent Mental Health Services (CAMHS) and MindMatters at Preston Girls Secondary College. The project aim was to implement a whole-school approach to mental health, providing a classroom program, professional development and secondary consultation for facilitators. This led to the extension and modification of the small group Kaleidoscope Program to accommodate a whole class. The model was piloted at Preston Girls Secondary College. In early 2004, the material was further developed and additional modifications made to suit a typical classroom situation, with one facilitator and approximately twenty-five students.

The development of the material has involved a consultative process with professional input from psychologists, social workers and educators. MindMatters has contributed from a school mental health promotion perspective. Klassroom Kaleidoscope has been designed to complement MindMatters, in particular the ‘Community Matters; Working with Diversity for Well-being’ (Commonwealth Department of Health and Aged Care, 2000) component. The resulting program is a ten week unit which combines the high participation and personal sharing aspects of the original Kaleidoscope, and has curriculum links to a number of Key Learning Areas and Subject Domains. Klassroom Kaleidoscope uses pedagogies that promote connectedness, acceptance of difference and empathy. Initial pilots indicate that the program is a stimulating and inclusive classroom resource.

The following schools were involved in the Student Wellbeing and Cultural Diversity Project using the Klassroom Kaleidoscope program: Northcote High School, Collingwood College, Broadmeadows Secondary College, Upfield Primary School, Richmond West Primary School and Preston Girls Secondary College. The outcomes and feedback from these pilots have contributed to this first edition of Klassroom Kaleidoscope.

Overall aims of the classroom material:

- To embrace cultural and linguistic diversity and promote cross-cultural understanding through sharing and reflection at a classroom level;

- to enhance personal wellbeing by building relationships and connections between students, including newly arrived refugee and CALD (Culturally and Linguistically Diverse) students, and fostering a sense of trust and belonging within their school community;
to develop a healthy sense of identity in students through understanding and appreciation of
the contributing factors, including past and present experiences, hopes for the future, personal
qualities, culture and environment;

to promote resilience through practical problem solving and personal skill development;

to implement practical mental health promotion strategies in the context of the culturally diverse
classroom.

**Rationale - An explanation of the unit to the students for the first session:**

- This unit will be a learning experience about how our backgrounds make us unique and influence
our identity (how we see ourselves).

- The focus will be what is important to each of us and what it is like to be part of our environment
which is made up of many different cultures.

- We will also be looking at the way we feel about ourselves and others, and the things which
matter to us. Emotions are important because the way we feel can affect the way we communicate
and interact with our friends and other people. They can also affect our hopes and plans for the
future.

- Such issues do not normally receive a lot of attention. The sessions will allow time and space for
us to think about these issues and to share what is important with each other.

- The sessions may be different to your usual classroom activities. You will be asked to move
around the room, sit with different people - people you might not know very well. There will be
lots of small group work, and everyone will get opportunities to work with and get to know more
about everybody in the class.

- You will also be asked to talk and to share something personal about your family, your background
and your culture. Everyone will have a turn, including facilitators, so we all get to know more
about each other. You do not have to share more than you want to.

- In the first week, the group will decide on the class agreements about guidelines for working
together during the program.

**Resources (in addition to appendices):**

| 1 Pack of playing cards, | Glitter | 70 10x5 cm blank cards/pieces of paper |
| White board markers/ Chalk | Glue (class set) | CD player |
| A3 paper | Polaroid Camera and film | School generated permission forms for excursion |
| Butchers paper | Sticky tape | 8 envelopes |
| Blue tae | Coloured wool scraps | Kaleidoscopes (optional) |
| Thumb tacks | Drama props (sun glasses, shoes, scarves, hats) | 16 empty one litre cardboard milk cartons with one side white for writing on |
Journal

Facilitators may choose to provide students with a twenty-page (approximate) note book that can become their private journal. Students can use these for reflection activities and other personal thoughts that may arise during the unit. The class may establish whether these reflections will be shared or whether they are private. Facilitators should be able to read the journals. Students often enjoy receiving a personal comment from their facilitator in response to their journal entries. Facilitators may wish to provide a white card to become the front cover of the journal so that students can decorate it to reflect their individuality.

Facilitators should decide how to best use the journal to suit the needs and skills of their class. Some schools have students complete their journals at the end of each lesson; others have chosen to use the journal as an activity during English/ESL classes. An alternative to the journal format is for the facilitator to write each reflection question on large pieces of butcher’s paper that are displayed around the room. Each student writes a response to each question on a post-it note and sticks it onto the appropriate poster. Students can then move around the room to read the responses to the reflection questions.

Photographs

Individual photographs of students are used in the Personal Posters activity (Lessons 2 and 3). It is recommended that these be taken outside class time prior to the lesson. Some students may prefer to bring their own photograph or draw a portrait.
Important Teaching Considerations

Delivering the program

It is recommended that Klassroom Kaleidoscope is presented with two facilitators. Some pilot schools have involved a classroom facilitator and a student welfare coordinator or school nurse. This has allowed for relationships to be developed between students and support staff in the school. Other schools have developed partnerships with local services such as their regional Child and Adolescent Mental Health Service (CAMHS) and Victorian Foundation for Survivors of Torture (VFST). They have involved a worker to help deliver the program and to establish a relationship with the service which may also provide secondary consultation.

The program is designed to be conducted over a ten week term, with each weekly lesson running for approximately 100 minutes. Time guidelines are provided for some activities however these are purely a guide as the duration of activities will be determined by a range of factors. These factors can include student interest and skills, adaptations that a facilitator may make during a session and external school issues that can sometimes interfere with regular class time.

The outcomes of Klassroom Kaleidoscope are best suited to Pastoral Care, Personal Development and Health classes. Pilot schools have incorporated the program into these areas of the school curriculum.

It is very important that facilitators are familiar with the program and the details of each lesson prior to the program beginning. Many classes require preparation of resources. Being comfortable with the activities and themes will ensure a much more valuable and engaging experience for all participants.

Target Groups

This program is ideal for transition stages in the education setting, particularly at year seven and in bridging programs. The program has also been conducted successfully at years six and eight.

Student Preparation

Prepare students by discussing the program a week before it begins, explaining the rationale and the nature of the unit. Explain that students will need to prepare for the unit as they will be asked to make individual presentations to the class. One presentation is a description of a personal journey traveled by either the student, a relative or an ancestor, and students will use a map to describe the journey. Another activity is a presentation of a cultural object that has special meaning for the individual student. It is recommended that students bring their cultural object at the start of the unit so items can be displayed. This should also ensure that students are well organised when it is their turn to present.

During Lessons 4 and 5, students are asked to share music that explores emotions. Students can be asked at the beginning of the program to start thinking about songs they could share with the
Involving Families

Facilitators may choose to send a note home and encourage students to discuss the program with parents or guardians. This provides an important opportunity for families to share stories and help students prepare for cultural objects and journey presentations. (See sample letter below). Families can also be invited to join a celebration at the end of the program. It is very important that the school provides written translations of the letter in the community languages. The school should be aware of any community languages, Hakka and Dinka for example, that are not written languages, and ensure that verbal contact is made with these families.

Sample Letter Home to Parents/Guardians

Dear Parent/Guardian,

Re: The Klassroom Kaleidoscope program

This term your son/daughter is involved in a program called Klassroom Kaleidoscope which is conducted during health/personal development class. The project focuses on building relationships and connections between young people and their school, embracing cultural and linguistic diversity, and the promotion of mental health and resilience.

The Klassroom Kaleidoscope program is running for a double lesson once per week during term X with the School Nurse, Student Welfare Coordinator and workers from partnership agencies assisting the class facilitator. During the course of the program students will participate in activities that encourage them to mix and share and learn more about each other as well as their facilitators, and other welfare staff in the school.

The first part of the program focuses on identity and culture, with the second part exploring emotions and communication with friends and family. Students will be asked to talk about their family background, including their family’s journey to or within Australia. They will also be asked to bring along something of cultural significance or with special meaning to them and their family, and to present this to the rest of the class. Students may have questions about their family history, and we ask parents or other family members to assist with this research. There will be an excursion in week nine to the Immigration Museum.

Towards the end of term, parents/guardians will be invited to come along to a function at the school, where you will be able to find out more about what students have been doing in the program.

Please contact the school if you have any questions about the Klassroom Kaleidoscope program.
The option to opt out

There may be times when a student is uncomfortable participating in a certain activity. Students should have the option to sit out of an activity if they do not want to participate. It is recommended that the student observe and still have the opportunity to find some meaning in the activity. It is important that the facilitator has a brief private discussion with them outside session time to ascertain the cause of their discomfort and whether they need further support.

Managing Disclosures

Many exercises in this program draw on students’ experiences so there is an increased possibility that information of a personal, sensitive or traumatic nature may be disclosed. For some students participation in the activities may be the first opportunity they have had to talk about themselves and their lives in a context that is safe and familiar. Disclosures of a sensitive nature may present an opportunity to identify strategies for dealing with issues, either with the individual student or with the group as a whole (either at the time or in a later session). However this needs to be set within a legal, ethical and social context especially with respect to disclosures of possible abuse. Current relevant information about mandatory reporting, duty of care’ and particular school policies are vital.

Impact of Disclosures – Protective Interrupting

When traumatic or sensitive information is disclosed in the class context, it is important to be mindful of both the needs of the student concerned and the impact of disclosure on the other students in the group. The standing of the individual within the class group can be affected and it is important that the student has made a considered decision before revealing information that may impact on them later. Hearing about the traumatic experiences of a classmate can have a profound negative effect on other students. For these reasons it may be appropriate to gently interrupt an individual who seems about to disclose sensitive information and offer to continue the conversation in private at that time or later.

Dealing with Disclosures

If disclosure occurs the following approach is suggested:

- Acknowledge the feeling generated by the event (eg. ‘That must have been very frightening for you’).

- Affirm the difficulties or bravery in speaking about the event.

- Acknowledge that those feelings have been felt by other students who have experienced a similar event.

- Acknowledge that even though the circumstances of the event have passed and students are now safe, the memories can remain and may still be distressing.

- Ask the student if there is anything further they would like to say about the event.

- Suggest that if they would like to discuss anything further, you would be available at a later time.
When traumatic or sensitive information is disclosed in the class context, it is important to be mindful of both the needs of the student concerned and the impact of disclosure on the other students in the group. Where the information is of a sensitive nature, it is appropriate to follow up with the student after class.

Disclosure of a sensitive nature may present an opportunity to identify strategies for dealing with issues, either with the individual student or with the group as a whole (either at the time or in a later session).

