Everyone Comes From Somewhere

Acknowledgement of Country

We would like to acknowledge the Gweagal people of the Dharawal nation as the traditional custodians of Sutherland Shire and pay our respect to elders past and present.

Stories

Welcome to Country

Apajok & Alakiir

Asha

Aya

Kai

Raneem & Sanaa

Siteisela

Yousif

I ♥ Sutherland Shire

Everyone Comes From Somewhere was developed, written and produced by Aglaia Heycox, Jayne Gan, Jenny Grey, and Nicola Jackson. Thank you to Todd Alleyn for the theme music and all the participants who kindly gave their time, shared their amazing stories and helped bring this resource to life.

Introduction

Everyone Comes from Somewhere (ECFS) is an educational resource that aims to promote multiculturalism, challenge racial stereotypes and celebrate the richness of cultural diversity in Sutherland Shire.

Sutherland Shire, located in South Eastern Sydney, is a diverse community with many existing and emerging cultures. 21% (44,736) of residents in Sutherland Shire were born overseas with 7% (14,871 residents) coming from non-English speaking countries, and 11.5% (24,352 residents) speaking a language other than English at home (ABS, 2011).

This resource consists of seven short films that explore the lives of nine young people who live or study in Sutherland Shire and the connections they have to their own cultural background within the contemporary Australian context in which they live. Accompanying each film are suggested exercises, activities and creative tasks that allow for reflection and investigation into cultural connections, issues and stereotypes. Everyone Comes From Somewhere works across multi-disciplinary curriculums and can easily be adapted to suit both primary and high school students. In addition to its use in schools, this resource has been designed forcommunity education and training purposes.

Each film corresponds to a different story on the DVD (one short film per story). The I ♥ Sutherland Shire film was developed by project partners for 2013 Harmony Day and depicts the diversity and richness that many different cultures bring to Sutherland Shire. The resource has been divided into two sections: The first section focuses on the stories shared by a range of young people from diverse backgrounds and explores issues that surface within their personal stories; the second section provides a range of activities and creative tasks based on broader themes and can be completed at any point.

During Harmony Day 2014 Everyone Comes From Somewhere ran a short film competition among schools in Sutherland Shire. The winning films were uploaded to YouTube and can be viewed at:
www.youtube.com/user/ECFS2014

The viewer is encouraged to create their own short film and sharet it with the online community in order to promote the message that Everyone Comes from Somewhere and we all belong! This can be done by contributing your story to the Everyone Comes from Somewhere YouTube channel at:
www.youtube.com/user/ECFS2014 - by doing this the project will continue to live, grow and evolve.

Apajok & Alakiir

"Racism, we've experienced it quite a bit. At first my reaction to it was to be angry at how they are treating me, but now as I've studied I wouldn't even retaliate, I'd just think, you don't want to tolerate or accept any other culture. I'm not going to give you the time of day to disrespect me". - Apajok

"I feel like I learnt to be Australian before I learnt to be Dinka in a way. I grew up here, I went to school here and then I learnt about my culture after I recognised that I'm not from here". - Alakiir

Activities

1. Investigate the history of South Sudan. Look at past events that have occurred in the last 20 years and what the situation is currently.
2. Explain what a civil war is.
3. When considering racism, discuss the difference between the concepts of 'tolerance' and 'acceptance'.
4. Why do you think some people don't want to accept other cultures into their society or community?
5. Can you think of some possible solutions to challenge racist beliefs?
6. Explore the concept of 'family' and extended family. What does family mean to you? In your opinion does family only apply to those that are related by blood? Explain your answer.

The Blue Eyed, The Brown Eyed Experiment

Try the 'blue-eyed/brown-eyed' exercise developed by Jane Elliot (anti-racism activist and educator). This exercise provides the space for students to be treated differently based on the colour of their eyes, something they have absolutely no control over. The purpose of the exercise is to teach students the effects of being a minority, being treated poorly, based solely on fact that they were born with the "wrong" or "right" coloured eyes. More information is available at: www.janeelliott.com

Exploring Sources

Although primary and secondary sources can be helpful, interesting and insightful - they may not always be reliable. Sources can be affected by bias and prejudice. Find a recent story that relates to Multiculturalism, refugees, migrants or racism. Choose two news articles from two different sources that deal with the same story.

