The Cultural Comprehension working party gratefully acknowledges the support and assistance of the following organisations:

Department of Education & Early Childhood Development
City of Greater Dandenong
Dandenong High School
School Focused Youth Service
South Eastern Region Migrant Resource Centre
Centre for Multicultural Youth
Foundation House
Victoria Police

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Cultural Comprehension: The Working Party

The Cultural Comprehension working party is extremely grateful and appreciative of the support and assistance offered by the organisations listed below. The working party would also like to acknowledge the support of School Focused Youth Services for both assisting with design and delivery of the program along with funding the pilot program and production of this manual.

Cultural Comprehension is an educative, explorative and empowerment program designed by the Department of Education and Early Childhood Development, Dandenong High School and the South Eastern Region Migrant Resource Centre in collaboration with the City of Greater Dandenong.

Dandenong High School
Dandenong High School is committed to ensuring the best possible outcomes for every student. Proud of its rich and growing multicultural representation of both students and staff alike, the school is an integral part of the local community and thus prides itself on working diligently to help young people foster healthy relationships, recognise, celebrate diversity and positively engage students with their school, family and community. www.dandenonghs.vic.edu.au

City of Greater Dandenong
The City of Greater Dandenong’s Youth Services team provide free and confidential counselling and support services to young people aged 12 - 25 and their families who live, work or study within the City of Greater Dandenong. Youth and family counsellors and youth support workers offer a safe and confidential space to talk about concerns and seek information and help. www.greaterdandenong.com

The Department of Education and Early Childhood Development
The Department of Education and Early Childhood Development’s School Nursing Program’s goal is to reduce risks to young people and promote better health in the school community through health promotion activities and individual health counselling for students. www.education.vic.gov.au

South Eastern Region Migrant Resource Centre Inc
The MRC provides services to all migrants and refugees living in the south eastern region of Melbourne. Our services include aged care, settlement, family services, youth services & community education projects. www.sermrc.org.au
Cultural Comprehension: The Need

In response to growing concerns from students, agency staff, school staff, police staff and the wider community; the cultural comprehension working party have created a 10-session program to help link the school community with local agencies and service providers, promote cultural harmony within the school community, increase student engagement and empowerment, promote inclusivity and diversity, increase school attendance and educational outcomes.

The need to create such a program was identified by both school and community based staff in response to the growing violence and culturally related conflict that our vulnerable young people are becoming exposed to. The concerns of these educational, health and law enforcement professionals were echoed in our extensive research and consultation with young people.

Surveys, interviews and forums held with young people identified that many have experienced or witnessed culturally related conflict and are concerned about their personal safety, violence, racism and discrimination. Evidence suggests that young people exposed to conflict commonly experience stunted personal, social and academic development, often resulting in further negative outcomes (Fuller, 1998), (Wilkinson & Marmot, 2003).

Considerable research and investigation into culturally related conflict and the secondary effects of such was undertaken, resulting in the consequent formation of a well designed, evidenced and research based program. The research and investigation of the issue was undertaken locally by health and education professionals along with young people attending the largest high school within the City of Greater Dandenong. At the national and international level, further literature and research was consulted in an effort to further comprehend the issue of culturally related conflict and the associated secondary concerns. Research was also undertaken to identify suitable interventions in the pursuit of positive outcomes for young people.

Through the consultation of a variety of young people, the working party identified that their preferred form of intervention for culturally related conflict was; classroom based activities in groups.
Cultural Comprehension

Consistent with recently published literature, this classroom approach to combating an issue such as culturally related conflict has been identified as both effective and efficient.

National and international research indicates that school based intervention programs targeting antisocial, violent and aggressive behaviors have been attributed to a decrease in such behaviors amongst students. Hahn et al., 2007

This research found that programs dealing with anti social behaviors conducted within schools across all year levels and ages attributed to a 15% decrease in violent behaviors, however, when looking solely at high school students, this result is nearly doubled. Anti-violence programs have been linked to a reported 29.2% decrease of violent behaviors amongst high school students (Hahn et al., 2007).

This same research also identifies that anti-violence programs have been found to have achieved positive results when conducted in municipal areas with high crime rates and greater disadvantage, but were equally effective in areas with less crime and higher socioeconomic status. The working party also identified that many effective programs tackling anti social behaviors reported secondary positive outcomes in addition to the primary objectives of the programs; some of the additional outcomes included: Improvements in social behavior, reductions in drug abuse, inappropriate sexual behavior, delinquency and property crime. Significant improvements in both school attendance and achievement also were reported (Hahn et al., 2007).
Cultural Comprehension

Cultural Comprehension is an exciting program designed by Dandenong High School in collaboration with three different community agencies, all with expertise in working with multicultural young people and their families.

Utilising the specialist areas of expertise from each partner agency, a 10-week program has been created with the following aim and objectives:

**Aim:**
To improve and promote positive outcomes for young people through increasing harmony, safety, empowerment and wellbeing.

**Objectives:**
Decrease culturally related violence and improve safety for school students. Promote harmony, diversity, acceptance and tolerance amongst school students amongst school children and the wider community.

In consultation with relevant literature and research, the Cultural Comprehension working party identified three key areas that the program should explore to best promote positive outcomes for young people.

**Understanding Culture:**
This key exploration area enables students to gain a greater understanding of the similarities and differences between their culture and the culture of their peers. This key area provides an insight into the struggles and challenges faced by some young people and encourages students to ‘walk in the shoes’ of youth from differing cultures, thus exploring respect for differences and empathy building.

**Peace Building:**
This key exploration area encourages students to identify the common causes of and contributors to conflict and thus help to avoid or manage such situations in a constructive manner. This key exploration area aims to build upon students conflict management skills and help them to realise the negative ramifications of poorly managed conflict. Personal safety and support seeking is also a vital component of this key area.

**Voice:**
This key exploration area encourages and empowers young people to constructively and meaningfully express themselves and stand up for their rights and the rights of others. Exploring voice also allows students to examine and build upon their decision making skills and identify local support services.
<table>
<thead>
<tr>
<th>Week</th>
<th>Stream</th>
<th>Key Area</th>
<th>Possible exploration areas</th>
</tr>
</thead>
</table>
| 1     | Understanding Culture          | Individual        | What is culture?  
Who am I?  
How did I become who I am?  
What do I believe?  
What decisions can I make?  
Where do I want to go / want to do?  
Gender roles  
Where do I belong?  
Who / what am I responsible for? |
| 2     | Understanding Culture          | Family & Community| What are the other cultures around me?  
What is similar / different in surrounding cultures?  
What hopes / goals / dreams do we share?  
What can I learn from others?  
Values  
Family expectations  
Seeking help / support / assistance  
Local agencies / services  
Introduce planning for student directed celebration activities for session 10. |
| 3     | Peace Building                 | Individual        | What is peace?  
What is conflict?  
What peace / conflict resolution skills do I have?  
Personal safety  
Self defence  
Rights and responsibilities  
Strategies to avoid and diffuse conflict  
Different types of conflict  
Choices |
| 4     | Peace Building                 | Family & Community| Family violence  
Relationship violence  
Seeking help / support / assistance  
Local agencies / services  
Consequences for conflict / violence  
Strategies to avoid and diffuse conflict |
| 5     | Peace Building                 | Family & Community| Consequences for conflict / violence  
Rights and responsibilities  
Seeking help  
Strategies to avoid and diffuse conflict  
Local agencies / services |
| 6     | Voice                          | Individual        | Safety  
Leadership skills  
Respect  
Accessing resources / support  
Expression |
| 7     | Voice                          | Individual        | Decision making: personal, sexual, etc  
Rights and responsibilities  
My role in the community  
My future  
My goals  
Seeking help / support / assistance  
Local agencies / services |
| 8     | Voice                          | Family & Community| Advocacy  
The roles of individuals in my community  
Having my say  
Perceptions & the media |
| 9     | Voice                          | Family & Community| Seeking help / support / assistance  
Local agencies / services  
Healthy communities |
| 10    | Celebration / Dissemination    | All               | Student dissemination of learnings and new knowledge.  
Group celebration. |
Facilitating Cultural Comprehension in your school

The Cultural Comprehension working party have been particularly vigilant in ensuring activities are sensitive to the needs and backgrounds of all young people and ensuring that data presented during activities is correct and relevant.

Whilst the piloted program and subsequent program manual is suitable for secondary school students in the lower and middle years, the session plans included in this manual can be adapted or changed to ensure the program is both suitable and meaningful for older or younger students and caters to the needs of students with differing abilities.