**Referrals**

It may become clear during the sessions that a student could benefit from further counseling support. The facilitator can make a comment individually to the student such as, “I have noticed you seem sad/angry/upset about this topic; it’s not the time to go into detail now but would you like to talk about this privately with a counselor from Foundation House (or school counselor, Student Welfare Coordinator)?

**Students being comfortable with what they tell and show**

The class agreements developed in Lesson 1 should establish that students will take care to respect each others’ contributions. Explain to students that some of their work will be on display for others to see and it is important that they feel comfortable sharing their contributions. Explain that their private journals are a good place to write things that are of a more personal nature.
The activities in this unit are based on concepts or key understandings reflected in current educational initiatives. The activities are designed to be relevant and engaging, fun, simple and non-threatening. They cater for multiple intelligences and promote a range of thinking skills using a variety of teaching methods. They encourage inclusiveness, cooperation, listening, teamwork and appreciation and encourage the exploration of beliefs and values.

Activities include devising and performing role plays; panel role plays; brainstorming; large and small group discussion; group decision-making; personal writing in journals; individual art work; retelling of stories; cooperation games; listening to music; an excursion.

**Curriculum Links**

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Links to the National Goals of Schooling

*Klassroom Kaleidoscope* can be linked to specific National Goals of Schooling from *The Adelaide Declaration on the National Goals of Schooling in the Twenty-First Century*:

1.3 *The capacity to exercise judgment and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions*

3.5 *All students understand and acknowledge the value of cultural and linguistic diversity and possess the knowledge, skills and understanding to contribute to and benefit from, such diversity in the community and internationally* (MCEETYA, 1999).

Links to Civics and Citizenship

Clear links can be made to the following Key Performance Measures for Civics and citizenship at Years 6 and 10:

6.6: *Recognise that Australia is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds*

6.9: *Recognise the ways that respect for, and acceptance of difference, contribute to harmony in a democratic society*

10.6: *Analyse how Australia’s ethnic and cultural diversity contribute to Australian democracy, identity and social cohesion.* (MCEETYA, 2005)

Links to the Principles of Learning

1. *The Learning environment is supportive and productive.*

3. *Student’s needs, backgrounds, perspectives and interests are reflected in the learning program.* (DE&T, 2006)

Links to MindMatters Resources

Many MindMatters activities complement aspects of this program. Important themes from Klassroom Kaleidoscope are linked to the following MindMatters kit booklets:

- Culture and Diversity - *Community Matters*

- Emotions - *Enhancing Resilience 2: Stress and Coping; Loss and Grief*

- Friendships - *Enhancing Resilience 1: Communication, Changes and Challenges.*

These resources are found online at http://cms.curriculum.edu.au/mindmatters/.
A ten week unit plan for Klassroom Kaleidoscope can be found on the following page. The unit plan provides a brief overview of the whole program. Each lesson is divided into three sections: the introduction/ice-breaker activity, main content of the session and reflection.
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### INTRODUCTIONS AND ICE BREAKERS (10-20 minutes)

- Introduce unit and group rules
- “Find someone who” activity
- “Cultural Greetings” activity
- Revisit themes from Lesson 1
- “Plum Pudding” activity
- Revisit themes from Journey and Cultural Objects
- “Four things in common”
- Exploring the link between Kaleidoscopes and diversity
- “Wool Game”
- Music and Emotions presentations
- “Birthday Game”
- Music and Emotions
- “In and Out” games
- Family Scenarios to be presented as a panel
- OR
- Student groups role play a family scenario and a possible solution
- “Four things in common”
- Exploring the link between Kaleidoscopes and diversity

### MAIN CONTENT (50-60 minutes)

- “Getting to know each other” mime game
- Introduction to journeys and cultural objects
- Personal Posters are introduced
- Preparation for personal posters
- Journeys and cultural objects
- Culture discussion
- Personal Posters completed
- Personal Poster viewing
- Journeys and cultural objects
- Drawing emotions and whole group discussion
- Group work discussion
- Group relays with emotions
- Journeys and cultural objects
- Emotions role plays
- Emotions body posters and poems
- Small group brainstorm Friends
- Larger group work on Friends
- OR
- Friendship wall
- Friendship predicaments
- Family Scenario Panel where students play a different character from the family and discuss from the different perspectives
- Students choose scenarios and role play the situation and solutions

### REFLECTION (5-10 minutes)

- Thoughts about the coming activities
- What makes things important and special to people?
- How does culture influence who you are?
- The different ways we experience emotions
- Music and emotions
- How people express emotions
- Favourite strategies for anger and happiness
- Identifying supports and why you would choose them
- Discussing helpful and realistic strategies for family scenarios

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## Lesson 1: Introducing Kaleidoscope

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<th>Content</th>
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<tr>
<td>To enable participants and facilitators to become familiar with one another. To acknowledge differences and similarities between participants’ lives. To discover the diversity of backgrounds in the class. To learn about journeys that people have taken.</td>
<td>Unit introduction (refer to page VIII for detail). Class agreements about behaviour. <em>Find someone who …</em> ice breaker. Miming game. Introduction to Journey and Cultural Object concept. Facilitator presentation of their own journey and cultural object. Introduction to personal posters and preparation for photos to be taken out of class.</td>
<td>Decide how students will present journeys and cultural objects for Lesson 2. Class set of Appendix 1.1: <em>Find someone who …</em> whiteboard markers. 1 large sheet of paper for list of agreements. 1 large map of the world, A3 size or larger. thin ribbons of different colours. blue tack. A4 maps of the world for homework task (optional) Appendix 1.2 a, b or c. facilitator’s cultural object and journey.</td>
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### Lesson 1: Introduction

#### Unit Introduction (5 minutes)

- Introduce the unit of work, explaining the aims and type of activities for the next ten weeks (refer to page VIII).
- Explain that there will be an excursion to the Immigration Museum as part of the program.
### Lesson 1: Introduction (continued)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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| Ice breaker | (20 minutes)  
*Find someone who...*  
- Give students the worksheet Appendix 1.1, *Find someone who...*  
- Ask students to move around the room seeking people who have done, seen or played certain things that appear on their sheet. When students find a match, they are to ask the person’s name, fill in that section of the sheet and move on until all spaces are filled.  
- When students are finished they then sit with a person whose name appears on their sheet and discuss answers to one of the questions listed around the edge of the activity sheet. Sample questions for students: ‘Who found things they had in common? Who found differences between themselves and others? Who would like to share their answers?’  
- Lead students to discuss how similar we are, how the things we have in common give us a sense of belonging and identity. |
| Setting class agreements | (10 minutes)  
- Use brainstorming to come up with class agreements for this unit of work. Remind students of the nature of the unit where there will be group work, personal stories shared and opportunities for role plays and panels. Mention that everyone needs to feel safe and confident to talk about their personal stories, and ask what rules are needed to ensure this.  
- Class agreements could include the following: Respect what others say, listen when others are speaking; one person talks at a time; treat others with respect; respect confidentiality – what’s said in the class stays in the class; everyone has a turn, respect other people’s choice to remain silent or opt out of an activity, support and help each other, have fun!!  
- List agreements on the white board. Copy these agreements onto a large sheet of paper to be displayed in the session each week. |
| Getting to know each other activity | (20 minutes)  
*My name is ... and I like to...*  
*Remind students that mime is a language we all understand.*  
- Ask class to stand in a circle, close but not touching the person next to them.  
- Go around the group, the first person says their name and mimes something they like to do. You may choose to use a prop like a ruler which can make miming easier. The next person says the previous person’s name, mimes what they said they like to do then they say their own name and mime something they like to do. Go around the group repeating this process until the whole group has been introduced. |
### Introduction to Journeys and Cultural Objects

**Exercise**

(20 minutes)

**Journey**

*Facilitators may choose to brainstorm the concepts of physical journey, compared to personal journey, holiday or excursion. It is important to acknowledge that journeys differ greatly in terms of where people began, how far they travelled and how many places they have lived. Indigenous families may not have travelled far. Other students may not know of the journeys taken by ancestors.*

- Attach a large world map to whiteboard or wall.
- Explain that over the next few weeks all students will be sharing their family's journey to Australia, and that many Australians have a migration story. There may be Aboriginal students in the class who choose to present stories of journeys within Australia.
- Introduce the concept that journeys are the path people take through their lives including birthplace, places lived and the path taken to where you live now. Explain that the group will be sharing stories of personal physical journeys taken by themselves or their relatives.
- The facilitator presents their journey. If not born overseas, the facilitator could include a journey of a parent or grandparent or ancestor explaining where they were born, where they have lived and where they live now (or where they died). While explaining, the facilitator marks the journey with a ribbon on the map.
- Explain that when students are presenting journeys they will talk about where the journey began (what country), who made the journey (who they came with), why they left, where they stopped on the way, how they came (plane, boat etc.), where they settled and what they did when they came here.
- Ask all students to discuss their journey presentation and cultural object at home with their family (using an A4 map from Appendices 1.2 a,b or c).

### Cultural Objects

*Facilitators may choose to have all students bring their cultural objects at the start of the program to set up a display. This also ensures objects are available for each student’s presentation.*

*Facilitators may choose to vary the presentations and, if so, should decide alternatives before the first session.*

- The cultural object can be described as something of significance or special meaning for their culture or family. Each student will present the object with a story about the object and why it is important. Examples include photos, national dress or clothing, items such as jewellery boxes, weaving, art, handcrafts, coins, books or food.
- The facilitator presents their cultural object and encourages questions from the students. It is recommended that students do both presentations at the same time as there are many important links to be made between the two topics.
- Display a list of who is presenting each week as a reminder for students.
- Facilitators may choose to vary their presentation options:  
  - **Presentation alternative one:** Complete presentations of journeys only (again five presentations per week), and place cultural objects on display. Students could wander around the room freely and ask questions about the objects on display.
  - **Presentation alternative two:** Students do one presentation only, selecting themselves whether they will present a cultural object or journey. In this case, all students should still have their family’s journey marked on the map, but not all will present this formally. This would entail 5 presentations per week.
### Lesson 1: Main Body of Lesson (continued)

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<tr>
<th>Preparation for Personal Posters</th>
<th>Explain to students that next week they will be creating their own Personal Poster that will present things about themselves and their identity to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Be aware that some students cannot have their photos taken for religious reasons. They may wish to use any pictorial image that has some meaning for them or they may wish to draw something.</em></td>
<td>Explain that photos will be taken of each person and placed on the poster. The facilitator will visit the students during the week while they are in other classes (or another appropriate time) and take the photos. Students may wish to bring their own photograph or draw a picture of themselves for this part of the poster.</td>
</tr>
</tbody>
</table>

### Lesson 1: Reflection

<table>
<thead>
<tr>
<th>Questions for discussion and journal entries (10–15 minutes)</th>
<th>Introduce Journals/workbooks. One option is that students will be asked to write their own thoughts or do an activity in the journals at the end of each lesson in response. They will be collected and facilitator/facilitators will write a response. Encourage students to decorate their journals to make them their own.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Decide whether students will complete journals at the end of each class or at another time within the school program.</em></td>
<td><strong>Journal Questions</strong></td>
</tr>
<tr>
<td></td>
<td><em>Describe how you felt during the activities today.</em></td>
</tr>
<tr>
<td></td>
<td><em>What do you think it will be like to share your family’s story?</em></td>
</tr>
<tr>
<td></td>
<td><em>If you were telling your family or someone else about the Klassroom Kaleidoscope program, what would you tell them?</em></td>
</tr>
<tr>
<td></td>
<td><em>How will you prepare for your presentation next week? Who will you talk to?</em></td>
</tr>
</tbody>
</table>
Appendix 1.1: Find someone who ...