Conduct a content analysis on these articles, that considers:

- Are the articles based on facts? What are the facts?
- Are the facts presented differently in each article?
- What purpose does that serve?
- Do the articles express an opinion?
- Do the articles steer the audience to reach a particular conclusion about the story?
- What techniques does the composer use?
- Describe the composer's intent – is it positive/negative?
- What is driving the author's perspective?
- Does the reader have a call to action?
- What is media 'spin'? Does the article include media 'spin'?
- Do you think Australian news is objective and impartial?
- Is it possible for a journalist to be fully objective?
- Where do you think you would find more reliable sources of information?
- Why is it important to consider a range of sources and not just get your information from one place?

Be A Journalist

- Compose your own news article, employing techniques that persuade the audience to align themselves with your point of view on the subject of Multiculturalism in Australia.
- Write a second article about the same issue, however this time attempt to be objective and impartial.
- Compare the two articles, which one was harder to write? Which one was more effective? Was one article more honest/factual than the other? Why?

Statistics

Mythbusters for facts and stat's about refugees check out: thehotpotato.com.au

FACT # 1: It's not illegal to seek asylum, even if coming by boat
FACT #2: Over 90% of people who arrive by boat are found to be refugees
FACT #3: Australia has a rich & multicultural history making us a better nation – asylum seekers & refugees have helped us with this.

Everyone Comes From Somewhere

Research your family background. Create a family tree and trace where your ancestors came from as far back as many generations as possible. Interview family members for details about their childhood experiences, their expectations, dreams and aspirations, their community, and how they feel about their lives.

Possible Questions Might Include:

- When and where were you born?
- Tell me about your parents/carers and their family background?
- What did your parents/carers do for a living?
- What was your parents/carers religious background?
- What do you remember about your grandparents?
- What stories did you hear about earlier ancestors whom you never knew?
- How many children were in your family?
- Describe the house you grew up in? Describe your room?
- What were your duties around the house growing up?
- Were there any special family foods or recipes?
- Do you still make any traditional family foods?
- Describe the community you grew up in?
- Describe your neighborhood? How did it change over the years?
- Where did you shop? How far away were these shops and how did you get there?
- What is the largest town or city you remember visiting when you were young?
- Where did you go on holidays?
- Where did you go to school? What was school like for you?
- What did you do in your spare time? Did you have any hobbies?
- What did you want to be when you grew up?
- Did you ever want to live in a different country?

Share Your Story

Share your story using one these different mediums:

- Photo essay
- Radio Broadcast/Audio recording
- Short film
- Animation

Contribute your completed composition to the
'Everyone Comes From Somewhere' YouTube channel at:
youtube.com/user/ECFS2014

Asha

"It's good to be able to meet different nationalities. Australia is really multicultural". - Asha

1. What aspects of Indian culture does Asha value?
2. Investigate 'Diwali' and describe what it is.
3. Research and explain the significance of three, or more, Indian cultural traditions/rituals/ceremonies.
4. What is the definition of 'multiculturalism'?
5. What does the term 'multiculturalism' mean to you?
6. Identify and describe some of the benefits of multiculturalism within Australian society.
7. Asha mentions that she feels as if she has a fusion of both the Indian and Australian cultures. What do you think are the advantages of fusing different cultures?
8. Considering your own life, what cultural influences have contributed towards your development?

Create A Cultural Poster

Find images of a variety of cultural traditions/rituals/celebrations from around the world. Collage them to create a poster that showcases the many different ways in which a connection to culture is expressed. Write a short explanation of each image, describing the event, where it is practiced and any other interesting information.

Aya

"Teenage culture over there (in Japan) is very different; the clothes, the music, the movies, the TV. I think it's very free here (in Australia). You get a lot of choices; you can be very independent in what you do". - Aya

1. Describe the benefits of knowing more than one language.
2. What role do you think language plays in communication across cultures.
3. Why do you believe teenage culture around the world differs?
4. What aspects of society help to influence culture?
5. List some things Aya mentions that have helped to shape her identity?
6. Describe what things have helped to shape and influence your identity.
7. Define 'culture shock, How might it effect you?
8. Discuss some stereotypes.
   Do you think stereotypes are a good or a bad thing?
   Are they usually positive or negative? Why?