Cultural Comprehension is intentionally flexible in its design and structure, thus can be delivered and implemented in numerous ways. Whilst it is understood the program facilitated in groups of 8-14 students is an effective way to deliver the sessions, the working party appreciate that this is not always possible. The sessions contained within this manual can be successfully utilised in both small and large groups and adapted to meet the needs of the participating students. International research indicates that a succession of three or more sessions over a relatively short period of time helps to ensure the effectiveness of the program (Tibbitts, 2005). Complimenting this research, the 10 sessions (or more, if one wishes) of Cultural Comprehension may be delivered in any of the following, or a combination of the following formats;

- One session per week for 10 weeks
- Two sessions per week for 5 weeks
- One session per fortnight over 20 weeks.
- Over two full days etc.

Cultural Comprehension compliments the Victorian Essential Learning Standards (VELS) framework well and dependent upon the activities selected, can be incorporated into any of the following domain / subject areas;

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Interpersonal Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning</td>
<td>Civics and Citizenship</td>
</tr>
<tr>
<td>The Arts</td>
<td>English</td>
</tr>
<tr>
<td>The Humanities (Levels 1-3)</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Economics (Levels 4-6)</td>
<td>Communication</td>
</tr>
<tr>
<td>Geography (Levels 4-6)</td>
<td>Design, Creativity and Technology</td>
</tr>
<tr>
<td>History (Levels 4-6)</td>
<td>Information and communication technology</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
</tbody>
</table>

(Victorian Curriculum and Assessment Authority (VCAA), 2009).
Facilitating Cultural Comprehension in your school

Resources

Dependent upon the activities you select for students to participate in, some resources may be required. Many of these resources will be found in your school already, however, some may not. The following is a list of items that may be required, perhaps consider borrowing or sharing some of the items with other local schools / groups that have conducted the program.

- Butcher’s Paper
- Markers / Textas
- Blu Tack
- CD Player
- Lollies / Chocolates
- Glue
- Material / Felt
- Stickers / Glitter
- Straws
- World Map
- Laminator / Pouches
- Audio Recorder
- Whiteboard Markers / Chalk
- Photocopy Paper
- Poster Paper
- Blutak / Tape
- Tennis Ball
- Soccer / Football
- Stop Watch
- Cd Player / Stereo
- Data Projector
- Mixed Clothing Items
- Paint
- Gloves
- Video Camera
- Scissors / Stapler
Evaluation

Regular evaluation and review of the program assists the working party and facilitator to ensure that Cultural Comprehension remains an effective, engaging and meaningful program.

Included within this manual are surveys for both students and the facilitator. The student surveys should be used at the beginning and end points of the program, however, the facilitator may wish to use the end point survey at the halfway mark of the program to monitor participant progress. These surveys will help to track changes in student attitudes towards issues regarding culturally related conflict and tolerance for diversity. The student surveys should be used at the completion of the program to further assess student outcomes against the identified goals and objectives of the program.

The combined staff survey included within the manual should be completed at the end point of the program; these surveys assist staff to identify their perceived changes in student attitudes and behavior. The second component of the staff survey collects general but necessary information about the program and program manual. The working party will gladly receive any information forwarded to them, providing guidance for the required changes to the program and its manual.

In addition to completing and reviewing surveys, teachers/program facilitators should assume responsibility for evaluating the program in a variety of evidenced and anecdotal ways, such as; discussions with students, attendance and academic performance, positive attitudes amongst students, less conflict/fights within school grounds and feedback from the wider school community, inclusive of parents.

The following sample surveys are included within this manual; the program facilitator may choose to adapt these surveys to ensure their relevance for students of differing ages and abilities.

- Beginning Point Student Outcome Survey
- End-Point Student Outcome + General Survey
- End-Point Staff Outcome & General Survey
Pilot program evaluation comments:

“It was great hearing about other cultures from people our own age; I really liked the island activity!” Male 15yrs

“My favourite activity was the cultural mapping one, the whole school should do this one!” Female 13yrs

“The conflict management and conflict confusion activities have helped me heaps, I haven’t been in trouble for ages!” Male 14yrs

“I liked how we talked like adults in each session about different ideas.” Male 13yrs

“Cultural Comprehension was cool. I like how we got to talk about stuff that we go through everyday, the activities that involved lollies were fun!” Female 12yrs

“Sometimes there was too much talking, but I liked doing the activities and games.” Male 12yrs

“I liked when we all worked in groups with people we didn’t know very well.” Male 14yrs

“At first I thought it was going to be boring, but then I really liked it, our class is heaps better now.” Male 16yrs

“I wish we did Cultural Comprehension last year too, I really liked it.” Female 16yrs

“I can’t recommend this program enough, it’s powerful.” Male Teacher
Beginning Point Student Outcome Survey

Please tick: [ ] Male  [ ] Female  [ ] Age

1. Do you know much about the cultures of other students in your class / year level, e.g., the way some people dress, their family structure and how they came to be in Australia?

1------------------------- 2 ------------------------- 3 ------------------------- 4 ------------------------- 5
very little knowledge       some knowledge               a significant amount

Comments: ____________________________________________________________

2. Currently, do you think that issues regarding someone’s cultural background contribute to bullying / fighting / conflict at school?

1------------------------- 2 ------------------------- 3 ------------------------- 4 ------------------------- 5
never                    sometimes                   always

Comments: ____________________________________________________________

3. If students had a better understanding of the cultural backgrounds of other students at school, do you think there would be greater harmony and better relationships amongst people at school?

1------------------------- 2 ------------------------- 3 ------------------------- 4 ------------------------- 5
not at all                maybe                      yes

Comments: ____________________________________________________________

4. Do you believe that you show ‘acceptance’ and ‘respect’ towards people of other cultural backgrounds?

1------------------------- 2 ------------------------- 3 ------------------------- 4 ------------------------- 5
not at all                sometimes                   always

Comments: ____________________________________________________________

5. Do you believe that cultural diversity is celebrated in a ‘safe’ way in your school, allowing students to freely express their culture?

Please tick: [ ] Yes  [ ] No

Please explain: ____________________________________________________________________________________________

6. Please provide one or two examples of culturally related conflict that you or your friends have observed / been part of?

________________________________________________________________________________________

________________________________________________________________________________________
End-Point Student Outcome + General Survey

Please tick: □ Male □ Female □ Age

1. As a result of participating in Cultural Comprehension, do you believe that you have a greater understanding about the cultures of other students in your class / year level, e.g., the way some people dress, their family structure, and how they came to be in Australia?

1----------------------------- 2----------------------------- 3----------------------------- 4----------------------------- 5
very little knowledge some knowledge a significant amount

Comments: __________________________________________________________

2. Since beginning the Cultural Comprehension program, have you noticed a change in your behaviour and attitudes (or the behaviour / attitudes of your class mates) regarding the differing cultures in your class / year level?

1----------------------------- 2----------------------------- 3----------------------------- 4----------------------------- 5
no difference some difference better relationships

Comments: __________________________________________________________

3. Do you believe that cultural diversity is celebrated in a ‘safe’ way in your school, allowing students to freely express their culture?

Please tick: □ Yes □ No

Please explain: __________________________________________________________

4. Do you believe that a program such as Cultural Comprehension has helped you to learn about and better understand other cultures?

Please tick: □ Yes □ No

Please explain: __________________________________________________________

5. Do you have a greater understanding or knowledge of services and supports that can help you with culturally related concerns or problems?

1----------------------------- 2----------------------------- 3----------------------------- 4----------------------------- 5
no a little a good understanding

Comments: __________________________________________________________
End-Point Student Outcome + General Survey (Cont.)

6. Please rate your enjoyment of the Cultural Comprehension program.

1 ---------------------- 2 ---------------------- 3 ---------------------- 4 ---------------------- 5
did not enjoy it         enjoyed it a little      enjoyed it a lot

Comments: ____________________________________________________________

7. Would you recommend that other students complete the Cultural Comprehension program?

1 ---------------------- 2 ---------------------- 3 ---------------------- 4 ---------------------- 5
no                    maybe                     yes

Comments: ____________________________________________________________

8. Which session / activity did you enjoy most and why?
                                                                                      
                                                                                      
                                                                                      
                                                                                      

9. Which session / activity did you enjoy least and why?
                                                                                      
                                                                                      
                                                                                      
                                                                                      

10. Please outline some of the skills, knowledge and information have you gained from participating in Cultural Comprehension?
                                                                                      
                                                                                      
                                                                                      
                                                                                      
                                                                                      
Other comments:
                                                                                      
                                                                                      
                                                                                      
                                                                                      

End-Point Staff Outcome & General Survey

Please tick: [ ] Male  [ ] Female  [ ] Years of teaching experience

1. Do you believe that students in your class have a greater knowledge about the cultures of their peers?

1 ---------------------- 2 ---------------------- 3 ---------------------- 4 ---------------------- 5
very little knowledge  some knowledge  a significant amount

Comments: __________________________________________

2. Do you believe that over recent weeks there has been a decrease in culturally related bullying / fighting / conflict amongst students participating in the program?

