

## Good Food for New Arrivals: Promoting good eating for those new to Australian food

### Training Pathways

The following table provides a suggested outline of activities from each element that may be undertaken to address individual performance criteria. This table is a guide only.

Your choice of activities will be dependent on factors such as time, number and background of participants, previous knowledge/experience.

#### Pathways (1 day training for people new to working with refugees)

Participants	Introduction	Awareness	Knowledge	Skills Development	Encounter	Self evaluation
<b>Child Health Workers</b>	Element 1.1 Where do I come from?	Element 3.1 What affects the choice of foods that we eat?	Element 1.1 Where do our migrants come from?  Element 1.2 Differences between established and new and emerging communities	Element 1.2 Dealing with Perceptions (slides 11-18)  Element 3.1 Developing Skills in Questioning  Element 3.2 Cross Cultural Differences in Foods	Element 3.1 Availability of Food	Element 1.1 Finding information about refugee communities  Element 4.1 Community Profile
<b>Teachers</b>	Element 1.1 Where do I come from?	Element 1.1 Similarities and differences  Element 2.2 Invitations	Element 1.2 Differences between established and new and emerging communities  Element 2.2 Conversation or information	Element 1.2 Stereotyping  Element 1.2 Dealing with perceptions  Element 2.2 Sharing power	Element 1.1 Barriers to access  Element 2.2 Communication Plan	Element 4.2 Lunch Box Food
<b>Non-government organisations</b>	Element 1.1 Where do I come from?	Element 1.1 Similarities and differences  Element 2.2 Invitations	Element 2.1 Impact of gender  Element 2.1 Using children as interpreters  Element 2.1 Using neighbours as interpreters  Element 2.2 Conversation or information	Element 1.2 Achieving Rapport  Element 2.2 Sharing power  Element 3.1 Developing skills in questioning	Element 4.2 Food Security	Element 1.2 Supporting a new and emerging community

<b>Participants</b>	<b>Introduction</b>	<b>Awareness</b>	<b>Knowledge</b>	<b>Skills Development</b>	<b>Encounter</b>	<b>Self evaluation</b>
<b>Home tutors</b>	Element 1.1 Where do I come from?	Element 1.1 Similarities and differences	Element 1.1 Where do our migrants come from?	Element 1.2 Achieving Rapport  Element 2.2 Sharing power  Element 3.1 Developing skills in questioning	Element 1.1 Barriers to Access	Element 1.2 Supporting a new and emerging community
<b>Settlement staff</b>	Element 1.2 Personal support mechanisms	Element 2.1 Challenges and rewards of using interpreters	Element 2.2 Conversation or information  Element 2.2 Bicultural/bilingual workers  Element 2.2 Community gatekeeping	Element 1.2 Achieving Rapport  Element 3.1 Developing skills in questioning  Element 2.2 Sharing power	Element 4.2 Food Vouchers and Food Basket Options	Element 3.1 Developing a local food guide
<b>Nutrition students</b>	Element 1.1 Where do I come from?	Element 3.1 What affects the choice of foods that we eat?	Element 3.1 Food and eating patterns  Element 4.1 Exploring food beliefs	Element 4.1 Influences on Beliefs about Food  Element 4.2 Poor appetite	Element 4.1 Food Preparation	Element 4.1 Community Profile
<b>Administrative Staff eg Receptionists/ bank clerks</b>	Element 1.1 Where do I come from?	Element 2.1 Challenges and rewards of using interpreters	Element 2.1 Impact of gender  Element 2.1 Using children as interpreters  Element 2.1 Using neighbours as interpreters  Element 2.2 Conversation of information	Element 1.2 Dealing with Perceptions  Element 1.2 Achieving rapport  Element 2.1 Good practice	Element 1.1 Barriers to Access	Element 1.2 Supporting a new and emerging community
<b>TAFE</b>	Element 1.1 Where do I come from?	Element 1.1 Similarities and differences	Element 1.1 Where do our migrants come from?  Element 2.2 Conversation or information	Element 1.2 Stereotyping  Element 1.2 Achieving rapport  Element 3.1 Developing skills in questioning  Element 3.2 Bruce and Bryan's party	Element 2.2 Communication plan	Element 1.2 Supporting a new and emerging community