

Element 1.2 Identify attributes of new and emerging communities in Australia

Training Sequence

Introductory activities	Description	Slide	Resources
Welcome, introduction and purposes of the session	<p>Welcome participants</p> <p>Introduce yourself</p> <p>Outline the purposes of the session and performance criteria</p> <ul style="list-style-type: none"> • Identify support mechanisms that facilitate community engagement. • Describe some differences between an established community and new and emerging communities. • Identify some of their own tendencies to stereotyping and discrimination. • Use the Describe, Investigate, Evaluate process for reflecting on their own perceptions • Use the Care for, Match and Pace process for achieving rapport. • Identify new and emerging communities in a specific location. 	1,2	
Participant introductions	Have participants introduce themselves to another person and tell the other person what word they can see in the image	3	
Definitions of new and emerging communities	Discuss definitions of 'new and emerging communities' using the Fact Sheet 7 and slides	4	Fact Sheet 7 New and Emerging Communities

Awareness	Description	Slide	Resources
Personal support mechanisms	<p>The purpose of this activity is for participants to think about 'support mechanisms', what they are and their availability.</p> <p>Have participants individually think about the support mechanisms that are available to them. If they needed help, who would they ask? They might think about:</p> <ul style="list-style-type: none"> • Accommodation • Education and training • Social participation • Recreation • Employment • Family • Health • Household • Legal <p>Move people into groups to discuss:</p> <ul style="list-style-type: none"> • In which of areas have they accessed support? • What would prevent them from accessing support? 	5	
	<p>Talk about issues such as:</p> <ul style="list-style-type: none"> • Hierarchy • Equality • Respect and deference 		

Awareness	Description	Slide	Resources
	<ul style="list-style-type: none"> • Politeness • Friendliness to strangers • Shame and guilt • Wanting to 'get along' with others • Belief in karma or fate • Time • Preferences for direct or indirect communication • Meanings of silence <p>For more information, see Hogan, C. (2007) <i>Facilitating Multicultural Groups</i>, Kogan and Page: London</p>		

Knowledge	Description	Slide	Resources
	<ul style="list-style-type: none"> - Employment - Family - Personal - background and prior experiences, distrust - Religious or spiritual - Churches established - Health - Household – food availability, shopping - Legal - Understanding of the legal and government system <p>You might note that Sudanese people began settling in the Mirrabooka area in Perth around 1999. At that time, there was little understanding of their experience prior to and in refugee camps, there were few speakers of English and few people able to interpret. The Sudanese were also highly visible in a largely ‘white’ community. Despite nearly 10 years of migration, there are still challenges for people. With over 200 possible groups of origin, Sudanese do not speak the same languages. There are now people who do speak English and can interpret for others and there is wider community acceptance of Sudanese people. There is, however, continuing confusion and misunderstanding that the Sudanese have differences within the larger group and are different from other groups from Africa.</p> <p>You might show the video clip “A Refugee Camp in the Heart of the City” http://www.refugeecamp.org/movie.cfm (requires internet connection)</p>	8	<p>http://www.refugeecamp.org/movie.cfm (requires internet connection)</p>

Skills	Description	Slide	Resources
Stereotyping – My New Name	<p>The purpose of this activity is for participants to experience the affect of labelling</p> <p>The previous activity used the example of Sudanese people as an emerging community. South Sudan has an enormous diversity of tribes and ethnicities, each one quite distinct and different from the other. Not everyone from South Sudan will speak or understand Sudanese Arabic, due to the diversity of languages and dialects spoken in this country. A number of people may only speak their own dialect.</p> <p>Service providers, governments and peak organisations are often not easily able to identify the particular issues facing new and emerging groups - partly due to the small numbers of people involved and newness of the cultural exchange. There is little evidence to show that these smaller CaLD community groups are gaining access to broader community and capacity building support that will enable them to build effective governance systems, management structures, financial systems and leadership.</p> <p>Read the poem below. How do participants feel having read it?</p> <p>My New Name So I have a new name – refugee Strange that a name should take away from me My past, my personality and hope Strange refuge this. So many seem to share this name – refugee Yet we share so many differences.</p> <p>I find no comfort in my new name I long to share my past, restore my pride, To show, I too, in time will offer more Than I have borrowed. For now the comfort that I seek Resides in the old yet new name I would choose – Friend</p>	<p>9</p>	