1 ---------------------- 2 ---------------------- 3 ---------------------- 4 ---------------------- 5
never  sometimes  always

Comments: __________________________________________

3. Over recent weeks, have you noticed greater harmony and improved relationships amongst students of differing cultures in your class / year level?

1 ---------------------- 2 ---------------------- 3 ---------------------- 4 ---------------------- 5
no difference  some difference  better relationships

Comments: __________________________________________

4. Do you believe that students participating in the program now have a greater understanding and appreciation of diversity, tolerance and respecting individual's differences?

1 ---------------------- 2 ---------------------- 3 ---------------------- 4 ---------------------- 5
no  maybe  yes

Comments: __________________________________________

5. Please rate your enjoyment of facilitating the Cultural Comprehension program sessions.

1 ---------------------- 2 ---------------------- 3 ---------------------- 4 ---------------------- 5
did not enjoy it  enjoyed it a little  enjoyed it a lot

Comments: __________________________________________

6. Which session / activity did you most enjoy facilitating and why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
End-Point Staff Outcome & General Survey (Cont.)

7. Which session / activity did you least enjoy facilitating and why?

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

8. I found the manual and lesson / session plans clear and easy to follow.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>somewhat</td>
<td>agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: ____________________________________________

9. I found the lessons / sessions within the program manual engaging and relevant for my students.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>somewhat</td>
<td>agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: ____________________________________________

10. Would you facilitate the Cultural Comprehension program again or recommend it to another teacher / facilitator?

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>maybe</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: ____________________________________________

11. Please list some of the expected / unexpected outcomes you noted as a result of running Cultural Comprehension with your class / group.

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

Other comments: ____________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________
Cultural Mapping

Lesson Plan: Cultural Mapping
Participant Year Level: Upper primary, lower / mid secondary
Time Required: 45 mins
Resources Required: Butcher’s paper, Blu Tack, markers.

Aim: Help students to identify and discuss the similarities / differences between the cultures represented in the class.

Making your Cultural Map

In pairs, (a listening/speaking activity) - students ask each other these questions:

- What is your cultural background?
- Do you have more than one culture / language in your background?
- What is it / are they?
- What are some things about your culture that you are proud of?
- What are some things people say about your culture, that you don’t want to hear again?

Listeners can make notes and then give them to their partner or they can re-tell the answers they’ve heard. (See teacher’s notes on cultural mapping)

On the large sheet of butcher’s paper, one student draws the outline of their partner’s body. Repeat for the second person.

The student then divides their partner’s body outline into three parts (see diagram). In the top part, the student writes the names of the partner’s cultural backgrounds that they or their family come from. (If students say they are Australian, ask them to write where their ancestors came from). In the middle part, the student writes the things about their partner’s culture that they are particularly proud of. In the bottom part, the student writes the things that their partner never wants to hear said about their culture again.

Once each student has drawn and competed their cultural maps they can discuss them in their pairs and then hang them up around the room. Students then wander around, as if they are at an art gallery or a museum. Finally, ask each student to talk about their partner’s cultural map and present this to the group.

Use this opportunity to discuss the similarities / differences between the cultures represented in the class. Highlight and discuss the things that students are proud of.

Facilitate discussions regarding bullying, harassment, discrimination and racism. Perhaps discuss the school’s anti-bullying / harassment policy. Encourage students to challenge discrimination and harassment at school and demonstrate respect and empathy towards each other.
Question:
What is your cultural background?

Question:
What are some things about your culture that you are particularly proud of?

Question:
What are some things people say about your culture that you don’t want to hear again?

Teacher’s notes for Cultural Maps
- Using butcher’s paper and markers, students take turns to draw outlines of each other.
- They then divide their outline into three parts:
  - In the top part they write their cultural backgrounds
  - In the middle, things they are particularly proud of about their culture
  - In the bottom, things they don’t want to hear said about their culture again.
# Find a Person Who...

**Lesson Plan:** Find a Person Who....  
**Participant Year Level:** Upper primary, lower secondary  
**Time Required:** 25 mins  
**Resources Required:** Photocopied worksheets, markers.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>NAME OF PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has brown eyes.</td>
<td></td>
</tr>
<tr>
<td>Likes sleeping in.</td>
<td></td>
</tr>
<tr>
<td>Uses Facebook.</td>
<td></td>
</tr>
<tr>
<td>Hates homework.</td>
<td></td>
</tr>
<tr>
<td>Likes horror movies.</td>
<td></td>
</tr>
<tr>
<td>Has been overseas.</td>
<td></td>
</tr>
<tr>
<td>Goes to the beach.</td>
<td></td>
</tr>
<tr>
<td>Likes sport.</td>
<td></td>
</tr>
<tr>
<td>Laughs a lot.</td>
<td></td>
</tr>
<tr>
<td>Has an i-pod.</td>
<td></td>
</tr>
<tr>
<td>Has a part time job.</td>
<td></td>
</tr>
<tr>
<td>Cooks for the family.</td>
<td></td>
</tr>
<tr>
<td>Has a sister.</td>
<td></td>
</tr>
<tr>
<td>Likes ‘techno’ music.</td>
<td></td>
</tr>
<tr>
<td>Has seen all the ‘Harry Potter’ movies.</td>
<td></td>
</tr>
<tr>
<td>Speaks another language.</td>
<td></td>
</tr>
<tr>
<td>Has coloured their hair.</td>
<td></td>
</tr>
<tr>
<td>Plays an instrument.</td>
<td></td>
</tr>
<tr>
<td>Likes chocolate.</td>
<td></td>
</tr>
<tr>
<td>Is the same age as you.</td>
<td></td>
</tr>
</tbody>
</table>

![Cultural Comprehension](https://via.placeholder.com/150)
What’s in a Name?

Lesson Plan: What’s in a Name?
Participant Year Level: Upper primary, all secondary
Time Required: 30 - 40 mins
Resources Required: Nil.

Ask students to sit in a circle. Moving around the circle, ask each student what his / her name is; what it means; why their parents choose that name; what country it is from and if anyone else in their family has the same name.

E.g.  Name - John  
Means - God’s grace  
Chosen by Mother because of her obsession with pop star John Farnham  
Name is of Hebrew origin  
PaternaGreat Grandfather has the same name.

If unsure about meanings etc, students can source this information by typing their name into an internet search engine.

Facilitate a brief discussion about common names within various cultures, e.g. Jack is a common name in Australia, however, Abdul is a common Middle Eastern name. Discuss how / why when some people come to Australia their name is changed e.g. Lulezim to Zim or Tanazak to Tanya.

Discuss how this may make some immigrants to the country feel and the impact on their sense of self.

Once students have completed the above activity, students can now create a new or second meaning of the name for the person sitting next to them. This new meaning should reflect a positive attribute about the individual’s personality. For example; ‘the second meaning of Kate is - friendly person who is always willing to help’; or ‘the second meaning of Taneen is - always looking out for the needs of others’. These positive second meanings can be recorded and displayed around the room.
Someone Just Like Me!

**Lesson Plan:** Someone Just Like Me!
**Participant Year Level:** Upper primary, all secondary
**Time Required:** 20 - 30 mins
**Resources Required:** photocopied worksheets and pens.

Identify 10 non-physical things that help to describe you. List these in the description boxes. Move around the room and ask others if they have any of the same descriptors as yourself, write the names of these people in the boxes next to your descriptors.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>PERSON 1</th>
<th>PERSON 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>10.</td>
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Satellite Self

Lesson Plan: Satellite Self
Participant Year Level: Upper primary, all secondary
Time Required: 20 - 30 mins
Resources Required: photocopied worksheets and pens.

Aim: Help participants to identify key descriptors and challenge stereotypes.

Print and distribute, or draw on the board the Satellite Self diagram (see over).

Students write their name in the centre of the diagram.