Appendix 1.2a: World Map

Maps courtesy of www.theodora.com/maps, used with permission.
Appendix 1.2b: Map of Australia

Appendix 1.2c: Map of Indigenous Australia

David R Horton, creator (c) Aboriginal Studies Press, AIATSIS and Auslig/Sinclair Knight, Merz, 1996
This map indicates only the general location of larger groupings of people which may include smaller groups such as clans, dialects or individual languages in a group. Boundaries are not intended to be exact. The views expressed in this publication are those of the author and not those of AIATSIS. For more information about the groups of people in a particular region contact the relevant land councils. NOT SUITABLE FOR USE IN NATIVE TITLE AND OTHER LAND CLAIMS.
### Lesson 2: Journeys and Cultural Objects

<table>
<thead>
<tr>
<th><strong>Aims</strong></th>
<th><strong>Content</strong></th>
<th><strong>Preparation and Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To enable participants and facilitators to become familiar with one another</td>
<td><strong>Cultural greetings</strong> ice breaker</td>
<td>Seats set in a circle for icebreaker and presentations, then at tables for posters</td>
</tr>
<tr>
<td>To acknowledge differences and similarities between participants’ lives</td>
<td>Revisit themes for the program</td>
<td>Map, ribbons and Blu-tack</td>
</tr>
<tr>
<td>To discover the diversity of backgrounds within the class</td>
<td>Presentation of journeys and cultural objects</td>
<td>Photos of students (facilitators should have taken photos prior to the class, students may have brought their own photograph or they may draw a self portrait)</td>
</tr>
<tr>
<td>To enable students to commence sharing aspects of themselves with one another</td>
<td>Personal Posters</td>
<td>A3 poster paper for each student</td>
</tr>
</tbody>
</table>

### Lesson 2: Introduction

**Ice breaker**

*(10 minutes)*

**Cultural Greetings**

*Remind students who identify with the traditional Anglo-Australian culture that there are many forms of greeting other than ‘Hello’*

- Ask students to be seated in a circle of chairs.
- Ask students to think of the typical way people greet each other in their homes. Ask about differences in regard to gender, culture, age, role and status.
- Ask all students to stand in front of their chairs. The facilitator starts first by turning to the student next to them and showing them a familiar greeting. The student returns the greeting, then turns to the next student and shows their own traditional greeting. This student returns this new greeting and then turns to the next and so on until the circle is completed.
- Ask students to write their greetings in their own language on a large poster.
- Ask for any comments, ‘What was interesting, what was new?’

**Revisit Themes**

*(5 minutes)*

- Revisit the aims of the program: to get to know each other better and to understand the ways we are both similar and different.
- Revisit group agreements reminding students of the challenge in presenting a journey or cultural object of personal importance.
Lesson 2: Main Body of Lesson

Journey and Cultural Objects Presentations
(20 minutes)

Each student should complete two presentations across the next 5 lessons unless an alternative has been decided.

- Ask students to sit in a circle of chairs with a large world map attached to the whiteboard or on the floor in the middle. Have Blu-tack and ribbons available in different colours.
- Explain to students that five students will be presenting their family’s journey and something from home that reflects their culture. They will tell a story about why it is important.
- Remind students to talk about where the journey began (what country), who made the journey (who they came with), why they left, where they stopped on the way, how they came (plane, boat etc.), where they settled and what they did when they came here. As they do this, students select a coloured ribbon of their choice and, using blu-tack, trace their family’s journey with the ribbon. The map will eventually reflect the diversity in the classroom with the multi-coloured and varied journeys of participants. This map can remain on the wall.
- Explain that culture can reflect traditions passed through generations, beliefs, customs, something that bonds a group. It could include an object, clothing, language, art and food (a more detailed discussion about culture is included in Lesson 3).
- Encourage students to ask questions at the end of each presentation.
- After the presentations ask for student comments about what makes things important to people and what meanings these things have.

Personal Posters
Introducing Personal Posters
(10 minutes)

Make sure to follow school procedure to ensure you have approval to use photographs of students that will be displayed.

- Explain to students that they will be creating their own Personal Poster that will present things about themselves and their identity. Ask two students to come up to the whiteboard to demonstrate.
- Stick an A3 poster sheet to the whiteboard and ask one student to place their hands flat on the sheet, fingers pointing together with space in the middle for a Polaroid or digital photo. Ask the other student to trace the hands.
- Explain to the class that they will create their own poster. The fingers will contain words or sentences about themselves in answer to questions. The photos which were taken of each person will be placed between the hands.
Beginning Personal Posters
(30 minutes)

It is important for the facilitator to move around the room and connect individually with students. This can be done as they hand the photos to each student.

The time to complete this task varies between each student and each group. Encourage students to take their time and to decorate the posters when they have finished the questions.

- Ask students to move to tables, anywhere where they feel comfortable to work.
- Students collect poster sheets and work in pairs to trace hands.
- Explain to students that they will be writing some answers to questions in the fingers of their posters, one answer in each finger.
- Explain that there will be a different focus to each hand. The facilitator may choose to draw larger than life hands on the whiteboard and write the questions in each finger. Alternatively the facilitator could just write the questions up on the board under left hand and right hand.
- Choose five questions for the first hand from the following (only place five on the board):
  - How many people do you live with at home?
  - What is your position in the family?
  - What year did you first arrive in Australia/ or come to Melbourne?
  - What is good about living in Australia?
  - What is something you like about school?
  - What is something you do not like about school?
  - What is your favourite subject or least favourite subject?

- Ask students to complete the questions and write the answers in the fingers. Students can then decorate their posters.
- The facilitator can walk around the room and distribute the photographs for students to paste between their hand prints.
Lesson 2: Reflection

Reflection questions for journal entries
(15 minutes)

It is helpful to some students to discuss first, and hear the responses of others, to consolidate their own ideas.

- What makes things important or special to people?
- What was it like to think about or talk about personal issues like your journey and your cultural object or your poster?
- Ask students to write about a couple of presentations that really surprised them in some way, or that they found interesting (one journey and one cultural object).
- What are the good things that came from sharing the presentations?
Lesson 3: Personal Posters

### Aims
- To further explore self identity, diversity, and the things that make us unique and the things that we have in common
- For students to identify what they like and do not like; what is important when others get to know them; what they would like to know about others

### Content
- **Plum Pudding** Ice breaker
- Presentation of journeys and cultural objects
- Personal Posters
- Reflection

### Preparation and Resources
- Seats set in a circle for cultural presentations then at tables for poster work
- Poster from Lesson 2
- Coloured textas / pencils
- Glue
- Blue tack or pins for poster display

### Lesson 3: Introduction

**Ice breaker**
**(10 minutes)**

*Plum pudding*

*This can create some noise.*

- Ask students to be seated in a circle of chairs.
- The facilitator introduces this activity by standing in the middle of a circle of chairs which students are sitting on. The aim is for the person in the middle of the circle to ask a question which requires people to get up and find a new chair, including the person in the middle. The person who is left without a chair then goes into the middle and asks a new question. The aim is then for the person in the middle to get a chair. An example is, *All those with brown eyes swap chairs.* Other examples are: *all those with: blue socks, long hair, born overseas, youngest in family, play soccer, speak more than one language, like shopping, wearing a scarf.* Repeat 5 to 10 times.

**Revist Themes**
**(5 minutes)**

- Ask students to comment on cultural objects and journeys that have been presented. Students could be asked to respond to one question, ‘One thing I learnt was…’ or, ‘One thing that surprised me was…’;
- Revisit group agreements if necessary.
Lesson 3: Main Body of Lesson

<table>
<thead>
<tr>
<th>Journey and Cultural Objects Presentations (20 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask students to sit in a circle for continuation of the 5 cultural object and journey presentations.</td>
</tr>
<tr>
<td>- Encourage and ask questions.</td>
</tr>
<tr>
<td>- After the presentations ask for student comments about what makes things important to people and what meanings they have.</td>
</tr>
<tr>
<td>- Ask students to reflect on some of the different reasons people came to Australia.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Brainstorm on Culture (10 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- On the board write the question, ‘What is culture?’</td>
</tr>
<tr>
<td>- Brainstorm ideas, writing everything up on the board.</td>
</tr>
<tr>
<td>- Examples might include: language, traditions, religion, customs, clothes, food (type and preparation), beliefs, celebrations, technology, differences, similarities and family differences.</td>
</tr>
<tr>
<td>- Ask students to think about their own cultural traditions and offer an example. Students from Anglo Australian backgrounds may feel they don’t have a culture; encourage students to think about Anglo Australian culture that may include Christmas, Easter and wedding traditions, sport, beach, Australia as a multicultural nation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Posters (15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Completion of personal posters. Questions for the other hand: What would you like to know about another person if you were getting to know them? What is something else you would like to know about them? What would you like a friend to know about you? What else would you like them to know about you? What is something about yourself or your life which you would like to change?</td>
</tr>
<tr>
<td>- Once the responses have been written, participants can complete decoration of their poster in a way that reflects aspects of themselves eg. favourite colours, places, hobbies.</td>
</tr>
</tbody>
</table>

Remember the importance to each student of talking about their journey and object, and allow time for this.
### Lesson 3: Main Body of Lesson (continued)

<table>
<thead>
<tr>
<th>Personal Poster Reflection (10 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask student to pin the posters around the room and then view the posters.</td>
</tr>
<tr>
<td>• Ask students to return to their seats and to reflect on what it was like to write about personal issues, what it was like to read personal responses from other students, and to think about how everyone is different and individual.</td>
</tr>
<tr>
<td>• Ask what students have learned and what has surprised them.</td>
</tr>
</tbody>
</table>