Role Play: Practicing Non-Verbal Communication

Divide into small groups. One person must communicate a message to their group using non-verbal communication. The group should try and guess what that person is attempting to convey. For example, try to communicate the following messages non-verbally:

- You are hungry and want to eat vegetarian food at a restaurant nearby
- You are sick and need to see a doctor at a hospital
- You are lost and need to find your family at your hotel

'Life in Detention' by Kamaleshwaran Selladurai

'Touching The Dream' by Saad Tlaa

Visual Literacy

Consider These Images.

- What do you think the composers are trying to convey?
- How do they express their opinions/feelings about detention centres?
- How do these artworks make you feel?

Artwork from the Refugee Art Project 2013: Surviving Detention, located at: therefugeeartproject.com

'Hold On' by J

Kai

"What I noticed straight away was (in Australia) everything wasn't so strict as it was in Japan. When I came over here it felt a lot more laid back". - Kai

1. Imagine starting school in another country. How do you think you might feel and react?
   What challenges do you think you might face?
2. Describe the benefits of living in different countries.
3. How can sport, hobbies or other interests bring people from different cultural backgrounds together?
4. Identify the cultural values and traditions that Kai mentions Japanese people practice.
5. Compare some of the values and traditions you practice in your family with someone else in the class.
6. Define 'social norms'. Provide some examples from Australian culture.
7. Do you believe that 'social norms' are the same all over the world?
   How could you learn about the different social norms that exist in different countries?
8. Why is it beneficial to be aware of these differences when you go to a different country?

Learning Languages

Learn how to say; 'hello' and 'nice to meet you' in 3 different languages.

Raneem

"This is one of my dreams, that one day refugees will find a safe place to live and get rid of discrimination. I encourage people to talk with refugees so that they can have a better idea about what's really going on, and what the process is". - Raneem

1. What events occurred in Iraq that could have forced Raneem and her family to flee?
2. List and explain some reasons why people become refugees.
3. Distinguish between a refugee and an asylum seeker.
4. What is your opinion on how refugees are portrayed currently in media in Australia?
5. Name some of the difficulties Raneem's family faced while they were separated.
6. How would you feel and what would you do if you were separated from family for years and you didn't know when or if you would ever see them again?
7. If you had the ability to influence the Australian Government's polices on refugees and asylum seekers what would you recommend?
8. How does Raneem's opinion about education being a 'power' compare to your own opinion about education?
9. Imagine how you might feel if you moved to a foreign country and after only Three years of learning the language had to sit the HSC equivalent?
10. Imagine if you were forced to flee Australia to Indonesia due to war. How would you hope to be treated?

Documentary: Mary Meets Mohammad

A good resource to stimulate discussion and challenge stereotypes of refugees is the Australian documentary 'Mary Meets Mohammad'. For more information visit: www.marymeetsmohammad.com

The film follows the arrival of Tasmania's first detention centre through the eyes of Mary, a local Christian woman and knitting club member; and Mohammad, a Muslim Afghan-Hazara asylum seeker, who is detained inside the centre – as they connect through the gift of a knitted beanie.

Interview to Discover Class Diversity

Working In Pairs:

1. Interview each other about your cultural backgrounds.

2. Possible questions might include:

- Where were you born?
- Where were your grandparents/parents/carer's born?
- What language(s) do you speak at home?
- What religious or cultural celebrations and traditions do you celebrate?
- What cultural group(s) do you identify with?
- Has life changed for your family over the generations?

3. Ask students to introduce their partner to the class.

4. List the cultural backgrounds of each student on the board to give an overview of the cultural diversity of your class.

Comparative Profile

Who Am I?

Create a comparative profile of yourself and one of the young people in one of the stories. Profiles could be constructed as mind maps or as a comparative table.

Include information on:

1. Appearance
2. Personality
3. Beliefs
4. Hobbies
5. Religion/spirituality
6. Attitudes (to family, education, authority figures, daily life, cultural expectations, etc)
7. Gender roles
8. Significant life events

Creative Writing

Imagine you have been sent to live with the main character of the story. You have been in your new situation for a few weeks. Using your comparative profile write a one page diary entry describing how your life is different, how you feel and what you've learnt.