Students add identifiers or descriptors they feel are important in defining their identities in each of the satellites. These can include Australian, Vietnamese Australian, Croatian, Christian, Buddhist, Muslim, refugee, female, brother, daughter, athlete, student, rugby player, rock musician, violinist, scout, soccer player, or any other descriptor with which they identify.

Once they have listed their identifiers, students can then share an incident when they were especially proud to identify themselves with one of the descriptors they used.

Students can then go on to share an incident when it was especially painful to be identified with one of the identifiers or descriptors.

Students name a stereotype associated with one of the groups with which they identify that is not consistent with who they are and then complete the following sentence: I am a/an ____________ but I am NOT a/an ____________

Ask only volunteers to share their descriptor related incidents. It may help if the teacher also completes the activity and shares their incidents first.

To complete the sentence a student may use an identifier such as “rugby player” and a related stereotype “thug”. The sentence would be: I am a rugby player, but I am NOT a thug.

Try to avoid statements which could reinforce negative stereotypes or encourage ridicule.

Some examples that could be discussed are:
- Australians are sports mad.
- Blondes are dumb.
- Boys are best at maths.
- Girls are very sensitive.
- Italians only eat pasta.
- Men make terrible patients in hospitals.
- Rugby players are thugs.
- Soccer fans are hooligans.
- Women make the best cooks.

The logic behind these statements could for example be:
- Some fans were badly behaved at a match. It was a soccer match. Therefore all soccer fans are hooligans.
- Bill Gates is rich. Bill Gates is an American. Therefore all Americans are rich.
- Mercedes are great machines. Mercedes are German made. Therefore all Germans are mechanically minded.
1. Write your name in the centre of the diagram.

2. Add identifiers or descriptors you feel are important in defining your identity in each of the satellites. These can include Australian, Vietnamese Australian, Croatian, Christian, Buddhist, Muslim, refugee, female, brother, daughter, athlete, student, rugby player, rock musician, violinist, scout, soccer player, or any other descriptor with which you identify.

3. Think of an incident when you were particularly proud to identify yourself with one of the descriptors you used.

4. Think of an incident when it was especially painful to be identified with one of the identifiers or descriptors.

5. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are and then complete the following sentence:

   I am a/an ________________________________
   but I am NOT a/an ________________________.
Making Your Australian Mark

Lesson Plan: Making Your Australian Mark
Participant Year Level: Upper primary, lower - mid secondary
Time Required: 40 - 50 mins
Resources Required: World map, pins / stickers, butcher’s paper, atlas and internet.

Aim: help students to identify the journey to Australia and the similarities / differences in cultures.

In turn, each student should receive one coloured sticker and place this on a world map over their country of origin. Display this map, so that all class members can see it.

In small groups, (try to have several cultures represented in each group) students should answer the following questions on butcher’s paper. Encourage students to act as ‘representatives’ of their family’s homeland.

- What are the main cultural groups in this class?
- What are some of the differences between the cultures represented in this class?
  - Perhaps explore: food, religion, cultural norms, traditional dress, main occupations in homeland, languages spoken, etc.
- What are some similarities between the different cultures in this class?
  - Perhaps explore: food, religion, cultural norms, traditional dress, main occupations in homeland, etc.

Students may elect to pick countries they would like to visit to research and present to their group if they need additional information or if there is an overwhelming representation of a few cultures, Students may elect to pick countries they would like to visit and undertake research to answer the questions above.
Where I Come From

Lesson Plan: Where I Come from
Participant Year Level: Lower—mid secondary
Time Required: 40 - 50 mins
Resources Required: Paper, pens.

Aim: Help students to identify and examine family traditions as a microcosm of larger cultures.

Objectives

Students will examine their own family traditions to identify how beliefs, values, and customs vary from culture to culture and how those traditions influence their perception of other groups.

Background Information

One aspect of cultural identity is the unique set of traditions held in common by a group of people. We can observe evidence of these traditions in day-to-day activities as well as in the ways groups celebrate special occasions. Introduce or review this concept with students and help them generate concrete examples of traditions commonly associated with special events, eg. fireworks on New Year's Eve or ANZAC day on the 25th April.

Then introduce students to the idea that families are unique cultural groups. Whilst a specific family will share many traits common to larger groups (e.g., religious beliefs, clothing styles, language, etc), each family develops its own set of traditions that sets it apart from other families. These traditional activities become so firmly a part of “the way we do things” that we sometimes feel puzzled or out of place when these activities are not present in other families.

Note: This activity asks students to share potentially sensitive aspects of their personal lives. Help students find “safe” ways to participate and set clear expectations for mutual respect in the class. Facilitators should be sensitive to the needs of all students.

1. Ask each student to write a list of special events that are observed by his or her family. Events can include annual holiday or religious observances as well as family milestones, such as birthdays and anniversaries. Some families have special traditions for observing annual events, such as the first day of the harvest season, or for celebrating special accomplishments, such as graduating to a new grade level.

2. For each item on the list, students should complete this sentence:
   On this day my family always ____________.
Where I Come From (Cont.)

**Lesson Plan:** Where I Come From  
**Participant Year Level:** Lower—mid secondary  
**Time Required:** 40 - 50 mins  
**Resources Required:** Paper, pens.

3. Ask each student to share one or two sentences with the rest of the class. Be sure students understand that they need not share information that is considered private or sacred. Discourage students from making judgmental comments about others’ lists.

4. Finally, ask the class to comment on the variety of events celebrated by the families represented in the room. Do some students celebrate special events in similar ways? What do their lists show about what the students and their families value? Which family traditions are truly unique and which are connected to community, ethnic, or religious traditions observed by larger cultural groups?

5. For homework, ask each student to choose one family tradition to explore more fully through interviews and library research. Students can compile this information into oral or written reports for the class. Work with students to formulate a set of interview questions that will encourage family members or acquaintances to discuss their traditions with students. Possible questions include:

   - When did this tradition begin?
   - Is this tradition associated with special food, clothing, decorations, music?
   - Who participates in this event? Do individuals have specific roles or responsibilities?
   - Has this tradition changed over the years? What led to these changes?
   - Is this tradition associated with a particular season, climate or location?
   - Would it be the same at another time or place?
   - How do other family members feel about this tradition? Why do they think it is important?
   - How would you feel if you were unable to participate in this event with your family?

**Debriefing**

Discuss with students how family or community traditions contribute to each individual’s idea of what is “normal” and important. Help students extend this idea into their thinking about and accepting the traditions, values, and beliefs of other families and larger cultural groups.
Understanding Culture
The Community
Perceptions, different but not wrong!

**Lesson Plan:** Perceptions, different but not wrong!
**Participant Year Level:** Upper primary, low / mid secondary
**Time Required:** 30 - 40 mins
**Resources Required:** Chair and photographs or newspapers.

**Aim:** Encourage participants to consider the perceptions and perspectives of other individuals as not incorrect, but different.

Present the class with a simple classroom object such as a chair.
Ask students to write down five words or phrases to describe the object. For example, Blue, Metal, Comfortable.
Share the student’s observations noting the similarities and differences.
Point out that even when an object even as simple as a chair is involved there are different observations.
Stress that none of these observations is wrong, just different.

**Show the students a picture of a scene (e.g. a country or city scene, a sports event, a war scene.)**
Ask students to list three points of interest or importance about the scene and rank them in order of importance.
Ask students to share their points and comment on the reason for their choice.
List the points on the board.
Discuss how everybody looked at the same scene but many different points were identified as being important or interesting.
Again, stress that none of these observations are wrong, just different.

**Show students three pictures of adult males or females of about the same age but physically quite different.**
Ask students to say who the think is most attractive and why.
Ask students who they think might find one person more attractive and why.

**Ask students to give their opinion on some recent local, national or international event.**
After students share their opinions, ask them to identify other groups of people, in their community or elsewhere, who they think would agree or disagree with them and why.

**Ask students to identify examples from their own experiences in which they encountered different perceptions or opinions of the same object, person or events.**
Some prompts could be:
- Differences in describing a painting or a sunset
- Differences of opinion regarding a film, television program, book or music
- Differences of opinion regarding the performance of footballers or other sportspeople
- Differences as to the merit or validity of certain political decisions
- Facilitate discussion about how opinion and prejudice is based on perception
- Encourage discussion about how the understanding and acceptance of diversity of different perceptions may lead to greater tolerance and positive outcomes for all.
The Feast

Lesson Plan: The Feast
Participant Year Level: Upper primary, lower / mid secondary
Time Required: 20 - 30 mins
Resources Required: Lollies, activity cards. *ENSURE STUDENTS or STAFF DO NOT HAVE ALLERGIES / REACTIONS / SENSITIVITIES TO FOODS PROVIDED*

Aim: Encourage participants to recognise and appreciate that different cultures / groups and organisations do things differently!