	<p>By Ruvimbo Bungwe from Zimbabwe, 9 years old, 2000</p> <ol style="list-style-type: none">1. What is their name? How did they get it? What other names are you known by?2. What situation do they think could prompt a situation such as this to be felt by this child?	10	
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Skills	Description	Slide	Resources
Dealing with perceptions	<p>The purpose of this activity is for participants to confront their own assumptions.</p> <p>Talk about how we all make assumptions. Have participants look at each of the objects (either in real life or the slide images) Have participants decide what the objects are. Ask them to:</p> <ul style="list-style-type: none"> • Describe the objects • Interpret the evidence • Evaluate their decisions. <p>As people describe the objects, emphasise that they should only describe what they see. On the basis of that description, they might then 'interpret' what they are seeing and evaluate their decisions.</p> <p>After the activity, discuss the assumptions that were made.</p> <p>What does this tell us about dealing with our perceptions of people from other countries?</p>	11 -18	

Skills	Description	Slide	Resources
Achieving rapport – What makes your heart sing?	<p>The purpose of this activity is for participants to consider the importance of achieving rapport and to use the ‘carefor’, ‘match’ and ‘pace’ process to achieve rapport.</p> <p>Rapport is the feeling of connection we have when we are talking with others.</p> <p>Have people describe what rapport looks like, feels like and sounds like.</p> <p>Talk about the importance of ‘caring for’ another as a first step in achieving rapport.</p> <p>Have people find a partner. Play ‘mirrors’.</p> <ul style="list-style-type: none"> • Each pair faces one another with their hands held up in front of them and ‘mirroring’ the other person. One person moves their hands slowly, and the other person follows them. Swap leader and follower. Try to swap roles without telling each other whose turn it is. • Discuss what makes this easier? What makes this harder? <p>Talk about mirroring or ‘matching’ behaviours: body posture, hand gestures, head tilt, vocal qualities (pace, rhythm, tonality), key phrases, blink rate, facial expression, energy level, breathing rate or anything else that you can observe. Remind participants that mirroring needs to be done respectfully and subtly.</p> <p>Have partners take it in turns to talk about ‘something that makes your heart sing’. As one person is speaking, the other listens attentively (‘caring for’ the speaker) and mirrors their posture.</p> <p>For example, if the speaker leans forward, the listener leans forward. If the speaker seeks eye contact, the listener maintains it. That is, the listener is to ‘match’ the speaker. If the speaker looks away, the listener looks at the speaker and then looks away. If the speaker speaks slowly, the listener asks questions or replies slowly. That is, the listener is to ‘pace’ the speaker.</p> <p>Repeat the exercise, but this time try ‘cross matching’. The listener is to respond to the speaker by matching their movements with a movement of their own. Again, listeners need to be careful to be respectful as they care for, match and pace the</p>	19	

