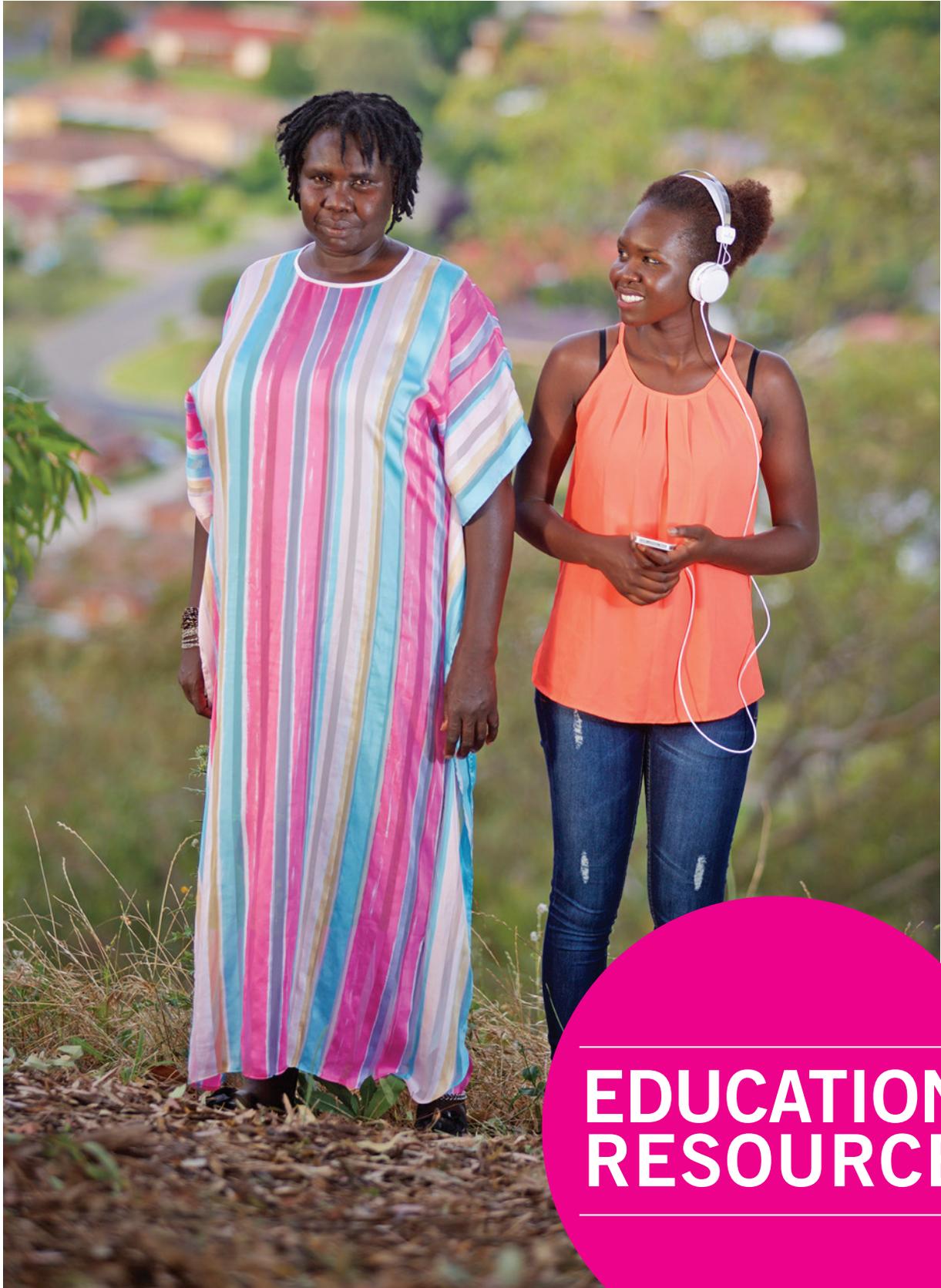


CONSTANCE ON THE EDGE

What does it take to belong?