Seat seven participants around a table, have another seven participants stand behind the seated participants. Place a large bowl of coloured lollies in the middle of the table, (wrapped lollipops or boiled lollies work best here), advise participants not to consume the lollies just yet.

Give each seated participant a numbered GREEN card (see over), give each standing participant a RED card, this red card should be the same number / have the same text as the green cards held by the seated person in front of them.

Advise all participants not to show their card to anyone. Allow seated participants one minute to discuss with their standing partner the information on the cards to ensure both parties understand the information.

Advise the seated participants that they can now begin taking as many lollies from the bowl as they wish PROVIDED they comply with ALL the information and rules on their card. It is the responsibility of the student with the red card to ensure that the seated student is compliant with their rules.

Once all the lollies from the bowl have been removed, you should notice some students with lots of lollies, others with one or two and some with no lollies at all. If time permits, swap roles and cards and repeat the activity.

Facilitate a brief discussion about how students felt during this activity, ask questions about what was frustrating, funny, disappointing and stressful. Discuss how the group could have co-operated more effectively. Discuss ways to listen to other people / cultures and become more aware of their needs.

Ask students if this activity was relevant to everyday life in Australia. Facilitate discussion about some cultures doing things differently and the impact this has on them and the community, for example, some Muslim students wearing particular items or garments, what impact, if any, does this (or may this) have on them at school, what about another local school? What other examples can students think of that detail different cultures doing things differently. Facilitate discussion about respecting diversity and demonstrating acceptance / accommodation of differences amongst individuals.
The Feast - Culture Cards

**Card 1**
In your culture, it is not acceptable to take food from a plate which someone else has already taken food from and you’re not permitted to tell this to the group. You would never ask anyone to give you some of the food from their bowl / plate, but you may accept it if they offer. In your culture, it is offensive to discuss people’s age in public. You are disgusted by anyone who asks about another’s age, and you won’t answer them.

**Card 2**
In your culture, nothing coloured blue, orange or purple may be eaten. However, you highly value food that is white, red or black. In your culture, it is essential for everyone to be served and eat at the same table. It would be offensive for anyone to eat apart from the whole group and you would insist on everyone observing these customs before you can consume any food.

**Card 3**
Imagine that you are the oldest person in the group. In your culture, the oldest person in the group should share out the food equally. The oldest person in the group is responsible for ensuring everyone has an equal amount of food, however, as black and green foods are most valuable it is perfectly acceptable for the oldest person to demand that everyone gives him / her black or green foods as a sign of respect.

**Card 4**
In your culture, sharing food from a common bowl is acceptable but only after everyone else has washed his or her hands. You are in a mixed cultural group and must explain this custom and insist that it is carried out before the meal begins. You are happy with any colours, as long as everyone has an equal quantity of food and clean hands.

**Card 5**
In your culture, it is forbidden to eat, talk or even sit with members of the opposite sex during a meal. You should therefore insist that the food be divided in half and placed in two bowls- one for men and one for women. Each group should then divide the food equally between its members on separate tables.

**Card 6**
In your culture, dividing food is done by starting with the youngest person who takes one piece, the next oldest two pieces, with everyone in rising order of age taking one more piece that the person before them. The color of the food is not important.

**Card 7**
In your culture, it is perfectly acceptable to grab as much as you can and disregard the needs of others. However, having piled the food, you must not start eating until a member of the opposite sex instructs you to begin. It is quite acceptable to trade food from your pile with anyone who wishes to obtain particular colours.
## The Feast - Culture Cards

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Cultural Awareness Quiz

Lesson Plan: Cultural Awareness Quiz
Participant Year Level: Lower / mid secondary
Time Required: 40 - 50 mins
Resources Required: World map, pins / stickers, butcher’s paper, atlas & internet.

Aim: A quick and fun way to learn interesting facts about various cultures. Note: Facilitators may add / change questions to better suit participants.

Cultural ‘Hot Seat’

1. Divide students into mixed cultural groups (where possible) of 10-12.
2. Select one student to be the game quiz host.
3. At the front, seat the host opposite contestant 1.
4. Place other students as the audience in a semi-circle of chairs around the host and contestant.
5. The host asks the questions and the contestant remains in the ‘hot seat’ until he/she gets a question incorrect.
6. The next contestant in line sits in the ‘hot seat’.
7. Continue the process until all questions have been answered correctly or contestants have been fully rotated.

The winner is the person remaining in the ‘hot seat’ after correctly answering the final question.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>TRUE OR FALSE</th>
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<tbody>
<tr>
<td>Australia is a multicultural society.</td>
<td>True</td>
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<tr>
<td>Liberia is in Asia.</td>
<td>False (Africa)</td>
</tr>
<tr>
<td>Liberia was populated with slaves freed from America in the 1800s.</td>
<td>True</td>
</tr>
<tr>
<td>One of Liberia’s borders is the Indian Ocean.</td>
<td>False (Atlantic)</td>
</tr>
<tr>
<td>Liberia’s capital city is Montreal.</td>
<td>False (Monrovia)</td>
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<tr>
<td>Liberia’s flag consists of a blue star with red and white stripes.</td>
<td>True</td>
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<tr>
<td>Sierra Leone is located on the border of Liberia.</td>
<td>True</td>
</tr>
<tr>
<td>The Atlantic Ocean forms one of Sierra Leone’s borders.</td>
<td>True</td>
</tr>
<tr>
<td>Sierra Leone’s flag has green, red and blue stripes.</td>
<td>False (white not red)</td>
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<tr>
<td>Krio language is spoken by 98% of Sierra Leoneans.</td>
<td>True</td>
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<tr>
<td>The climate in Sierra Leone is dry and hot.</td>
<td>False (tropical)</td>
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<tr>
<td>Diamonds are mined in Sierra Leone.</td>
<td>True</td>
</tr>
<tr>
<td>Africa is the largest continent.</td>
<td>False (Asia)</td>
</tr>
<tr>
<td>Statement</td>
<td>Truth</td>
</tr>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>More than 900 million people live in African countries.</td>
<td>True</td>
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<tr>
<td>The Sahara Desert is located in Africa.</td>
<td>True</td>
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<tr>
<td>Arabic is the main language spoken in Algeria.</td>
<td>True</td>
</tr>
<tr>
<td>Algiers is the capital city of Algeria.</td>
<td>True</td>
</tr>
<tr>
<td>Algeria was invaded by France in 1930.</td>
<td>False (1930)</td>
</tr>
<tr>
<td>Egypt is the country in Africa with the biggest population.</td>
<td>True</td>
</tr>
<tr>
<td>The capital city of Egypt is Luxor.</td>
<td>False (Cairo)</td>
</tr>
<tr>
<td>Egypt is popular for the Nile River and its pyramids.</td>
<td>True</td>
</tr>
<tr>
<td>Many refugees live in Egypt before coming to Australia.</td>
<td>True</td>
</tr>
<tr>
<td>Egypt is mainly a moist forest area.</td>
<td>False (desert)</td>
</tr>
<tr>
<td>There is limited rainfall in Egypt and the Egyptians rely on the annual (yearly) flooding of the Nile River for water supply.</td>
<td>True</td>
</tr>
<tr>
<td>The Kenyan flag consists of the colours red, white, black and blue.</td>
<td>False (green not blue)</td>
</tr>
<tr>
<td>The two main languages of Kenya are English and Swahili.</td>
<td>True</td>
</tr>
<tr>
<td>Nairobi is the capital city of Kenya.</td>
<td>True</td>
</tr>
<tr>
<td>Kenya obtained independence from the United Kingdom in 1964.</td>
<td>False (1963)</td>
</tr>
<tr>
<td>Arabic is the main language spoken in Libya.</td>
<td>True</td>
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<tr>
<td>Most Muslims in Libya follow the Sunni Islam religion.</td>
<td>True</td>
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<tr>
<td>Some common Libyan foods include couscous, bazeen, which is a type of unsweetened cake, and shurba, which is soup.</td>
<td>True</td>
</tr>
<tr>
<td>Drinking alcohol is illegal in Libya.</td>
<td>True</td>
</tr>
<tr>
<td>The capital city of Sudan is Khartoum.</td>
<td>True</td>
</tr>
<tr>
<td>The Sudanese flag has the colours green, red, white and black.</td>
<td>True</td>
</tr>
<tr>
<td>Sudan became independent from the United Kingdom in 1856.</td>
<td>False (1856)</td>
</tr>
<tr>
<td>The indigenous people of Australia are Aboriginal whereas the indigenous people of New Zealand are Maori.</td>
<td>True</td>
</tr>
<tr>
<td>Waka ama is the New Zealand term for canoe racing.</td>
<td>True</td>
</tr>
<tr>
<td>The haka is a traditional Maori dance.</td>
<td>True</td>
</tr>
<tr>
<td>Rugby league is considered New Zealand’s unofficial national sport.</td>
<td>False (rugby union)</td>
</tr>
<tr>
<td>There are tropical rainforests in India.</td>
<td>True</td>
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</table>
Peace Building
The Individual
Conflict Management

**Lesson Plan: Conflict Management**

**Participant Year Level:** Upper primary / lower / mid secondary  
**Time Required:** 20 - 30 mins  
**Resources Required:** Butcher’s paper and markers.