### Lesson 3: Reflection

<table>
<thead>
<tr>
<th>Reflection questions for journal entries (10 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask students to write their own definition of culture.</td>
</tr>
<tr>
<td>• Ask students ‘How does culture influence who you are?’</td>
</tr>
</tbody>
</table>
### Lesson 4: Emotions

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content</th>
<th>Preparation and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify how emotions might affect us</td>
<td><strong>Four things in common Ice breaker</strong>&lt;br&gt;<strong>The concept of kaleidoscope</strong>&lt;br&gt;<strong>Presentation of journeys and cultural objects</strong>&lt;br&gt;<strong>Drawing emotions and whole group discussion</strong>&lt;br&gt;<strong>Small group reflection using relay responses to Fear, Excitement, Anger and Love</strong>&lt;br&gt;<strong>Reflection</strong>&lt;br&gt;<strong>Homework task: Music and emotions</strong></td>
<td>The emotions relay is complex to initiate but very important. Facilitators must ensure they understand the relay and have prepared appropriate handouts</td>
</tr>
<tr>
<td>To consider ways to deal with both positive and negative feelings</td>
<td></td>
<td>Seats set in a circle for icebreaker, presentations and initial emotion activity, then at tables for relays</td>
</tr>
<tr>
<td>To highlight commonalities in reactions to situations</td>
<td></td>
<td>A class set of Appendix 4.1, <em>Four things in common</em> cards (photocopy and cut)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A class set of Appendix 4.2, <em>Group Work Self Assessment</em> sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 x A3 poster paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 x 1 sets of emotion relay handouts (appendices 4.3a, b, c)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blu-tac and sticky tape</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thick textas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wool for hair – 3 different colours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Glue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deck of playing cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class set of kaleidoscopes (optional)</td>
</tr>
</tbody>
</table>
**Lesson 4: Introduction**

| Ice breaker (15 minutes) | - Give each student the worksheet, Appendix 4.1: *Four things in common*.  
|                          | - Group students in pairs using matched pair cards, which need to be counted out for exact number of students in class. (Use playing cards with the instruction, *Find the same card number and colour eg. 8 of diamonds finds 8 of hearts*).  
|                          | - Each student must find four things they have in common with their partner that they did not already know.  
|                          | - Ask students to report these back to the class.  
| *Four things in common*  |   |

| Exploring the concept of kaleidoscope (10 minutes) | - Hand out kaleidoscopes for students to look through (optional).  
|                                                   | - Ask students why this program is called *Klassroom Kaleidoscope*.  
|                                                   | - If students need further prompting, ask about the link between cultural diversity and kaleidoscopes. (Some students have suggested the colours and beads of the kaleidoscope represent the different backgrounds, religions, languages, journeys and cultures in the class. Others have suggested that the students all work in groups throughout the program, which is colourful and fun to look at. Every session everything changes and students work in different groups, just as a kaleidoscope changes every time it’s turned.)  

**Lesson 4: Main Body of Lesson**

| Journey and Cultural Objects Presentations (20 minutes) | - Students sit in a circle for continuation of the cultural object and journey presentations.  
|                                                       | - Encourage students to ask questions between presentations.  
|                                                       | - After the presentations ask for student comments about what makes things important to people and what meanings they have.  
| *Remember it is important to allow each student the time they need to talk about their journeys and objects.* |   |
Lesson 4: Main Body of Lesson (continued)

Drawing and talking about emotions
(15 minutes)

Feelings of isolation can be reduced when students realize others often feel the same way. These activities provide for sharing of emotions and experiences.

- Explain that while the focus has been on culture and background and how this shapes us as people, the focus will now change to explore self-identity in a different way, looking at emotions.
- Draw a concept map on the board and ask students to call out different emotions.
- Attach three A3 sheets to one half of the whiteboard, ask three students to come up and draw a happy face each and decorate it with hair. Ask them to write the emotion under the picture.
- Write the following questions on the whiteboard:
  How does it feel to be happy?
  When do I feel happy?
  What I do to make myself feel happy?

Go around the circle with each student providing answers (make sure the facilitator completes the task first) eg. 'I feel happy when… When I feel happy I… To make myself happy I …'

- Attach three more A3 sheets to the other side of the white board and ask three students to repeat the process for the emotion of sadness.
- Repeat the circle response activity answering the following:
  How does it feel to be sad?
  When do I feel sad?
  What do I do when I feel sad?

Groupwork discussion
(5 minutes)

If students are used to working in small groups they may not need the introduction but it is still useful for them to do the self-assessment sheets.

- Explain that for the next few weeks there will be lots of work in small groups; students will be working with different people in their class, and some will be people they don’t know well, or might not have worked with before. Group work requires some special skills for people to work together effectively.
- Brainstorm, and write up on the board, ideas on what things/skills a team or group need to do to work well together. Use examples from different contexts if students have trouble eg. netball/soccer team, group assignment.
- Hand out Appendix 4.2 Group work self-assessment sheet and explain that over the next few weeks students will be asked to fill in the sheet, which asks for two examples of the listed group-work skills eg. listening to others, taking turns, expressing your own opinion.
### Emotions Relay

**Small group responses to emotions**

(15 minutes)

*Place students in non friendship groups.*

*The relay technique encourages students to list the first thoughts that come to mind and makes it less threatening to present personal responses.*

- Pre sort cards so there are three of each kind and the appropriate number to those in your class.
- Ask students to find others with the same type of card (ie. aces together, jacks together, nines together etc.)
- Tell students that in their groups of three they will have three different relay sheets. Each person will have a question to be answered about an emotion (appendices 4.3 a, b, c):
  - a) *When do you feel this emotion?*
  - b) *What do you do when you feel this emotion?*
  - c) *What are other words for this emotion?*
- Nominate a group leader and ask them to distribute the relay sheets, ensuring each person has a different sheet of paper from the others with a different question, either a, b or c, to be asked about an emotion.
- Each group member identifies themselves as either person one, person two or person three. Each person writes under the column marked as such once the relay begins.
- Ask all the ‘person ones’ to identify themselves by putting up their hands, then all the twos and all the threes. The group may wish to write each name next to the corresponding heading on the sheets (ie: person 1, person 2, person 3).
- Each student will have 30 seconds to write as many responses as they can before they hand the sheet to the next person in the group (for some groups more time may be needed).
- Each person in the group answers a different question about the same emotion.
  - Relay 1 is about fear so Person 1 will answer, *When do you feel fear?* in the Person 1 column; Person 2 will answer, *What do you do when you feel fear?* in the Person 2 column; Person 3 will answer, *What are other words for fear?* in the Person 3 column.
- After 30 seconds the sheets are rotated and each person answers the next question about the same emotion.
- When the first rotation is complete for fear, repeat relays for excitement, anger and love.
- Group leaders gather up the worksheets.
Lesson 4: Main Body of Lesson (continued)

Reflecting on Emotions (10 minutes)

It is very important to stress to students that it is OK and normal to experience all emotions. It is the way that we respond to emotions that we need to consider. Any responses that are harmful to self or others need to be addressed and alternative strategies suggested.

- Ask each group for feedback on one emotion, asking others to comment on the differences or similarities of responses.
- Ask students what they discovered about different emotions. Were there any surprises? Were there commonalities?
- Ask for students to provide alternative ways to deal with emotions that are helpful.

---

**a) When do you feel this emotion?**

**b) What do you do ...?**

**c) What are other words ...?**
**Lesson 4: Reflection**

**Reflection and homework task**
(10 minutes)

*Certain religions do not allow listening to music so all members of the class will need to present an alternative, either lyrics, a poem or a picture to depict emotions if someone in their class cannot listen to music.*

- Ask students to paste Appendix 4.2 *The group work self-assessment sheet* into their journals and to begin filling in their own examples.
- Students may wish to write some thoughts from the emotions activities and discussions.
- Explain to students that you would like them to think about some music they know that evokes particular emotions. Invite students to bring a CD of a song, lyrics, a picture, a photo or poetry that reflects emotions to the next class. Explain that over Lessons 5 and 6, students can present their item and then tell the class why they chose it and how it portrays that emotion.
- If all students show an interest in presenting music and time runs out in Lessons 5 and 6, there will be time in the celebration, Lesson 10, to share more music.
## Appendix 4.1: Four Things in Common

<table>
<thead>
<tr>
<th>Name:</th>
<th>Four things in common</th>
<th>Name:</th>
<th>Four things in common</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
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<tr>
<td>2.</td>
<td></td>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 4.2: Group-work self assessment sheet

<table>
<thead>
<tr>
<th>Skills</th>
<th>How well did I work? Give two examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening to others</td>
<td></td>
</tr>
<tr>
<td>2. Taking turns</td>
<td></td>
</tr>
<tr>
<td>3. Sharing ideas</td>
<td></td>
</tr>
<tr>
<td>4. Helping others</td>
<td></td>
</tr>
<tr>
<td>5. Expressing my own opinion</td>
<td></td>
</tr>
<tr>
<td>6. Including others</td>
<td></td>
</tr>
<tr>
<td>7. Sharing materials</td>
<td></td>
</tr>
<tr>
<td>8. Respecting other people’s ideas</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4.3a: When do you feel this emotion?

Relay 1: Fear

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Relay 2: Excitement

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4.3a: *When do you feel this emotion?*

Relay 3: Anger

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Relay 4: Love

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4.3b: *What do you do when you feel this emotion?*

**Relay 1: Fear**

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Relay 2: Excitement**

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4.3b: What do you do when you feel this emotion?

Relay 3: Anger

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Relay 4: Love

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4.3b: **What are other words for this emotion?**

### Relay 1: Fear

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Relay 2: Excitement

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4.3b: What are other words for this emotion?

### Relay 3: Anger

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Relay 4: Love

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 5: More Emotions

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content</th>
<th>Preparation and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify how emotions might affect us</td>
<td>Wool game ice breaker</td>
<td>Envelopes containing one of each of the following written on a piece of paper: anger, fear, excitement, sadness, happiness, surprise, disappointment, stress, anxiety and love</td>
</tr>
<tr>
<td>To consider ways to deal with both positive and negative feelings</td>
<td>Poster viewing and reflection about posters</td>
<td>Props for role playing (hats, scarves, sunglasses etc)</td>
</tr>
<tr>
<td>To develop an understanding of commonalities in reactions to situations.</td>
<td>Cultural journeys and role plays presented</td>
<td>Ball of wool</td>
</tr>
<tr>
<td></td>
<td>Role playing emotions</td>
<td>Seats in circle and later around tables for small group work</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>CD and Tape player</td>
</tr>
</tbody>
</table>

#### Lesson 5: Introduction

- **Ice breaker**
  - (10 minutes)
  - **Wool game**
    - Ask participants to sit in a circle.
    - Ask students to say someone’s name and throw a ball of wool to them, holding on to the end.
    - The person holding the wool then says something good that happened during the week, says someone else’s name and throws the ball of wool to the person they named, keeping hold of the wool.
    - Gradually a spider web of wool forms. Ask students what they think this looks like or represents.