**EDUCATION
RESOURCE**

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How to use this resource

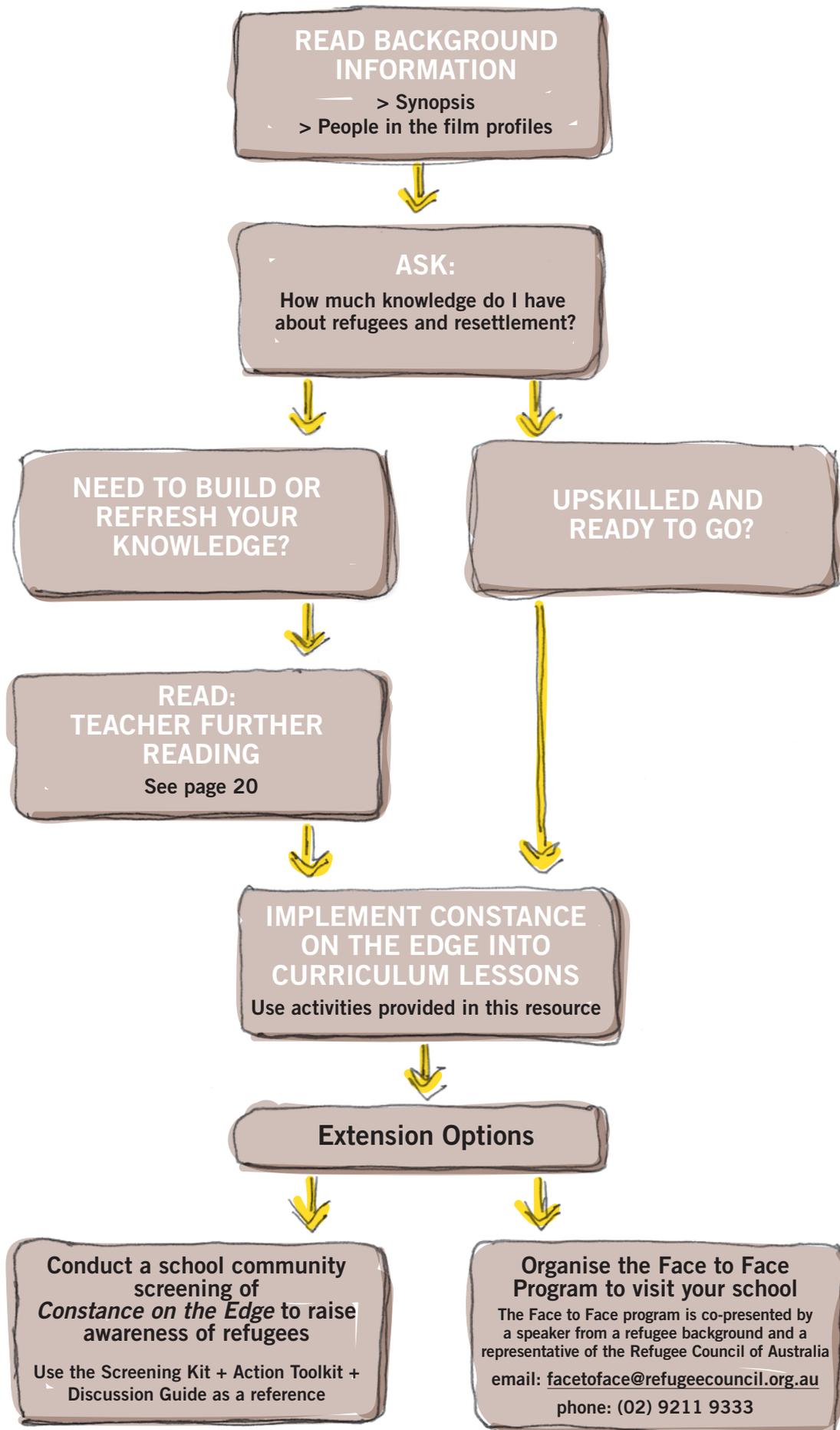
This resource has been written for secondary students in Years 9-12. Activities have been linked to the Australian Curriculum, General Capabilities, English, History, Geography and the Health and Physical Education Curriculum as well as NSW specific curriculums, Crossroads (Year 11/12) Stage 5 PDHPE and English. We encourage teachers to embed this series of activities into existing comprehensive units of work containing content which includes themes such as resilience, human rights, war, refugees, resettlement, mental health, racism, acceptance/celebration, diversity and seeking support for self and others.

Activities have been designed to be flexible – your class may decide to complete all activities which accompany the episode or you may choose the activities which best fit your school context and time allocation for your lesson. In addition, these activities may also be used in pastoral care/wellbeing sessions, where applicable.