**What is conflict?:**

Place the word CONFLICT in the middle of a large sheet of butcher’s paper. Ask students to brainstorm and compile a list of words that are related to conflict.

As a small group, create a definition of conflict.

Compare and discuss the students’ definition in comparison with the following definition;

CONFLICT: A relationship between two or more parties who have, or think they have, incompatible goals, ideas and values.

As a small group, make a list of the common types and sources of conflict.

Now list and discuss some NEGATIVE outcomes of conflict.

Now list and discuss the few POSITIVE outcomes of conflict.

**Personal Conflict Management Styles**

Read the following styles to students and write them on butcher’s paper or the white board. Facilitate a brief discussion regarding each style so that students understand them.

Place a sheet of butcher’s paper with a conflict management style below in each corner of the room.

Read the following two scenarios and ask students to move to the corner of the room that best reflects their own conflict management style.

1) **Controlling** : ‘Do it my way.’ Tends to see conflicts and problems as contests to be won; prefers others to accommodate or avoid.

2) **Problem Solving** : ‘Let’s try and resolve this together.’ Seeks dialogue towards a ‘win-win’ solution.

3) **Accommodating** : ‘Whatever you want is fine by me’. Tries to appease, smooth over differences, give in, seeks peace at any cost. You may not say what you are really thinking.

4) **Avoiding** : ‘Conflict? There’s no conflict?’ You prefer to avoid conflict, ignore, delay, deny, withdraw either emotionally or physically from conflict.
SCENARIOS

1) It’s Friday night. All of your friends are attending a party at the local park, you ask your parent / guardian if you can attend the party. Your parent / guardian asks who will be there?, you reply, ‘my whole year level’, your parent / guardian then asks will be there any adults at the party?, (there won’t) but before you can even reply, your parent / guardian states ‘No.. You can’t go… you must stay home and study or clean your room’.

Which conflict management style will you use to deal with this situation? Discuss what are the positive / negative aspects of this approach?

2) You finally convince your parents to let you attend the big year level party in the local park. At this party a group of boys from another school begin to taunt and tease some of your friends with some hurtful and racist remarks. You can see your friends becoming rather upset.

Which conflict management style will you use to deal with this situation? Discuss what are the positive / negative aspects of this approach?

Following further exploration of management styles with students, ask students which style the following people would prefer they use when faced with conflict:

What conflict management style would ________ prefer you adopt and why?

The school principal
The Police
Your Parents
Your church / religious leader
(if applicable)
And finally, YOU...

Use this opportunity to discuss the positive aspects of the PROBLEM SOLVING conflict management style. Ask various students to ROLE PLAY the following scenarios and provide an example of conflict management with the PROBLEM SOLVING management style.

SCENARIOS

1) It is Tuesday afternoon, you are in your room doing your homework when your older brother bursts in yelling and accusing you of stealing $20 from his wallet. You explain that you didn’t take the money but he refuses to believe you.

2) You are sitting a maths exam one Friday morning when you accidently drop your pencil on the ground. As you lean over to pick it up the person next to you leans over to get it for you. You accidently bump heads and begin to laugh. The teacher storms over to you and insists that you and the person next to you are cheating; she then makes you both leave the room and go to the co-ordinator’s office.
Conflict Confusion

Lesson Plan: Conflict Confusion
Participant Year Level: Upper primary / all secondary
Time Required: 20 - 30 mins
Resources Required: Butcher’s paper and markers.

Aim: To increase the level of understanding in relation to different cultures maintaining different methods of interaction and communication.

Activity

Conflict resolution role plays. Students are asked to role play the following two scenarios, then discuss the outcomes. If uncomfortable with role plays - students can read and discuss the scenarios.

Give students a few minutes to read their role cards, ask questions, and plan what they are going to say.

Students work in two groups of four (two to role play, and two to observe). There should be discussion after each round of role plays in which one pair describes their exchange to another pair. Students can then try the roleplay again with a new partner in the group.

Scenario 1:
You arrive at the airport to meet a good friend, whom you haven’t seen for years. This friend has been living overseas for a long time and has become accustomed with the cultural norms and expectations of that country. When you finally see your friend, you are excited, smile and attempt to hug him or her. Your friend moves away from you, pushes you away so that you can’t hug him / her and won’t make eye contact with you. Your friend states that he / she is very excited to see you and bows slightly in your direction. You are confused about your friend’s reaction and are unsure about what you might have done wrong.

Scenario 2:
Your friend invites you over to their house to have dinner with his / her family. You arrive for dinner and are warmly greeted. You, your friend and his / her family are all seated around the table, the meal is served. As everyone at the table has food in front of them you begin eating. With your mouthful of food, you state, ‘this is delicious’. Your friend and his / her family look at you with disgust, your friend’s mother looks angry as she jumps out of her seat to collect the full plates and remove them off the table, even before anyone else has had a bite of their meal.

Perhaps consider the following for discussion points;

1. What can you do to resolve this situation?
2. Examine what might be normal or acceptable communication and interaction for both parties.
3. Identify the feelings or emotions of both parties and the possible reason for these emotions or reactions.
4. Identify strategies to resolve the problem and discuss ways of preventing these or similar problems from occurring again.
**Parental Peace**

**Lesson Plan:** Parental Peace  
**Participant Year Level:** Low / mid secondary  
**Time Required:** 40 - 60 mins  
**Resources Required:** Whiteboard, butcher’s paper and markers.

**Aim:** To encourage participants to view conflict from the perspective of others and negotiate successful outcomes.

As a class or small group brainstorm on the board or some butcher’s paper all the common reasons for arguments / conflict with parents. Some of these may include: not being allowed to go out, being made to complete homework, parents not approving of friends, etc.

Following this brainstorm, encourage students to attach an emotion explaining how they would feel about each reason for conflict, for example:

**Not being allowed to go out with friends - frustrated**

Now, as a class or small group brainstorm about roles / jobs / responsibilities of being a parent. Perhaps also suggest that students imagine they were parents. Some examples of the parental roles may include: keeping children safe from harm, ensuring the child’s physical, nutritional and medical needs are met, etc.

Now that students have some greater insight into the roles and responsibilities of parents, revisit the list of conflicts brainstormed by the group at the beginning of the session.

In a different colour to that used to document the students’ emotions, encourage students to identify the emotion that their parent / guardian may be experiencing during this same conflict, for example:

**Not being allowed to go out with friends > frustrated (student) > worried (parent)**

In small groups, students should pick five or six of the identified conflicts and role play using negotiation and compromise to seek a positive outcome for both parties.

Students should be mindful of the emotions of both parties and seek to identify, recognize, and acknowledge the emotions of both parties. Students should improve communication, reasoning, empathy and negotiation skills whilst undertaking this activity.
Family Feud

Lesson Plan: Family Feud
Participant Year Level: Upper Primary / Low / mid secondary
Time Required: 40 - 60 mins
Resources Required: Whiteboard, butchers paper and markers.

Aim: To encourage students to think about different situations regarding family conflict from the perspective of others.

Place students into small groups, perhaps six students. Initiate a small discussion about functional and dysfunctional conflict. Ask the groups to come up with a definition of both FUNCTIONAL CONFLICT and DYSFUNCTIONAL CONFLICT.

After a few minutes, have the groups compare their definitions of conflict with these:

**Functional Conflict:** This form of conflict can often result in positive outcomes, functional conflict allows for open and frank discussion about different ideas, perspectives and opinions. Functional conflict also allows each party to be heard and to ‘have their say’.