- **Emotions and music**
  - (10 minutes)
  - **Some students might prefer to bring lyrics or a poem.**
    - Invite eight students to present a section of their chosen song on CD (or a poem or picture). Students will present their item and then tell the class why they chose it and how it portrays that emotion.
    - Initiate a discussion with questions such as, ‘How do we use music? Can music change the way we feel? When and how?’
Lesson 5: Main Body of Lesson

**Journey and Cultural Objects Presentations**

(20 minutes)

*Remember it is important to allow each student the time they need to talk about their journeys and objects.*

- Ask students to sit in a circle for continuation of the journey and cultural object presentations.
- Encourage students to ask questions after each presentation.
- After the presentations ask for student comments about what makes things important to people and what meanings they have. Ask students to reflect on some of the different reasons people came to Australia.

**Role play preparations and performances**

(45 minutes)

*Allow time to select props. These enable students to take on another persona more easily and provide a sense of freedom for some.*

- Ask students to get into groups of four to six. Explain that students can reflect on the ideas from the emotions relay when preparing for this activity. Provide each group with a sealed envelope which contains a ‘secret’ emotion. Suggested emotions: anger, fear, excitement, sadness, nervousness, surprise, happiness, disappointment, stress, anxiety and love.
- Ask the group to spend 15-20 minutes preparing a play (mime only) to go for a few minutes which will be about their ‘secret’ emotion. They will be asked to perform this play in front of the large group who will be required to guess the emotion.
- Provide props (hats, scarves, ties, sunglasses, bags, belts, jewellery) which students can use for their performance. Props add a lot of fun and promote involvement.
- Each group performs their role play (the performances may need to be carried over to the next week if there is not adequate time).

**Lesson 5: Reflection**

**Discussion and reflection**

(15 minutes)

- After each group performs, discuss how it was possible to guess emotions, ask how the emotions were portrayed and what body language was used.
- Remember to talk in the third person to discuss characters from the role plays eg, ‘Your character, Gemma, was furious, why do you think she was so cross?’
- Ask students to revisit their Group-work self-assessment sheets to reflect on their behaviour (Appendix 4.2 from Lesson 4).
- Ensure some of the students can bring their CDs or lyrics of a song, a picture or poetry that reflects emotions to the next class.

**Homework task**
### Lesson 6: Happiness and Anger

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content</th>
<th>Preparation and Resources</th>
</tr>
</thead>
</table>
| To identify emotions, how they affect us and how to handle both helpful and less helpful feelings.  | Emotions and music  
Body and emotions poems  
*How to get more happiness...*  
*How to be less angry…*  
Reflection  
Permission forms for excursion | CD player for music presentations  
Chairs set in a circle  
Appendices 6a *Emotions Poems*, 6b *Happiness Brainstorm* and 6c *Anger brainstorm*  
3 x A3 paper taped together for body outlines for each group of 4 or butchers paper in a length to trace a body  
Whiteboard markers  
Blank cards and envelopes  
Permission forms for excursion  
Lollipops or lollies for grouping students |

#### Lesson 6: Introduction

**Ice breaker (10 minutes)**

*Birthday Game*

- Ask students to stand and make a line in order of their birthdays from January until December without speaking.
- Students must find a different way to communicate other than verbally eg. signalling with hands.
- Another version of this game is to ask the class to line up in alphabetical order using mother’s maiden name or middle name, or sibling’s name, again without speaking.

**Emotions and music (10 minutes)**

*Some students might prefer to bring lyrics or a poem.*

- Invite eight students to present a section of their chosen song on CD (or their lyrics, poem or picture). Students present their item and then tell the class why they chose it and how it portrays that emotion for them.
- Initiate a discussion with questions like, *‘How do we use music? Can music change the way we feel? When, how?’*
Lesson 6: Main Body of Lesson

<table>
<thead>
<tr>
<th>Roleplays</th>
<th>Body Posters Emotions Poems</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10 minutes)</td>
<td>(25 minutes)</td>
</tr>
<tr>
<td>- Finish role-play performances if necessary.</td>
<td>- Explain to students that they will be working in small groups as a team.</td>
</tr>
<tr>
<td>- In follow-up discussions mention that mimes and emotions cross all languages and cultures. There could be some discussion of different signs and expressions having different meanings for different cultures.</td>
<td>- Using different coloured lollipops or types of lollies, place students in groups of three or four.</td>
</tr>
<tr>
<td></td>
<td>- Ask students to trace around the body of one member on butchers paper.</td>
</tr>
<tr>
<td></td>
<td>- Ask students to identify three or four emotions thinking about where in the body they experience these emotions.</td>
</tr>
<tr>
<td></td>
<td>- Remind students that cultural expression of emotions can vary, and ask how this may impact on the activity.</td>
</tr>
<tr>
<td></td>
<td>- Using the Appendix 6a Emotions Poems worksheet and following the template given, ask each member of the group to write a poem about a different emotion.</td>
</tr>
<tr>
<td></td>
<td>- Ask students to transcribe the poem onto the poster in the area of the body where they believe that emotion would be experienced using coloured textas and decorations that represent that emotion.</td>
</tr>
</tbody>
</table>

**How to get more happiness in your life**

**Brainstorm and ranking**

(30 minutes)

*A fun extension is for students to brainstorm the question if they were a parent, a rebellious teenager or a facilitator to explore different perspectives.*

- Sort students into groups of four or five and give them Appendix 6b Ways to get more happiness in your life and coloured textas. Ask students to brainstorm as many ideas as possible. You could ask each group to give one example to the class at the beginning. Encourage students to be creative and honest. (The brainstorm sheets can be displayed later.)

- Ask one group at a time to read their ideas/strategies to the class. The facilitator lists each idea, if any are repeated the facilitator should tick that strategy.

- Once the list is complete discuss any trends.

- Give each group several cards and ask students to copy their strategies on to their cards, one per card.

- Ask students to categorise strategies most useful, a little useful and not useful. Encourage discussion and debate.

- Ask for feedback. ‘How did your group agree on useful strategies? Why did they choose those? Why were there disagreements? What reasoning did people choose?’

- Handout Appendix 6c How to be less angry if you need to be and repeat the procedure.
### Lesson 6: Reflection

<table>
<thead>
<tr>
<th>Reflection (10 minutes)</th>
<th>This can be completed in a feedback circle or students can write in their diaries.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask students to choose their favourite strategies for each of the happiness and anger situations.</td>
</tr>
<tr>
<td></td>
<td>Ask them to reflect on why they have chosen those particular strategies. <em>What makes strategies suitable for each individual? Why might some strategies be useful in one situation but not another?</em></td>
</tr>
</tbody>
</table>
Appendix 6a: Emotions Poems

Writing really cool poems can be easy and fun.

Just follow these simple steps:

1. Choose an emotion eg fear, excitement, love, anger, disappointment, jealousy, frustration, joy, sadness, loneliness, envy, hope, surprise.

2. Use all your senses. Write a poem like this:

   What colour is this emotion?
   What does it taste like?
   What does it smell like?
   What does it look like?
   What does it sound like?
   What does it feel like?

Be creative with your descriptions and your poem will come alive.

Fear

Fear is black like stormy clouds
It tastes like ice
It smells musty and damp
It looks like a dark lonely street
It sounds like echoing footsteps
It feels like being alone.

Happiness

Happiness is sunshine yellow
It tastes like mangoes and cream on a sunny day
It smells like the perfume my mother wears
It looks like a lined and loving face
It sounds like laughter
It feels like two arms holding me tight

Loneliness

Loneliness is clear white like the snow in winter
I taste my cold salty tears as they drop to the ground
I smell warm soup and smoke from a stranger’s home
I see a blanket of white with bare trees
I hear silence
I touch the rough branches of a lonely tree
Appendix 6b: Happiness Brainstorm

Ways to get more

happiness

in your life
Appendix 6c: Anger Brainstorm

Ways to be less angry if you need to be
Lesson 7: Friends

Aims
- To identify the important aspects of friendships
- To identify difficulties in making friendships and things that can go wrong with friendships
- To identify solutions to some regular friendship difficulties.

Content
- In and out of groups ice breaker
- Brainstorms
- Exploring friendship predicament
- Role plays
- Five people you can talk to

Preparation and Resources
- CD player for music presentations
- Room for students to stand in a circle
- Appendices 7a Friends Brainstorm, 7b Friends - making stories and 7c Friendship Predicaments
- 16 empty one litre cardboard milk cartons with laminated blank paper glued onto one side (to write on)
- Pins or Blue tac, Coloured textas, Whiteboard markers
- Props for plays

Lesson 7: Introduction

Ice breaker
(10 minutes)

In and out of groups

The facilitator may choose to include their own grouping categories as it is important to create a situation where there is a majority and a minority.

- Ask class members to stand in a circle.
- Explain to students that this is a grouping activity and they are to get into groups based on directions given. Give students time to get into each grouping and allow some reflection time when they are in the groups. Only discuss the feelings at the end of the grouping game.
- Groupings can include
  a) those who walked to school and those who did not
  b) those who have a pet at home and those who don’t
  c) those with shoe laces on and those without
  d) those who had cereal for breakfast and those who did not
  e) those with siblings and those without
  f) those who have been in an aeroplane and those who have not
  g) those who have lived in another country and those who have not
  h) those who speak two languages and those who do not.
Lesson 7: Introduction (continued)

**Facilitators should discuss the importance of connections to others in regard to having someone to talk to. Explain to students that this person does not have to be in the same class or of the same age.**

- Bring the group back together and ask students how it felt to be part of a group and how it felt to be excluded. Ask if there are other times when people can have these feelings of belonging and exclusion. Ask students to discuss some situations and feelings as a group.
- Ask students how people make friends. Ask students to explain the good aspects of friendships. Discuss why having connections to others is important.