As some aspects of this resource and series may be considered to be sensitive issues by parents/carers it is important to consider informing the school's parent/carer community that your class will be viewing and completing these activities.

Students who have refugee backgrounds or have extended family or friends who are from refugee backgrounds may find viewing this documentary stressful. It is therefore important to develop effective lines of communication and it is suggested that schools inform their parent/carer community, as well as the school counselor/psychologist, they are completing these activities in class in case of further support being required by students during or after the class has occurred. It is also of benefit to involve the counselor/psychologist in the running of these activities (where appropriate) to remind students of their role at school and to know where to go for help, if needed.

Disclaimer: This resource has been developed for use by teachers in English, Geography, History, Health and Physical Education, PDHPE and in pastoral care settings. Before relying on the material, users should carefully evaluate its accuracy, currency, completeness and relevance for their purposes, and should obtain any appropriate professional advice relevant to their particular circumstances and current versions of syllabus/curriculum documents from specific State/Territory/Country and local Educational Sectors.





About the Film

**One family.
Two wars.
Three countries.
What does it take to
forge a new life far
from home?**

Filmed over 10 years, *Constance on the Edge* is an unflinchingly honest portrayal of one refugee family's resettlement story in Australia.

Brave, lion-hearted, charismatic Constance, mother of six, confronts her painful past in war torn Sudan, and risks everything in Australia so her family can thrive.

Mary, Constance's niece, finds it impossible to find a job. Vicky, her daughter, studies every morning from 4am, hoping to get into university. Charles, 23, is struggling with alienation and depression.

Constance on the Edge gets to the heart of a contemporary untold story about the courage and resilience it takes to build new lives. The film also highlights the important role communities play in encouraging a sense of belonging and enabling participation for everyone.

About Constance and her family



Constance

Brave, funny, feisty: Constance has a fierce determination her children will not become victims, and a strong desire for a fair and just society.

As a child Constance was nicknamed ‘elephant cub’ because she was large, and she loved to box. Now she calls herself a ‘mother elephant’. We get to see Constance as this protective, sometimes angry mother elephant, with much at stake. Never afraid to fight for what she believes in – this fighting spirit is Constance’s greatest strength, yet can be her own worst enemy.

“ In Africa I was fighting for survival; in the refugee camp I was fighting for human rights; and here in Australia, I’m fighting for belonging.”



Vicky

Constance’s eldest daughter Vicky spent her first 10 years in a refugee camp. Now 18 she dreams of becoming a paediatrician and returning to the camps. Vicky rises at 4am every morning to study before doing the household chores. We follow her through to her exam results. How will she deal with the pressures? Will she make it to university?



Mary

Abandoned by her mother at birth, for the first months of her life Mary was cared for by her aunt Constance. She has endured untold hardship – including running for her life, all by herself for months in the war zone, after being separated from family members. Mary’s resilience and warmth are inspirational.



Charles

Born in the war zone, Charles witnessed violence and death during his formative years. After ten years in a refugee camp and with little education, on arrival in Wagga Wagga he was sent to High School. Struggling with language and learning, and feeling isolated, he’s turned to drugs to ease his pain and has attempted suicide. Will Charles find a way to live again?

About Wagga Wagga

Constance on the Edge was filmed in Wagga Wagga, located in the Riverina region of southern New South Wales, about 450km south-west of Sydney and 460km north of Melbourne.

A city of just over 62,000, Wagga is home to around 10,000 people (or 15.9% of the total population) who were born overseas.¹ While migrants have traditionally identified with English, Irish, Scottish and German ancestry,² shifting settlement patterns has seen Wagga Wagga's population diversify in recent years.

Since November 2005, the Riverina Consortium has welcomed over 611 families and more than 1685 individuals from many nations within Africa, Asia and the Middle East. Clients have settled in Wagga Wagga, Griffith, Albury and Wodonga.³

According to the City of Wagga Wagga, over 30% of local residents are able to speak another language other than English.⁴ Wagga Wagga City Council welcomes people from culturally and linguistically diverse backgrounds "as a valued part of our community". The Council has a Multicultural Advisory Committee and the Council supports people from culturally diverse backgrounds through a variety of projects, programs and partnerships – including Harmony Day in March each year, Refugee Week and the annual FUSION Multicultural Festival.⁵