**Dysfunctional Conflict:** This form of conflict generally brings about undesirable results for both parties, it eliminates open communication between parties and one party generally feels let down by this conflict. Dysfunctional conflict can sometimes stem from poor relationships and ineffective communication.

Provide each group with one of the following scenarios. Ask each group to answer the following questions about their scenario:

- Describe how each of the people in this scenario might be feeling and explain why.
- List some people that the characters in your scenario could turn to for support or advice.
- Discuss three possible solutions to deal with the scenario, of the three solutions, choose the best one and share this with / present this to the large class group.
  - explain why you choose that particular solution
  - explain the advantages and disadvantages of your chosen solution
  - explain what could have been done to prevent the conflict in the first place.

**Scenario One: EDINA**

Edina is 15 yrs 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 yrs old and he was born in Australia. She wants to buy clothes and accessories for her mobile phone like her friends, she 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 her 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 since fleeing Bosnia for Australia that the children are losing respect for their parents.
Family Feud (Cont.)

Lesson Plan: Family Feud  
Participant Year Level: Upper primary / low / mid secondary  
Time Required: 40 - 60 mins  
Resources Required: Whiteboard, butcher’s paper and markers.

Scenario Two: JAMES

James is 15 yrs 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 mother’s illness James has to help look after his brothers and sisters, along with helping his mother 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 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, saying that he is doing ‘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 to tell her about the fights.

Scenario Three: RICKY

Ricky wants to leave school at the end of year 10 and study a hospitality course at TAFE and eventually open his own café. His mum, Maria, wants him to go to university to 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 older brother, Bobby. Bobby is studying science at uni.

There is a new hospitality course being offered at school, which Ricky would like to join, however, his mum wants him to enrol in the Maths course being offered at school.

Scenario Four: LUCY

Lucy lives with her parents, her aunty and her brother. Lucy’s grandmother has died suddenly overseas. Lucy and her family spent every summer with her 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 so that she could be surrounded by family in the later part of her life. Since her grandma’s death two 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 are acting as though nothing has happened, Lucy is sad and confused. Her aunty Genie, who lives with them, just keeps talking non stop about anything.

Ms Smith, Lucy’s teacher is worried and has called the family. Aunty Genie has told Ms Smith that everything is fine.
The Island

Lesson Plan: The Island
Participant Year Level: Upper primary, lower secondary
Time Required: 40 - 50 mins
Resources Required: Art / craft items, paper, pens.

Aim: Help students to establish a culture and then work with other cultures eg. to negotiate a happy and peaceful existence.

Place students in groups of 4 – 6 to form a team.

Teams need to imagine that they are on their own island. Each team needs to establish their own culture that they practice on their island.

This means teams need to establish a name and a flag / symbol that identifies and represents their cultural group.

Teams need to design or create four out of the seven of the following (20 Mins):

- **School rules and day structure** (e.g. What time school starts, what subjects are studied, how many teachers and students are in the school? What is a typical day? etc)

- **Roles of individuals on the island** (e.g. What do mothers do? What are young people responsible for? What roles do older males hold? Do the older people on the island have responsibilities?)

- **Birthday Celebrations** (e.g. How do people on the island celebrate people’s birthdays? Do they celebrate them? Are there particularly important ages that are celebrated?)

- **A traditional handshake or anthem or chant for the island representing the culture of island life.**

- **Rules of food distribution** (e.g. Who collects food? Who gives food out? Whose role is it to prepare food?)

- **Public Holidays** (e.g. Are there particular days that are celebrated by everyone on the island? What are they? Explain what happens on these days?)

- **Political structure** (Who governs the island? Who is responsible for important decisions on the island – about the people, about land, rules? Is there a jail?)

Each team needs to present and showcase their culture in front of the other teams. No culture is wrong or bad.

Once each team / island has presented their cultural practices, the student group is informed that due to global warming, sea levels are rising and all but one of the islands are underwater and uninhabitable. Fortunately, no lives have been lost, but all of the residents from the different islands now are forced to live on the one remaining island.

In a group combining all individuals from the original islands, students need to establish cultural practices and rules that allow all the island’s new residents to live together harmoniously. All seven of above listed cultural points need to be established, each of the islands need to have at least one of their cultural practices represented in the new multicultural practices.

Facilitate discussions regarding working together, overcoming differences in opinions, managing conflict along with the benefits of having various cultural groups living together harmoniously.
Create an Advertisement campaign

Lesson Plan: Advertising Campaign
Participant Year Level: Upper primary, all secondary
Time Required: 50 –70 mins
Resources Required: Art / craft items, poster paper, pens and internet.

Aim: Help students to work together to identify positive aspects of living in Australia and create an advertising campaign to showcase this.

Your team is part of a large marketing company who have just been asked to put together a campaign advertising Australia to the rest of the world. They would like you to advertise Australia in terms of all it has to offer.

MEDIUM
You can either create a:
- TV commercial
- Radio ad - Song
- Billboard - Short play

FOCUS
The manager has asked you to focus on the following elements:

Diversity
(e.g. People from varying backgrounds, celebration of difference, etc.

Acceptance
(e.g. That ‘everyone is welcome’)

Fun
(e.g. Sport, celebrations, food, entertainment, technology)

Unique qualities
(e.g. What are some of the traditions? Culture? Family values?)

INCLUDE THE FOLLOWING

Your manager would like you to be as creative as possible and include the following in your campaign:

- A Slogan (eg. “I still call Australia Home”) and a creative logo

OTHER THINGS TO REMEMBER:

It needs to be entertaining, engaging and appealing.
If you are making a TV ad, you can create visuals (e.g. signage, logos, etc).
You may also want to create a ‘jingle’ for your TV or radio ad.
Voice
The Individual
Stamping Out Stereotypes!

**Lesson Plan:** Stamping Out Stereotypes  
**Participant Year Level:** upper primary, low - mid secondary  
**Time Required:** 30-40 mins  
**Resources Required:** Butcher’s paper, markers, small pieces of paper, textas, laminating pouches.

**Aim:** To help students understand and challenge stereotypes in relation to culture.

**Activity:**

Ask students to brainstorm stereotypes about people from different countries. For example: England sent convicts to Australia, so Australians must be criminals and all Indians love cricket.

Select five countries and write the name of the country on separate pieces of butcher’s paper, one sheet of Butcher’s paper per country.

Give students 10-15 minutes to travel to each sheet and write down adjectives related to the people from the country listed on the paper. Perhaps encourage students to consider things such as dress, religion, food, politics, animals, agriculture and international trading.

When students have finished listing stereotypes, ask them to reflect on the adjectives that their peers have generated about people from each country.

Use the following questions to lead into a discussion about what students recorded:

- What are assumptions?
- Do assumptions apply to everyone in a group?
- Do most people hold the same assumptions about a group? Why or why not?
- Do assumptions tell us anything definite or true about a categorised individual or culture?
- How do assumptions affect your behaviour toward others?
- How might assumptions affect other people’s behaviour towards people from different countries?

**Discussion points:**

Discuss with students how people often use labels or categories to describe others and how these labels can be based on such characteristics as clothing, looks, the way a person talks, or the groups to which he or she belongs.

Explain that categorising things or people is a natural human inclination; however, people often make assumptions about groups of people they don’t even know.

**Activity:** Each develop a phrase or statement to help others tackle cultural stereotypes. Using a small sheet of paper, encourage students to design a BUMPER STICKER with this phrase or statement on it. These bumper stickers can be decorated, laminated and displayed around the room.
Pop Culture and Diversity

Lesson Plan: Pop Culture and Diversity
Participant Year Level: all
Time Required: 50–60 Mins
Resources Required: Whiteboard, pens, paper, song lyrics. (optional: music CDs and CD player).

Aim: Help students to explore themes of cultural diversity through a study of popular song lyrics (see over for songs/lyrics).

What to do

The activity can be done as either an individual, whole or small group exercise, simply going through the song excerpts and answering the questions below.

Alternatively, the complete lyrics of each song (with recordings if possible) could be studied by students in four groups (each with a different song).

Each group could then present their song and their opinions to the whole class for discussion.

Extension activities

Either individually or in pairs/small groups, students could select then study a song of their choice which relates to cultural diversity, and present it to the whole group.

Questions

• What message do you think the artist is trying to communicate through his/her music?
• What values and attitudes are being portrayed?
• Do the lyrics relate to issues of cultural diversity in Australia? How?
• Does the music add to the meaning of the lyrics? How?
• What other forms of popular culture communicate messages about diversity


DIVERSE AUSTRALIA PROGRAM
EVERYONE BELONGS

Cultural Comprehension
Pop Culture and Diversity (Cont.)