Lesson 7: Main Body of Lesson

**Friends Brainstorming**

*(15 minutes)*

*Remind students that it is better not to use the names of people when discussing friendships.*

*Sharing the note taking ensures greater involvement of all group members.*

- Introduce the topic to students. Explain that friendships can be very important and fulfilling. Friendships can also be complicated. Explain that today’s session aims to explore some of the challenges with relationships, what is important in friendships and ways to deal with friendship problems.
- Number the class off into groups of three ‘1,2 and 3’ work together, ‘4,5 and 6’ work together, ‘7,8 and 9’ work together and so on.
- Give each group of three a copy of Appendix 7a ‘Friends Brainstorm’. Give each member of the group a different coloured texta and ask each member to write the answers from the group discussion for one of the questions (A, B or C).
- Ask students to reflect on friendships of their own or others to provide ideas for the three headings:
  A) What is important in friendships?
  B) What are the challenges involved when making friends?
  C) What things can go wrong with friendships?
- When finished, each group of three will have a set of responses.

**Alternative One – Further group work**

- Ask groups to join another group (1,2,3 with 4,5,6, 7,8,9 with 10,11,12 etc) and ask them to combine responses, with each person reading out their section of the worksheet.
- When all groups have completed this sharing process with one other group, conduct a whole class discussion to gather responses for each question. The three headings can be written on the board and responses recorded. Each time a response is repeated it is ticked. This allows a brief survey to indicate the most often mentioned friendship issues.
Lesson 7: Main Body of Lesson (continued)

### Friendship wall
(15 minutes)

#### Alternative Two – Friendship Wall
- Explain to the students that the class is going to build a friendship wall. Each student or pair of students is given a pre-prepared milk carton and asked to write one response to
  a) What is important in a friendship?
- Students come to the front of the class and build a wall with their milk carton bricks, ensuring that the word on each carton is visible.

- Loyalty
- Sharing
- Having fun
- Trust
- Listening
- Supporting

- Alternatively students can offer responses and the facilitator writes them on the bricks and builds a wall.
- Ask students to think about the things that go wrong with friendships. Discuss what might happen if they told their friend a secret and went to school the next day to find that other kids in the class knew. How would they feel? What would happen to the friendship wall? Ask them to look at the wall and identify which friendship bricks of the wall are affected i.e. a loss of trust, a lack of respect. Ask a student to remove each brick as it is identified during the discussion.
- Discuss what happens to the wall and how this can be related to friendships.
- Discuss how the wall can be rebuilt, what time it might take.

### Exploring friendship predicaments
Planning / Writing
(15 minutes)

- With larger groups students can have more active or passive roles. Some may choose to write but not perform.

Practising
(15 minutes)

Presentations
(15 minutes)

- Tell students that they will be exploring a friendship predicament or situation. Ask them to think of realistic situations and actions or strategies to deal with friendship situations with the aim of either writing them down or acting them out for the class. Alternatively pre-prepared scenarios can be given to students (see Appendix 7b, Friends - Making Stories). Presentations should be no longer than 3 minutes.
- Ask the students to return to or form groups of six and use either Appendix 7c Friendship predicaments and strategies or 7d Friendship predicaments and strategies cartoon to plan out a friendship situation with a strategy or a solution.
- Ask students to spend some time discussing the scenarios and some time writing up the plans so that they can be displayed later.
- Once students have planned their play they can begin practising it for a presentation.
- Presentations.
Lesson 7: Reflection

Reflection

(15 minutes)

Make sure to add useful strategies if they have not been raised by students.

Invite the school nurse, student welfare facilitator and other welfare/counseling/youthworker staff to the class to talk about their roles. Ask the workers to address confidentiality issues i.e. students’ problems won’t be discussed in the staff room.

- Ask students to identify the different strategies used in the role plays to deal with friendship issues.
- Ask students to think about the situations and solutions to friendship predicaments and to reflect on whether they were realistic or helpful.
- Ask students, ‘How would you deal with a situation in which your friend told you something in the strictest confidence, but you felt you had to tell a trusted adult for the sake of your friend?’ ‘Who are the adults at school you could talk to?’ Discuss the roles of people at school, who they are and where to find them if needed. Use examples of the school nurse, student welfare coordinator, school counselor, home-group teacher, year level coordinator, multicultural education aide.

For journals:

- ‘Who are the people you would talk to if something were troubling you? In your journals, trace around the outside of your hand and list in each finger the name of someone you trust and could talk to.’ Ask students to include no more than two names from home, two from the school and one from the community.
- Ask students to write a sentence for each person stating why they would choose them. Encourage students to specifically name each person, rather than general terms such as facilitator, family or friend.
Appendix 7a: Friends Brainstorm

a) What is important in friendships?

b) What are the challenges involved when making friends?

c) What things can go wrong with friendships?
### Appendix 7b: Friends - Making Stories

**Story Title:** ____________________________ (put your title here)

<table>
<thead>
<tr>
<th>February 26th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dear Journal,</strong></td>
</tr>
<tr>
<td>School is so awesome at the moment. Miss Hicks, the PE teacher, just made me captain of the school footy team!!! I love playing football and I have some of my best mates on the team too, like Mohamed and Han. We always practice together at lunchtime. Last Friday I kicked three goals against Punt Road Primary. It was so cool! We won by 16 points. Miss Hicks wants me to announce it in assembly on Monday –can’t wait!</td>
</tr>
<tr>
<td>James</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March 30th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dear Journal,</strong></td>
</tr>
<tr>
<td>Miss Hicks wrote something in the school newsletter about our team and about me being the captain, and how we haven’t lost a game. Everyone on the team calls me ‘Hero’ now, and I hear them laughing whenever Miss Hicks talks to me, even Gavin and Han, in fact Han is the worst since he was made emergency. Today at lunch we were mucking around and kicking the footy, when they started pushing me out of the way. They kept shoving me so I never got the ball and then I fell really hard on my hand. Han said ‘Who’s the hero now? Are you going to cry? Better run to Miss Hicks’. I didn’t think being a captain would be like this. I didn’t tell anyone at school that my hand really hurt, until I got home and told mum.</td>
</tr>
<tr>
<td>James</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May 15th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dear Journal,</strong></td>
</tr>
<tr>
<td>We’ve got footy practice with Miss Hicks today at lunch for the game tomorrow. It’s an important game, but I don’t wanna play. I’ve been hanging out with Robbo and Ali at lunch and playing soccer, and I think Han is gonna say something about it. Maybe I’ll tell Miss Hicks I don’t want to be captain anymore, or maybe not play at all even. I just want to hang out and play footy with my friends like we used to, before I was captain and everything changed.</td>
</tr>
<tr>
<td>James</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the main character feeling?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Lonely</td>
</tr>
<tr>
<td>□ Hurt</td>
</tr>
<tr>
<td>□ Ashamed</td>
</tr>
<tr>
<td>□ Let down</td>
</tr>
<tr>
<td>□ Confused</td>
</tr>
<tr>
<td>□ Happy</td>
</tr>
<tr>
<td>□ Guilty</td>
</tr>
<tr>
<td>□ Disappointed</td>
</tr>
<tr>
<td>□ Sad</td>
</tr>
<tr>
<td>□ Proud</td>
</tr>
<tr>
<td>□ Confident</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What should the main character do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Talk to his friends</td>
</tr>
<tr>
<td>□ Leave the team</td>
</tr>
<tr>
<td>□ Stop playing his best</td>
</tr>
<tr>
<td>□ Ignore his friends</td>
</tr>
<tr>
<td>□ Tell Miss Hicks</td>
</tr>
<tr>
<td>□ Tell his mother</td>
</tr>
</tbody>
</table>

Appendix 7c: Friendship Predicaments and Strategies

1. Where, when and what is the general predicament or situation?

2. Who are the characters and what do they say?

1 ........................................       2 ........................................       3 ........................................

3. What happens next? What strategy is used to deal with the predicament?

2. What do the characters say or think now?

1 ........................................       2 ........................................       3 ........................................
Appendix 7d: Friendship Predicaments and Strategies: Cartoon

Draw a cartoon of a friendship situation and what happens next. Write in the space underneath to explain and include speech bubbles.

<table>
<thead>
<tr>
<th>Predicament</th>
<th>Strategy to deal with the predicament</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>
Option A: New School - Transition Panel

This transition activity can be adapted for any transition stage including bridging program to mainstream school; language centre to secondary school or year 10 to VCE. This lesson uses the transition from Primary to Secondary school as an example.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content</th>
<th>Preparation and Resources</th>
</tr>
</thead>
</table>
| • For Grade 6 primary school students to develop an understanding of the experience of moving to and studying at secondary school. | • A panel of secondary school students are invited to speak at the school.  
• Panel members introduce themselves.  
• Grade 6 students are asked by the facilitator, as an ice breaker, ‘What do you think secondary school will be like?, What are you looking forward to? What will you miss from primary school?’  
• The panel is then asked pre-prepared and impromptu questions from the audience.  
• The students reflect in their journals on anything new they have learned or if any of their thoughts have changed since listening to the panel. | • Invitations to past students  
• Pre-prepared questions |
### Option B: Family Scenarios

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content</th>
<th>Preparation and Resources</th>
</tr>
</thead>
</table>
| • To identify conflicts that can occur in families.  
• To appreciate different points of view in family issues.  
• To identify ways of dealing with conflicts while taking others’ opinions into account. | • 1. Family Case Studies  
OR  
• 2. Family conflict role plays  
OR  
• 3. Family scenarios and panel discussions | • Space for grouping game and knots  
If choosing 1. Family Case Studies:  
• chairs set up for group discussions  
• copies of *Family Case Studies*, one scenario per group (Appendix 8a)  
• copies of *Family Conflicts-role plays*, one copy per group (Appendix 8b)  
If choosing 2. Family conflict role plays:  
• space for groups to practice  
• copies of Appendix 8b *Family conflict role plays*  
• one copy per group of Appendix 8e *Solutions to family scenarios*  
If choosing 3. Family Scenarios - Panel Discussions:  
• chairs set up for a panel of 6 and an audience  
• copies of Appendix 8c *Family Scenarios* – one scenario per panel of six, each scenario can be cut up into parts so that each character gets their part  
• photocopies of Appendix 8d Panel Name Cards for panel members (6 per panel x 4 panels)  
• texta for name cards and scissors  
• class set of Appendix 8e *Solutions to family scenarios* |
Lesson 8: Introduction

- Ask students to walk around the room, keeping close together but not touching. Explain that when you call out a number eg. 4, the students must gather in a group of four.
- As soon as groups are made, move quickly to the next round with another number.
- Ensure the last number is 6 and then ask students to wait for the next instructions (group knots are best with 6 or more participants in a regular class, however this grouping can remain for the panel activity).
- Ask groups to stand in a circle. Each member of the group must put their hands into the centre of their circle and clasp two other hands – not their own and not those belonging to students beside each other.
- Remind students that they must not let go of hands.
- Ask each group to untangle itself by stepping under, over, through, twisting and turning.