Since 2017, the Australian Red Cross Society has provided settlement services to humanitarian entrants and refugees settled in the region on behalf of the federal Department of Social Services. The St Vincent de Paul Society and the Multicultural Council of Wagga Wagga Inc. previously provided these services as the Riverina Consortium.⁶

The NSW Government, through Multicultural NSW, has 12 Regional Advisory Councils (RACs) across New South Wales. Each RAC is chaired by a Multicultural NSW Board member, and comprises up to eight community members and seven government members. The RACs provide a mechanism for co-operation and partnership between community, specialist service providers and government services. The Riverina RAC covers Wagga Wagga.⁷



- 1 Australian Bureau of Statistics, *2016 Census QuickStats: Wagga Wagga LGA*, http://www.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/LGA17750?opendocument
- 2 *ibid.*
- 3 Department of Social Services, *Settlement Services – Regional Profile #9 Wagga Wagga, New South Wales* https://www.dss.gov.au/sites/default/files/documents/05_2017/9_rebranded_wagga_wagga_regional_profile.docx
- 4 City of Wagga Wagga, *About multicultural Wagga*, <https://www.wagga.nsw.gov.au/city-of-wagga-wagga/community/multicultural-wagga/about-multicultural-wagga>
- 5 *ibid.*
- 6 Department of Social Services, *Humanitarian Settlement Program, HSP Service Provider Officer Locations*, https://www.dss.gov.au/sites/default/files/documents/11_2017/hsp_service_provider_office_locations.pdf
- 7 Multicultural NSW, *Regional Advisory Councils*, http://multicultural.nsw.gov.au/communities/regional_advisory_councils/

Teacher further reading

The following information can be used as background knowledge by teachers. Teachers are also encouraged to contact their local State/Territory Education Sector for further specific, local based school support.

Background information

People seeking asylum and refugees: terminology

Who is a refugee?⁸

'Refugee' is used commonly to refer to people who are forced to leave their homes for many reasons, including conflict and violence. Sometimes the term is used to also refer to a person displaced due to a natural disaster environmental change.

The term 'refugee' has a more specific meaning under international law, with the most widely accepted legal definition being that in the Refugee Convention, which defines a refugee as:

Any person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable, or owing to such fear, is unwilling to avail himself/herself of the protection of that country.

Who are asylum seekers?⁹

An asylum seeker is a person who has sought protection as a refugee, but whose claim for refugee status has not yet been assessed.

However, under international law, a person is a 'refugee' as soon as they meet the definition of refugee, whether or not their claim has been assessed. If they are found to be refugees, then they are 'recognised refugees'.

Who are internally displaced people (IDPs)?¹⁰

Internally displaced persons are people who are forced to flee their home, but remain within their national borders. Internally displaced persons are not refugees under the Refugee Convention.

Who is a stateless person¹¹

Stateless people are people who do not have a nationality. Sometimes, this is because they are not recognised as a citizen under the law of any country. Sometimes, a person may have citizenship but cannot exercise their rights as a citizen in practice.

8 See Refugee Council of Australia, *Who is a Refugee?*, <https://www.refugeecouncil.org.au/getfacts/international/definitions/who-is-a-refugee/>

9 See Refugee Council of Australia, *Who are asylum seekers?*, <https://www.refugeecouncil.org.au/getfacts/international/definitions/who-are-asylum-seekers/>

10 See Refugee Council of Australia, *Who are internally displaced persons (IDPs)?*, <https://www.refugeecouncil.org.au/getfacts/international/definitions/internal-displacement/>

11 See Refugee Council of Australia, *Statelessness*, <https://www.refugeecouncil.org.au/getfacts/international/stateless/>

What is the difference between a migrant and a refugee?¹²

A migrant is a person who decides to leave their country to seek a better life elsewhere. Refugees are forced to leave their country because they are at risk of, or have experienced, persecution.

People who choose to migrate for economic reasons, such as escaping poverty, are sometimes called 'economic refugees'. However, they are not refugees under international law; the correct term is 'economic migrant'.

Refugees: the global picture

According to United Nations High Commissioner for Refugees (UNHCR), the world is now witnessing unprecedented levels of displacement, with some 65.6 million people around the world – including nearly 22.5 million refugees – having been forced from their homes.¹³

UNHCR works to find durable solutions for refugees, so they can rebuild their lives in dignity and peace. Potential solutions include voluntary repatriation, resettlement and local integration.