Sanaa

"Our religion, Islam, is a very kind religion. It teaches us that you have to treat everyone the same and it accepts every culture". - Sanaa

1. Define racism? Outline the ways that racism affects people.
2. Do you think calling a person a 'scarfie' is racist? Give reasons for your answer.
3. Why might people treat someone differently if they wear a hijab?
4. How do you imagine this could make a person feel?
5. Sanna mentions the roles her mother has experienced over her lifetime, what are they? How have gender roles changed in Australia over time?
6. How do Sanaa and Raneem describe Islam?
7. Identify some Muslim rituals and practices.
8. What rituals or traditions do you or your family practice?

Discussion

Check out the film: 'When You Don't Exist' (approx. 2 mins) by Amnesty International at: www.youtube.com/watch?v=_OUpsWCvE38

Use the film to stimulate discussion about the following scenario.
Australia is at war and an invading army has forced you to flee your home, you are unsafe here, if you don't leave within 10 minutes you will be in great danger.

- Where would you go?
- What would take with you?
  Remember - you can only take what you can carry!

Finally you make it to a refugee camp run by UNHCR.

- How would you expect to be treated?
- What help would you want to be given?

After some time, you are resettled in a neighbouring country;

- How would you hope to be treated by the country and the people?
- What help would you expect to be given?

Siteisela

"We're a well-off country (Australia), you go to other countries and it's just like, whoa, I'm so grateful for what I have here". - Sitesiela

1. What features distinguish countries as 'developed' or 'developing'?
2. Siteisela mentions that she is very grateful for living in Australia. Discuss what aspects of living in Australia you are grateful for
3. How does Siteisela's concept of family compare with your own?
4. Why do you think Siteisela believes her connection to Tongan culture is less strong than her parents? What reasons does she give?
5. Do you feel connected to a particular culture, subculture or community? Explain how you feel connected and what impact that connection has on your life.
6. Do you think Australia is a 'lucky country'? Is it 'lucky' for everyone? Give reasons for your answer.
7. Australia is a nation of fairness and equality. Debate this statement in class. Research statistics and information that support your opinion.
8. Siteisela talks about 'giving back' to Tongan society by volunteering. What could you do to 'give back' or positively contribute to your own community?

Investigate Stereotypes

Watch an excerpt from 'Jonah From Tonga' by Chris Lilley at:
www.abc.net.au/tv/programs/jonah-from-tonga

- How does it contrast to Sitesia's description of Tongan culture?
- How do you think Tongan people might feel about being represented this way?
- How would you feel if there was a TV show that portrayed your culture in this manner?

Australia is a Land of Migrants

In a group of 4, choose one of the time periods and research the situation in detail. Consider such things as:

- Why that group of migrants came to Australia at that time?
- What motivated the Australian Government's policies of the time?
- How did the group adapt and enhance their life in Australia?
- What problems did they encounter?
- How were they received by the wider society?

Compose a poster with images and text that best describes that group's life in Australia. Include things like; customs, language, religion, cuisine, practices/rituals, traditions, etc.

Present your poster to the class.

Aboriginal History Of Australia

Develop a parallel timeline that outlines significant events in Aboriginal and Torres Strait Islander history in Australia.

Present your timeline to the class.

Discussion Essay

There are many benefits that different migrant cultures bring. Discuss why you agree or disagree with this statement. The greatest influence on shaping our migrant and refugee population's views and opinions about Australia is how they are treated by the community around them. Discuss this statement.

Research Task: Migration History of Australia

Pre-1788	Australia is populated by Aboriginal and Torres Strait Islanders. The population is approximately 750, 000 people, over 700 different languages are spoken.
1788	Captain Arthur Phillip establishes the first convict colony at Sydney Cove. The convicts and settlers are a mix of English, Irish, Scottish and Welsh.
1791	Free settlers arrive in Australia. The colonising Government allocates land and convicts to work it.
1830	A migration scheme encourages British citizens to take assisted passages to Australia. Skilled workers are encouraged to migrate.
1850	The discovery of gold brings migrants from across the world. The majority arriving from China.
1880	Migration slows - three quarters of the population are now Australian born. This led to a rise in nationalism.
1901	Government introduces the Immigration Restriction Act. The White Australian Policy prevents non-Europeans becoming Australian citizens, and favours applicants from certain countries.
1920	Post World War I, the Australian Government gives British migrants land to settle on and farm.
1945	Post World War II, displaced persons from war-torn Europe (Poland, Italy, Greece, etc) are encouraged to migrate to Australia.
1970	Following the abolition of the White Australia Policy, the Australian Government promotes the idea of a multicultural Australia. Migration from Europe, Asia and the Middle East increases.
2000	War in various countries around the world results in people being forced to flee their home countries to seek refuge in Australia (e.g. South Sudan and Iraq).
Current	People migrate to Australia for many reasons including to work, to be with their family, or to seek refuge (e.g. Europe, Asia, Middle-East, Americas, Africa, Pacific, etc).
Current	Operation Sovereign Boarders Policy is introduced to stop maratime arrivals of asylum seekers to Australia.