Lesson 8: Main Body of Lesson

1. Family Case Studies

- Encourage students to think about the situations from the different points of view of the characters involved.
- Explain that students will be working in groups to discuss case studies of family situations or conflicts.
- Explain to students that conflicts in families are not unusual and can often happen, particularly as the children are getting older. Explain that often the conflict may be a result of a change that the family needs to deal with.
- Each group will discuss one scenario either James, Ricky, Lucy or Edina.
- Ask the students to meet in their groups of six. Hand out several copies of the scenario to members of each group, you may choose to give each group one large A3 photocopy to record group feedback and read the case study together.
- Ask the students to discuss the situation and present the points of view of the different people involved.
- Ask the students to discuss the possible people who can provide support and advice for each situation.
- Ask students to then discuss possible solutions for the scenario.
### Lesson 8: Main Body of Lesson

#### 1. Family Case Studies (continued)

<table>
<thead>
<tr>
<th>Group feedback for Family Case Studies (20 minutes)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure to copy key ideas and strategies for solving conflicts on to the white board as they arise from discussion.</td>
<td>- Ask a representative to give feedback to the rest of the class.</td>
</tr>
<tr>
<td></td>
<td>- Ask other groups to comment on their final solution.</td>
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<td></td>
<td>- Ask students to think about general strategies that can assist in resolving conflict. These may include listening to the other person’s opinion, being able to compromise, being able to negotiate, finding more information, involving another adult (teacher, parent) to assist or to provide further information, staying calm, staying objective, keeping eye contact (if appropriate in their culture), expressing an opinion assertively, using ‘I’ messages to explain feelings and maintaining assertive body language.</td>
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<td>- Encourage discussion (where appropriate) of the impact of moving to a new country where different cultural values and expectations may cause conflict within the family.</td>
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<td></td>
<td>- Ask for other situations that may arise where different cultural values and expectations may cause conflict within the family when living in a new country.</td>
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<td></td>
<td>- Ask for ideas on how to deal with these conflicts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A guide to dealing with family conflict (40 minutes)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of six may prefer to be divided again for this activity.</td>
<td>- Ask students to return to their groups and give each group a copy of <em>Family Conflict Role Plays</em> (Appendix 8b).</td>
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<tr>
<td></td>
<td>- Ask the group to read through and discuss strategies for each scenario.</td>
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<td></td>
<td>- Ask each group to develop a brainstorm poster of ways of dealing with family conflict. The group may choose a few strategies to expand on, or list many strategies.</td>
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<tr>
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<td>- Allow groups to present or display their posters.</td>
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</tbody>
</table>
Lesson 8: Main Body of Lesson
2. Family Conflicts - Role Plays

Family Conflict Role Plays
(60 minutes)

- Ask students to brainstorm the types of conflicts or disagreements that sometimes arise within families. Explain that a natural part of being a teenager is to want to become more independent and to make more decisions for yourself. Explain that this is sometimes difficult for parents and guardians and some might feel happier to have more control over their children.

- Ask students to identify some strategies that can assist in resolving conflict. These may include listening to the other person’s opinion, being able to compromise, being able to negotiate, finding more information, involving another adult (teacher, parent) to assist or to provide further information, staying calm, staying objective, keeping eye contact (if appropriate in their culture), expressing an opinion assertively, using ‘I’ messages to explain feelings and maintaining assertive body language.

- Explain to students that they will be working in groups to role play a family conflict. Groups will read their selected case study (from Appendix 8b, Family Conflict Role Plays) and use Appendix 8e Solutions to Family Scenarios to record possible solutions. The group can then decide how they will act out the conflict and a solution to the conflict. Some groups may like to act out more than one.

- Encourage students to portray the different perspectives and opinions in their role play as well as considering different conflict resolution strategies.

- Ask students to perform role plays when ready.
Lesson 8: Main Body of Lesson
3. Family Scenario Panels

Family Scenarios - Preparing panels
(15 minutes)

Remind students that the role they take on is not their personal character. Use of props is important to help students take on another person’s character.

It is important that the teacher helps each group by quizzing each character as they practice to ensure they understand how to respond in character.

- Explain to students that today’s session will involve a series of panel discussions of typical family conflicts.
- Students will be asked to be a panel member and represent the views of different people involved in the family scenarios. Students are to take on the character roles as panel members. They will be asked to answer questions in character; to give that character’s point of view and what that character would believe to be the best solution.
- Students will not receive their information until they are sitting in their panel positions. (This allows for the element of surprise and humour). Each group will receive a scenario card with a description of the scenario and a list of panel members/characters (Appendix 8a).
- The group should decide which student is to take each role or the teacher may choose beforehand and allocate the roles.
- The group may wish to cut up their scenario card so each student can hold a slip of information about their character to be reminded of their role. Students should read about their character and prepare to respond to the scenario in character.
- Students should write their name and role on the name card provided so the class can identify roles (Appendix 8d).
Lesson 8: Main Body of Lesson
3. Family Scenario Panels (continued)

Panel discussions
(approximately 45 minutes)

*It can be fun to swap roles on the panel to allow participants to explore different perspectives.*

Class decision making for each scenario

Debriefing

*It is important to allow debriefing after role play. As each scenario is discussed, make sure to refer to each character in the third person.*

- Divide the class into groups of six using your chosen grouping method. Non friendship groups are recommended.
- Ask one group to take its place at the panel (of six chairs and a table) and hand them a scenario card. Ask the other groups to sit together in a position to watch the panel.
- Hand out the *Solutions to Family Scenarios* work sheet (Appendix 8c) to each group in the audience and ask them to think up possible solutions to the scenario presented by the panel.
- The teacher can lead off by reading the first scenario, ‘Edina wants to hang out’.
- Ask each student on the panel to read out their character in the third person.
- Ask each character (now role playing) about themselves and their opinion about the scenario (see suggestions Appendix 8a).
- Students in the audience may wish to join in asking further questions to each character. Characters are encouraged to respond, expressing their character’s thoughts and emotions and finally expressing the solution from their character’s point of view.
- After each panel discussion, each group should come up with several solutions to the predicament using the worksheet (Appendix 8c) and provide a rationale for their decision considering some advantages and disadvantages.
- To debrief, the teacher should ask each panel member at the end of the presentation “How are you different from the character you played? What is your personal opinion?” As each member answers this question they should screw up their name tag as a symbol that their connection with that character has gone.
### Lesson 8: Reflection

<table>
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<th>Reflection</th>
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<tbody>
<tr>
<td>- Ask the class to sit together in a circle.</td>
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<tr>
<td>- Ask students to think about the situations and strategies and to reflect on whether they were realistic or helpful. Ask what they have learnt about family predicaments.</td>
</tr>
<tr>
<td>- Ask students to write down three things to help them understand and cope with family predicaments. Ideas could include: they are rarely easy to solve, they are often part of being a teenager.</td>
</tr>
<tr>
<td>- When students have finished their list ask them to read out answers to ensure they have covered a range of concepts. Other responses might include: people need to be able to compromise, sometimes you have to wait, there is usually more than one solution, you need to be able to negotiate, you might need to involve another adult (teacher, parent) to assist or to provide further information, you need to stay calm, stay objective, keep eye contact (if culturally appropriate) and use open, non-threatenning body language.</td>
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</tbody>
</table>
Case 1: Edina wants to hang out

Edina is 15 years old, arrived from Bosnia two years ago and is doing well at school. She wants to go out after school to the local shopping centre with her new friends. She really likes Mark who is 17 years old, and was born in Australia. She wants to buy clothes and phone accessories like her friends, and says this will help her to fit in better.

She has had arguments with her mother and father and feels they are trying to control her. Edina’s parents believe she should be focusing on school work and helping out with chores.

Mark doesn’t understand why Edina’s parents are so strict and he would like to take her out on a date on her own. Her parents think she should only meet boys through the family and that since fleeing Bosnia for Australia the children are losing respect for their parents.

1. Describe how the people in this scenario might be feeling and explain why.

2. Who are the possible people Edina could talk to for advice?

3. Discuss possible solutions and identify a solution that your group agrees on
Case 2: James the Interpreter

James is 15 years old and has four younger siblings. His mum has a heart problem and his father died while fighting in the Sudan. As a result of his Mum’s illness James has to help look after his brothers and sisters and also help his mum with the shopping, cooking and cleaning. His mum needs to go to the doctor often, and needs James to interpret for her. This means that sometimes he arrives late for school and sometimes misses school altogether.

James wants to help his mum, be the man of the house, and pass his year 9 subjects, but often he cannot find the time to do his homework. He gets tired and feels stressed. His class mates are teasing him and say he has to do girl’s work at home. He has been in trouble at school for fighting with some of his classmates and the principal wants to meet with his mother and tell her about the fights.

1. Describe how the people in this scenario might be feeling and explain why.

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2. Who are the possible people James could talk to for advice?

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3. Discuss possible solutions and identify a solution that your group agrees on that may help James.

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Case 3: Ricky wants to cook

Ricky wants to leave school at the end of year 10 and study a VET hospitality course at TAFE and open his own café. His mum Maria, wants him to go to university and study medicine, science or architecture.

Ricky loves school and his friends. He enjoys Home Economics, Graphics and PE classes. He doesn’t like Maths and Science and only completes homework for the subjects he likes.

Ricky’s Mum says Ricky won’t get anywhere unless he goes to uni and gets a proper job like his big brother, Bobby. Bobby is studying Science at uni. She says he just needs to try harder in Maths.

There is a new hospitality course at school, which Ricky would like to join or Ricky could join the Year 11 Maths course offered for students not strong at Maths.

1. Describe how the people in this scenario might be feeling and explain why.

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2. Who are the possible people Ricky could talk to for advice?

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3. Discuss possible solutions and identify a solution that your group agrees on that may help Ricky.

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Case 4: Lucy and her family lose their grandma

Lucy lives with her parents, her aunty and her brother. Lucy’s grandma has died suddenly overseas. Lucy and her family spent every summer with their grandma, visiting relatives and spending time where Lucy’s parents were born. They had planned for grandma to come to Australia to live with the family next year so they could spend the later part of her life together as a family.

Since her grandma’s death 2 weeks ago things have changed around the house. Lucy’s mum has stopped cooking and cleaning at home and is always sleeping. Her dad and brother act as if nothing has happened and Lucy is sad and confused. Her aunty Genie who lives with them, just keeps talking non stop about anything. Ms Richie, Lucy’s teacher, is worried and has called the family. Aunty Genie has told her everything is fine.