Voluntary repatriation occurs when refugees voluntarily make the decision to return to their country of origin. UNHCR notes that voluntary repatriation in safety and dignity requires the full commitment of the country of origin to help reintegrate its own people.¹⁴

Resettlement in a third country is possible for a tiny fraction of refugees who cannot return to their country of origin because of ongoing conflict, wars or persecution. Often, refugees are resettled to a country where the society, language and culture are completely different to them.

Only a small number of States participate in UNHCR's resettlement program, including the United States, Canada, Australia and the Nordic countries all providing a sizeable number of places annually. UNHCR notes that of the 17.2 million refugees of concern to UNHCR around the world, less than one per cent is submitted for resettlement.¹⁵

Local integration within the host community is a complex and gradual process that can culminate in refugees acquiring the nationality of the country of asylum. UNHCR estimates that 1.1 million refugees have become citizens of their country of asylum in the last decade.¹⁶

FURTHER READING

UNCHR, *Figures at a Glance*

<http://www.unhcr.org/en-au/figures-at-a-glance.html>

UNCHR, *Solutions*

<http://www.unhcr.org/en-au/solutions.html>

12 See Refugee Council of Australia, *What is the difference between a migrant and a refugee?*, <https://www.refugeecouncil.org.au/getfacts/international/definitions/difference-migrant-refugee/>

13 UNCHR, *Figures at a Glance*, <http://www.unhcr.org/en-au/figures-at-a-glance.html>

14 See UNHCR, *Voluntary Repatriation*, <http://www.unhcr.org/en-au/voluntary-repatriation-49c3646cfe.html>

15 See UNHCR, *Resettlement*, <http://www.unhcr.org/en-au/resettlement.html>

16 See UNHCR, *Local Integration*, <http://www.unhcr.org/en-au/local-integration-49c3646c101.html>

Shelter

A core part of UNHCR's work is to provide access to adequate shelter to people displaced by ongoing conflict, wars, persecution and humanitarian crises. UNHCR estimates that over 2.6 million refugees currently live in camps worldwide and have been displaced for over five years, some for over a generation.¹⁷

Kakuma refugee camp

The UNHCR has been operational in Kenya for more than 50 years. The Kakuma camp, established in 1992, is located in the north-western region of Kenya on the outskirts of Kakuma town. UNHCR has negotiated with local governments and the host community to identify land for a new settlement in Kalobeyei, 25km from Kakuma town.

FURTHER READING

UNHCR, *Kenya: key figures*

http://reporting.unhcr.org/node/2537#_ga=1.193202349.1007432781.1475359822

UNHCR, *Further information about UNHCR's work in Kenya*

<http://www.unhcr.org/ke/>

UNHCR, *Kakuma Refugee Camp and Kalobeyei Integrated Settlement*

<http://www.unhcr.org/ke/kakuma-refugee-camp>

Australia's Refugee and Humanitarian Program

Australia's Refugee and Humanitarian Program has two key parts:

- the 'offshore' component, to resettle people from outside Australia who are in need of resettlement. It is a voluntary commitment designed to provide durable solutions for the many refugees who can neither remain where they are nor return home.¹⁸
- the 'onshore' component, for people who claim refugee status after arriving in Australia. Most enter as visitors or students; some arrive without authorisation. The onshore component is designed to meet Australia's obligations as a signatory to the UN Refugee Convention to recognise and provide protection to people fleeing persecution.¹⁹

In 2015-16, a total of 13,765 visas were granted under the annual Humanitarian Programme, of which 11,762 visas were granted under the offshore component and 2003 visas were granted under the onshore component. In addition, 3790 humanitarian visas were granted in 2015-16 under the Government's commitment to provide an additional 12,000 visa places for people displaced by conflicts in Syria and Iraq. This brought the total number of Humanitarian visas granted in 2015-16 to 17,555 (15,552 offshore).²⁰

17 See UNHCR, *Shelter*, <http://www.unhcr.org/en-au/shelter.html>

18 See Refugee Council of Australia, *Australia's Refugee and Humanitarian Program*, <https://www.refugeecouncil.org.au/getfacts/overview/>

19 *ibid.*

20 Department of Home Affairs, *Fact sheet – Australia's Refugee and Humanitarian programme* <https://www.homeaffairs.gov.au/about/corporate/information/fact-sheets/60refugee>