	<p>speaker.</p> <p>Consider the ease/difficulties of achieving rapport with new and emerging community groups.</p> <p>Ref: Activity adapted from NSW ECC cultural competency training manual module 4</p> <p>For more information or other ideas, see http://www.changezone.co.uk/download/Building%20Rapport%207.pdf</p>		
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Encounter	Description	Slide	Resource														
Identification of new and emerging communities	<p>Have participants use information from one or more of the following sources to identify new and emerging communities in your area:</p> <ul style="list-style-type: none"> • ABS data • Department of Immigration’s Settler Arrival Figures • Department of Immigrations Settlement Database <p>Use language spoken at home, country of origin and religion as different filters. What information do you find about new and emerging communities using these filters?</p> <p>Use types of visa as different filters. What information do you find about new and emerging communities using these filters?</p> <p>Which communities</p> <ul style="list-style-type: none"> • have only recently settled in Australia; • have numbers which have increased significantly in the last five years and are likely to have significant need for government services • do not yet have the resources or numbers to have established community infrastructure? 	20-24															
	<p>The Department of Immigration and Citizenship (DIAC) provides information on migrant and humanitarian settlement in Australia including trends in arrival, demographic characteristics, and potential settlement challenges to assist service providers to understand and respond to the likely needs of new arrivals.</p> <p>DIAC identified national small and emerging communities Australia-wide to be:</p> <table border="1" data-bbox="477 1201 1610 1342"> <tbody> <tr> <td data-bbox="477 1201 568 1246">2005/06</td> <td data-bbox="568 1201 741 1246">Afghan</td> <td data-bbox="741 1201 891 1246">Eritrean</td> <td data-bbox="891 1201 1061 1246">Ethiopian</td> <td data-bbox="1061 1201 1234 1246">Somali</td> <td data-bbox="1234 1201 1420 1246">Sudanese</td> <td data-bbox="1420 1201 1610 1246">Kurdish</td> </tr> <tr> <td data-bbox="477 1246 568 1342">2006/07</td> <td data-bbox="568 1246 741 1342">Burundian</td> <td data-bbox="741 1246 891 1342">Liberian</td> <td data-bbox="891 1246 1061 1342">Ethiopian</td> <td data-bbox="1061 1246 1234 1342">Rwandan</td> <td data-bbox="1234 1246 1420 1342">Sierra Leonian</td> <td data-bbox="1420 1246 1610 1342">Congolese (Democratic Republic of</td> </tr> </tbody> </table>	2005/06	Afghan	Eritrean	Ethiopian	Somali	Sudanese	Kurdish	2006/07	Burundian	Liberian	Ethiopian	Rwandan	Sierra Leonian	Congolese (Democratic Republic of		
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Encounter	Description						Slide	Resource
						Congo)		
	<p>Information for each Australian state and territory is available from the DIAC website. http://www.immi.gov.au/living-in-australia/delivering-assistance/government-programs/settlement-planning/trends-needs-reports.htm</p> <p>Basic background information on various countries is available in the form of Community Profiles (Bhutanese, Burmese, Congolese, Eritrean, Ethiopian, Liberian, Sierra Leonean, Sudanese, Togolese, Uzbek). The Profiles contain information on key settlement locations, demographic characteristics of recent arrivals, likely settlement needs and cultural and country backgrounds.</p> <p>http://www.immi.gov.au/living-in-australia/delivering-assistance/government-programs/settlement-planning/community-profiles.htm</p> <p>IMPORTANT:</p> <p>Be aware that some of this information will not be tribe specific. E.g. Sudan consists of one geographical country but is populated by > 200 different language groups and ethnicities can have very different cultures and practices which will not all be described.</p>							

Self evaluation	Description	Slide	Resources
Supporting a new and emerging community	<p>The purpose of the self evaluation is for participants to reflect on their knowledge, understanding and skills at the conclusion of the Element and to identify further action needed for their learning. Provide time and space for people to complete the self evaluation. You might then invite participants to share one aspect of their learning from the Element as a way of closing the session</p> <p>Ask participants to write a proposal for their organisation about support it could provide for a new and emerging community.</p> <p>Identify a new and emerging community in their area.</p> <p>Write statements about:</p> <ul style="list-style-type: none"> • the support mechanisms groups need • the support mechanisms your chosen group has • the support the organisation might provide • sensitivities that may be required in working with individuals from the community • ways of using the Describe, Investigate, Evaluate process • ways of using the Care for, Match and Pace process for achieving rapport 		