1. Describe how the people in this scenario might be feeling and explain why.

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2. Who are the possible people Lucy could talk to for advice?

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3. Discuss possible solutions and identify a solution that your group agrees on that may help Lucy.

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Appendix 8b: Family Conflicts - Role Plays

Case 1: Stella wants a mobile

Stella is in year 7 and wants a mobile phone. She says everyone else has one and it would be really helpful for her mum to be able to contact her when ever she needed her.

Stella’s mum says there were never mobile phones around when she was at school and everyone managed just fine. Stella’s mum has heard of students having their mobile phones stolen and that some students bully other students by sending unwanted text messages. The school allows students to have mobile phones but they must be turned off during classes.

Case 2: Roni wants to go to school camp

Roni is in year 8 and wants to attend the year 8 camp. Roni says all of his friends are going and it’ll be really embarrassing if he is not allowed to go. Roni says his year 8 coordinator is encouraging everyone to go. Roni’s parents can’t understand why the school wants to take Roni away for three days when there is so much school work to be done. They can’t understand why the students will be put in tents and have to make their own food.

Case 3: James wants to do a sleepover

James is 15 and wants to do a sleepover at Michael’s house on the weekend. James says Michael is one of his new friends and he has an X Box and really nice parents. James’ dad says James is too young to be away for the night, no one has met Michael’s parents and he lives in an area that is unfamiliar.

Case 4: Screen time for Mina

Mina is 14 and wants to be able to use the computer every night for a new chat room for other young people. She says it is really important for making new friends and developing her computer skills. Mina’s step mum says Mina spends far too much time on the computer and is concerned that she hardly has time now to talk with family and she hasn’t ridden her bike in years.
Appendix 8c: Family Scenarios

Panel 1: Edina wants to hang out

Edina Begic (15, from Bosnia) is doing well at school and wants to go out after school to the local shopping centre with her new friends. She really likes Mark (17, born in Australia). She wants to buy clothes and phone accessories like her friends. She has had arguments with her mother and father and feels they are trying to control her. Mark doesn’t understand why her parents are so strict.

Characters:

Edina (aged 15) really wants to spend time with her friends and Mark. She wants to go to the shopping centre after school some nights like all the others do. She feels she will fit in better if she spends more time with her friends.

Dijana (younger sister) loves her family and can’t stand the arguments Edina has with their mother. She liked it when everyone was happy and did things together.

Mark (aged 17, possible boyfriend) can’t understand why Edina’s parents are so strict. He wants to take her out on her own on a date.

Mrs Begic (Edina’s mother) believes that Edina should be at home after school doing her homework and helping with chores. She believes that there is no place for discussion and that Edina needs to remember her role in the family.

Mr Begic (Edina’s father) believes Edina should only meet boys through the family. He thinks that Edina is wasting time with friends and will fail school. He is angry that the family fled to Australia for a new life and that his children are losing respect for their parents.

Renee (friend) is worried that Edina is so angry with her family, she can see her looking stressed and notices she often withdraws from her friends.
Panel 2: James the interpreter

James is 15 years old and has four younger siblings. His mum has a heart problem and his father died while fighting in the Sudan.

As a result of his Mum’s illness James has to help look after his brothers and sisters and also help his mum with the shopping, cooking and cleaning.

His mum needs to go to the doctor often, and needs James to go to interpret for her. This means that sometimes he arrives late for school and sometimes misses school altogether.

James wants to help his mum, be the man of the house, and pass his year 9 subjects, but often he cannot find the time to do his homework. He gets tired and feels stressed. His classmates are teasing him and say he has to do girls’ work at home. He has been in trouble at school for fighting with some of his classmates and the principal wants to meet with his mother and tell her about the fights.

Characters:

Ms Rice (James’s ESL teacher) says he is falling behind in ESL already and with his gaps in schooling he is at risk of failing. All he does is play soccer at lunchtime or get into fights.

Ms Filipini (Principal) says that she is concerned that James is fighting at school and that he must learn better ways to deal with his anger.

Ms Majok (James’ mother) has had headaches for months and has a heart problem. She is very proud of her son as he is so helpful. He is now the oldest man in the family since her husband died.

Mr Jones (student welfare coordinator) is concerned that James is struggling with English and his homework and that his family expects so much of him.

Salima (James’s younger sister, aged 14) gets angry that she always has to look after the younger children after school, do what James says and never gets to leave the house except to go to school.

James (15) wants to help his mum and pass ESL and play soccer and be the man of the home. He gets tired and feels stressed and is angry that he is being teased.
Panel 3: Ricky wants to cook

Ricky Lee wants to leave school at the end of year 10 and study a VET hospitality course at TAFE and open his own café. His mum Maria, wants him to go to University and study medicine, science or architecture.

Characters:

Ricky (15) loves school and his friends. He enjoys Home Economics, Graphics and PE classes. He doesn't like maths and science and only completes homework for the subjects he likes.

Jim (step father) left school early and has a good job transporting new cars in his truck. He leaves for work at 6am and gets home at 8pm. He earns a very good wage and believes hard work is good for you.

Maria Lee (Ricky’s mum) believes Ricky won’t get anywhere unless he goes to uni and gets a proper job like his big brother Bobby will because he is studying science at uni. She believes Ricky just needs to work harder.

Bobby (Ricky’s brother) says Bobby is lazy and wastes time drawing comics and doing girl stuff in the kitchen.

Mr Bartucci (school careers teacher) has introduced the new hospitality course and believes it gives some students a chance to try a wider range of career opportunities to suit their interests.

Mrs Smith (Maths teacher) believes everyone needs to study Maths because we need it in everyday life. She believes Ricky could learn to enjoy Maths if he really tried. There is an easier Maths offered at year 11 for students who aren’t really strong at Maths.
Appendix 8c: Family Scenarios

Panel 4: Lucy and her family lose their grandma

Lucy lives with her parents, her aunty and her brother. Lucy’s grandma has died suddenly overseas. Lucy and her family spent every summer with the grandma, visiting relatives and spending time where Lucy’s parents were born. They had planned for grandma to come to Australia to live with the family next year so they could spend the later part of her life together as a family. Since her death 2 weeks ago things have changed around the house. Lucy’s mum has stopped cooking and cleaning at home and is always sleeping. Her dad and brother act as if nothing has happened and Lucy is sad and confused.

Characters:

Lucy (age 13) Lucy is feeling empty inside, she is sad about her grandma, and does not know why her mum goes to bed so early at night and why her Aunty Genie is the only one talking at dinner time anymore. She doesn’t feel like going to school or doing her work when everything is so bad at home.

Carlos (Lucy’s brother aged 4) says he can still look at grandma in photos so doesn’t know why people are sad. He wants to go to the park and have someone read stories to him.

Henry (Lucy’s dad) stays out late each night because it’s so uncomfortable at home. His wife Susanna isn’t speaking and does not give him any attention when he tries to make her happy. His sister in-law Genie won’t stop talking.

Susanna (Lucy’s mum) does not want to cook and can’t be bothered cleaning anymore. Her plans for her family are gone, her sister Genie acts as if nothing has happened and her husband Henry just makes silly jokes.

Aunty Genie (Lucy’s aunty) feels as if Susanna and Henry are making no effort with the family. She feels that if she stops talking she will cry because she misses her mother so much.

Ms Richie (Lucy’s teacher) is worried about Lucy and her family. Lucy has become quiet in class and her mum has stopped picking her up after school. Her parents are not answering calls at home. Only Lucy’s aunty, Genie, answers calls. She says everything is fine and that there is nothing to worry about.
<table>
<thead>
<tr>
<th>Character</th>
<th>Role</th>
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Appendix 8e: Solutions to Family Scenarios

Scenario

Solution 1
Solution 2
Solution 3

Scenario

Solution 1
Solution 2
Solution 3
### Lesson 9: Excursion

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content</th>
<th>Preparation and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop an understanding of the immigration experience in Australia.</td>
<td>Students travel to a local museum, historical society or research the social history of their local area.</td>
<td>Ensure Permission forms are returned.</td>
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<tr>
<td></td>
<td>Students in the Melbourne region can visit the Immigration Museum and complete the Passport Education Program.</td>
<td>Access the immigration museum website or visit the local venue to prepare for excursion.</td>
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Lesson 10: Reflect, Evaluate and Celebrate

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<tr>
<th>Aims</th>
<th>Content</th>
<th>Preparation and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To celebrate and evaluate the program</td>
<td>Students, Facilitators and families celebrate with cultural food</td>
<td>CD player for music presentations</td>
</tr>
<tr>
<td>To celebrate the completion of the unit</td>
<td>Students complete evaluation</td>
<td>Evaluation sheets (Appendix 9)</td>
</tr>
<tr>
<td>To share aspects and themes of the unit</td>
<td>Favorite Ice Breakers and music</td>
<td>Textas, glitter glue</td>
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<td></td>
<td><em>Warm fuzzies:</em> give each student an A3 piece of paper and coloured textas and ask them to write their name across the top. Pass sheets of paper around room and each student writes something they like about that person</td>
<td>Other Possibilities:</td>
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<td><em>Group cooperation games</em></td>
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<td><em>Initiative tasks</em></td>
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<td><em>Rope course</em></td>
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<td><em>More role plays</em></td>
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<td></td>
<td><em>Topical movies eg. Bend it like Beckham, Remember the Titans</em></td>
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</tbody>
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Appendix 10.1: Student Evaluation

Klassroom Kaleidoscope

You have been part of a new school program and we would like to learn from your experiences. We hope to run more groups like yours and so we would really appreciate your honest response to the following questions. There are no right or wrong answers to these questions. Your thoughts and ideas are what is important to us.

1. What were the best parts of these group sessions? What made these activities good?

2. What wasn’t good? Why?

3. What have been some of the things which were new for you? Eg something you learned about yourself or others

4. What was it like talking with others about things which are important to you?
5. Do you think doing these sessions made a difference to the way you feel about other students or you facilitators? Could you please say how

6. What would you suggest we do differently if we were to run this program with another class?

7. The purpose of this group was to promote better understanding and greater appreciation of everyone’s differences. What other things could the school do to encourage this?
Appendix 10.2: Facilitator’s Weekly Evaluation

Session Number: ____________________________

Class: ____________________________

Facilitators: ____________________________

1. What worked well? Comment on student engagement and interaction, content and teaching approaches.

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2. What didn’t work so well? Comment on student engagement and interaction, content and teaching approaches.

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3. What would you do differently? Any other suggestions in terms of activities and content?

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