Yousif

"The people that come by boat, don't have another option because they don't know what's going to happen. They just need to get out of wherever they are because they can't live there anymore". - Yousif

1. Research the recent history of Iraq (last 25 years). Create a timeline featuring significant events that have occurred.
2. Yousif mentions that he and his family found it difficult at first when they arrived in Australia. What aspects does he specifically mention were difficult? Can you imagine some other aspects of arriving to a new country that might be challenging?
3. When people migrate why may they feel more comfortable to shop or to live in communities where they can speak their own language?
4. What are some reasons people might be bullied at school? Why do think people bully others?
5. If you were being bullied at school or in the street what would you do? What would you do if you witnessed someone else being bullied?
6. Why are people that arrive to Australia by boat treated differently to the people that arrive by plane?
7. Yousif says he wants to: "help people that need help, everywhere, because no matter where they are they're still human and the minute you stop caring about them that's where it loses humanity". What do you think 'humanity' is? vvWhy do you think it's important?
8. Yousif is highly motivated, do you think that's a product of his experience, his character or something else? What helps to motivate and drive you?

The Universal Declaration Of Human Rights

Australia is a signatory of the United Nations Universal Declaration of Human Rights (1945): www.un.org/en/documents/udhr

- What are Human Rights? - Do you think they should apply to everyone?
- Is every country committed to upholding human rights?

Watch the United for Human Rights film 'History of Human Rights' (approx. 10 mins) at: www.youtube.com/watch?v=nCQWwkERit4

Read through the 30 Articles of Human Rights. Which ones do you believe to be the most important and why? Do you think they are upheld in Australia? Whose responsibility do you think it is to uphold human rights?

Research Task

Work in pairs and research the following activities:

1. Highlight the country or countries mentioned in the stories?

2. Describe some of the cultural aspects (clothes, food, music, art, rituals, religion, etc) from the countries that are mentioned in the stories.

3. Describe the political system of the country (e.g. democratic, dictatorship, etc).

4. Identify and summarise the major historical events that have occurred in that country.

5. Make a list of some of the reasons why people from that country come to Australia.

Multiculturalism in Australia

Discuss students' personal responses to the stories:

- How did the story make you feel?
- Has it challenged or changed your thinking in any way?
- How does the person's life compare to your own?
- What is similar and what is different?
- How does this person feel about living in Australia?
- How do you feel about living in Australia?
- How do you think you would feel if you were trying to adapt to life in a foreign country?
- Define 'monoculture.
- Apply the concept of 'monoculture' to human society. What do you think it would be like to live in a 'monocultural' community?
- Discuss the possible effects on society. Do you think people would live in peace and harmony?
- Brainstorm with the class what 'multiculturalism' means.
- Discuss what comes to mind when the word is mentioned and why.
- Do you think Australia is multicultural society? Explain your answer.
- Explore multiculturalism in your own classroom by surveying cultural heritage.

Debate

Australia should be a multicultural society.

Discussion

What role does the media play in creating cohesion or conflict in society?

Investigate

The 'White Australia Policy', why it was introduced, its purpose, how long it was in effect, why it was abolished, who benefitted and who did not.

Test your knowledge by taking a quiz at: multiculturalaustralia.edu.au

For a huge range of exciting lesson ideas visit: differencedifferently.edu.au

Everyone Comes From Somewhere is an educational resource consisting of eight short-films and corresponding activities to challenge racism and stereotypes and encourage people to embark on an exploration of cultural diversity and multiculturalism

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This project was funded by the NSW Gouvernemt for a Multicultural NSW

For more information visit: gymeacommunityaid.org.au
To access the films online: youtube.com/user/ECFS2014
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