Lesson Plan: Pop Culture and Diversity
Participant Year Level: all
Time Required: 50– 60 Mins
Resources Required: Whiteboard, pens, paper, song lyrics. (optional: music CDs and CD player).

The Beauty of Gray
performed by Live, from the album Mental Jewellery, about examining one’s racial prejudices:

‘This is not a black and white world
   To be alive
I say that the colours must swirl
   And I believe
That maybe today
We will all get to appreciate
   The beauty of grey’

Beds are Burning
performed by Midnight Oil, from the album Diesel and Dust, about the dispossession of Aboriginal people in Australia:

‘The time has come
   To say fair’s fair
   To pay the rent
   To pay our share
The time has come
   A fact’s a fact
   It belongs to them
   Let’s give it back’

I Am Australian
performed by The Seekers, from the album Night of Nights Live, about appreciating diversity and unity in Australia:

‘We are one
   But we are many
And from all the lands on earth we come
   We share a dream
   And sing with one voice
I am, you are, we are Australian’

Different People
performed by No Doubt, from the album Tragic Kingdom, about the benefits of diversity:

‘He and she, two different people
   With two separate lives
Then you put the two together
   And get a spectacular surprise
‘Cause one can teach the other one
   What she doesn’t know
While still the other fills a place inside
   He never knew had room to grow’
Cultural Calendars

Lesson Plan: Cultural Calendars
Participant Year Level: all
Time Required: 50– 60 Mins
Resources Required: Glue, textas, cardboard, paper, scissors, etc, internet access for information relating to cultural festivals.

**Aim:** To raise awareness of various multicultural events and festivals.

**Activity:**

The students will learn about various cultures by making a multi-cultural calendar.

Ask students to divide into groups of three or four and list the cultural events and festivals they know of. Students can also research festivals and events by using the internet and browsing local municipal or international websites to identify various activities.

Students are to then complete the calendar pages by filling in the dates for holidays and other important dates for various cultures. The students can then add quotes or a short description to their listed event.

Encourage discussion amongst students relating to the foods or festivities associated with the calendar dates.

Display cultural calendars around the school for other students to view.
Apples and Oranges

Lesson Plan: Apples and Oranges
Participant Year Level: all Secondary
Time Required: 50– 60 Mins
Resources Required: Pens, paper, camera (optional)

This activity involves students interviewing an older family member, relative, friend or neighbour to learn about the differences and similarities in their upbringing.

Students should gather information through asking 8-10 interview questions of their older interviewee and recording the response. In the presence of the older interviewee, the student should then answer the same question. For example:

Q At age 14, what hobbies / interests did you have?
Older interviewee
I used to ride bicycles, play football and cricket during the summer.
Student
I play basketball on Saturdays and play my play station and Nintendo during the week.

Q At age 14, did you ever have conflict with your parents / guardians?
Older interviewee
Yes, lots! There was lots of conflict about going out, what time to come home and losing my school books. Sometimes there were lots of arguments because my family moved to this country but still had traditional ideas and ways of doing things, common in their homeland. But I’d been here from a young age, so my ideas were more Australian, but my parents just didn’t get it!
Student
We have lots of conflict about going out, pocket money, spending too long on the computer.

Students should then compile the responses and present 3 or 4 of the similarities / differences back to class.

As a class group, ask students to identify the main similarities and differences between the varied age groups. Facilitate a discussion about the common themes presented by students. Ask students to identify - despite differing generations, families and countries - why there are so many similarities.
Voices for Change!

Lesson Plan: Voices for Change!
Participant Year Level: All secondary
Time Required: 60 minutes
Resources Required: Pens, paper, butcher’s paper (optional camera / photos).

In groups of four or five, students should brainstorm and compile a list of issues that concern them or are relevant to them. These may include things such as:

- The environment
- Global warming
- Racism
- Poor or unsafe local public transport
- Not enough to do after school or on weekends
- Poor access to free or cheap health care
- Nowhere for young people to ‘hang out’

Armed with the list that young people compiled, they should choose one or two issues and identify what they can do about it. Encourage students to think about the ‘big picture’ and identify the relevant authority, local or state government that their issue is most pertinent to.

Students should then plan and draft a strategic letter, articulating their concerns to the relevant authority / governing body. Students may consider attaching a petition to their letter or even some photos.

In the letter, students should not only outline their concerns but also explain:

- The short term and long term impact of the issue on the community
- Suggestions to rectify the issue
- Expected timelines to rectify the issue
- Contact details for further information

Teachers / supervising staff should then review the letters before they are forwarded as appropriate.
Helping Hands

Lesson Plan: Spreading the word!
Participant Year Level: Lower / mid secondary
Time Required: 30 mins
Resources Required: Pens and paper

In small groups brainstorm and discuss various supports, services and agencies that may be able to provide assistance to young people who may be experiencing any form of difficulty. This may include problems at home, school, the workplace or in the community. Consider problems such as: bullying, harassment, racism, discrimination, abuse, assaults and others.

Perhaps consider including some of the following supports within the discussion:

- Kids Help Line
- School based wellbeing staff
- Favorite teacher
- Council-run youth services
- Migrant resource centers
- General practitioners
- Parents
- Older siblings or family members

Now that students have identified various supports, students should individually trace around their hand. In the outline of the hand, students should identify five supports they feel comfortable in accessing. Students can write contact details in each finger and store this safely.
Victorian Support Services

Department of Education & Early Childhood Development  
03 9637 2000

Victorian Multicultural Commission  
03 9651 0651

Victoria Police - Multicultural Advisory Unit  
03 9247 5233

Multicultural Arts Victoria  
03 9417 6777

Adult Migrant Education Services  
03 13 26 37

Mission Australia  
1300 884 231

Brotherhood of St. Laurence  
03 9483 1183

Immigrant Women’s Domestic Violence Service  
03 8413 6800

Centre for Multicultural Youth  
03 9794 0057

Foundation House  
03 8788 3333

Lifeline  
13 11 44

Kids Help Line  
1800 55 1800

Australian Childhood Foundation  
1800 176 453
Victorian Support Services
Southern Metropolitan Region

Department of Education & Early Childhood Development
03 9794 3555

South Eastern Region Migrant Resource Centre
03 9706 8933

City of Greater Dandenong - Youth Services
03 9793 2155

Centre for Multicultural Youth
03 9794 0057

Foundation House
03 8788 3333

City of Casey - Youth Services
03 9705 5200

Springvale Community Aid & Advice Bureau
03 9546 5255

Dandenong Community Health Centre
03 8792 2200

Springvale Community Health Centre
03 8558 9000

Domestic Violence and Incest Resource Centre
03 9486 9866

South Eastern Centre Against Sexual Assault
03 9344 2210

South Eastern Family Services
03 8792 8999

Lifeline
13 11 44

Kids Help Line
1800 55 1800
Support Services In My Area

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References:


Further Reading:


Every effort has been made to trace and acknowledge copyright and source. Should any infringement have occurred, the Cultural Comprehension working party tender their apologies and invite copyright owners to make contact to ensure acknowledgements are recorded in future editions.
Cultural Comprehension is an exciting program designed by Dandenong High School, City of Greater Dandenong, South East Region Migrant Resource Centre and the Department of Education and Early Childhood Development.

Utilising the specialist areas of expertise from each partner agency a 10-week program has been created to explore and understand culture, build peace in the school and wider community and empower young people to have their say.

Cultural Comprehension was designed and driven by a committed working party and remains a key initiative of the Southern Metropolitan Region’s Secondary School Nursing Program.

The Secondary School Nursing Program aims to reduce risk to young people and promote better health in the wider community. The Program employs 100 nurses in 198 government secondary schools across Victoria.

The objectives of the program are to:

- Play a key role in reducing negative health outcomes and risk taking behaviours among young people, including drug and alcohol abuse, tobacco smoking, eating disorders, obesity, depression, suicide and injuries
- Focus on prevention of ill health and problem behaviours by ensuring coordination between the school and community based health and support services
- Support the school community in addressing contemporary health and social issues facing young people and their families
- Place nurses in areas of greatest health need and socioeconomic disadvantage
- Provide appropriate primary health care through professional clinical nursing, including assessment, care, referral and support
- Establish collaborative working relationships to deal with any difficulties in their transition from primary to secondary school.
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