FURTHER READING

Department of Home Affairs, Fact sheet – *Australia's Refugee and Humanitarian programme*
<https://www.homeaffairs.gov.au/about/corporate/information/fact-sheets/60refugee>

Settlement Council of Australia, *Policy And Research Papers*
<http://scoa.org.au/category/policy-hub/policy-and-research-papers/>

Refugee Council of Australia, *Get the facts*
<http://www.refugeecouncil.org.au/get-facts/>

Andrew & Renata Kaldor Centre for International Refugee Law at UNSW, *Factsheets*
<http://www.kaldorcentre.unsw.edu.au/factsheets>

Settlement in Australia

Humanitarian entrants settling in Australia are often located close to where existing family members live. While the majority of settlement occurs in metropolitan areas, new arrivals that don't already have links in Australia are generally settled in regional locations. In recent years humanitarian entrants have been settled in regional locations including Albury and Coffs Harbour (NSW); Toowoomba and Townsville (QLD); Mount Gambier (SA); Launceston (TAS) and Shepparton (VIC).

Settlement in a new country can be a challenging process for people from refugee backgrounds, as they navigate employment, education, health and housing services and social networks – often without English language skills. Settlement is an ongoing progression, as refugees transition into their new communities and develop connections. Women and Youth can be particularly vulnerable during this period.

The Australian Government funds settlement services to help refugees settle and become active and fully participating members of the Australian community as quickly and easily as possible. Settlement services are delivered by community organisations across Australia (see section on Settlement Services in Australia, below).

FURTHER READING

Department of Social Services, *Humanitarian Settlement in Regional Australia*,
<https://www.dss.gov.au/settlement-and-multicultural-affairs/publications/humanitarian-settlement-in-regional-australia>

Department of Social Services, *Beginning a Life in Australia*,
<https://www.dss.gov.au/our-responsibilities/settlement-services/beginning-a-life-in-australia>

SBS, *Settlement Guide*,
<https://www.sbs.com.au/radio/settlement-guide>

Refugee Council of Australia, *Settling in Australia*
<http://www.refugeecouncil.org.au/get-facts/>

Settlement Council of Australia, *Fact Sheets*,
<http://scoa.org.au/category/policy-hub/policy-and-research-papers/>

Migrant Youth Action Network
<http://www.myan.org.au>

Themes explored in the film

- Refugees
- Human Rights
- Resettling in a different country
- Belonging in families
- Belonging in communities
- Drug use and youth suicide
- Bullying
- Violence
- Anxiety and depression
- Trauma
- Discrimination and racism
- Seeking help for self and others
- Language
- War
- Refugees
- Human Rights
- Resettling in a different country
- Documentaries

Welcoming and supporting refugees in the Australian community

Background

Issues around refugees and people seeking asylum have been part of political debate in Australia for the past 15 years; a debate that has at times been characterised by discrimination and racism. The Scanlon Foundation's *Australians Today: Landmark research into multiculturalism*, released in August 2016, found that 77% of South Sudanese had experienced discrimination – more than any other immigrant group.²¹

How the film relates to this issue

The film can provide a basis to engage with Australians and encourage them to welcome and support people from refugee backgrounds.

The film highlights how the simple acts of welcome and assistance from community members can make all the difference to how people from refugee backgrounds settle in Australia. For example,

- how a positive interaction with a local policewoman shifts Constance's experience of law enforcement officers;
- the encouragement of the family doctor in empowering Constance;
- the role of local CWA members in showing Mary and Constance new skills and making them feel part of the community; and
- the celebration of multiculturalism and community participation at Wagga Wagga's Fusion Festival setting a scene for welcome.

By putting a human face on the refugee experience the film also helps to increase the capacity of Australian communities to better understand the experiences of refugee women like Constance, her family and friends, including their understanding of:

- the environment which Constance and the other women fled – what sort of danger they (and their families) were in;

²¹ Scanlon Foundation, Australian Multicultural Foundation, Monash University, *Australians Today: Landmark research into multiculturalism 2016*, August 2016, <http://scanlonfoundation.org.au/australians-today/>

- the time they spent in camps waiting for a settlement place to become available;
- the trauma they have experienced, both in their countries of origin and in the camps;
- their settlement experience in a regional area (positive and negative);
- the trauma that recurs in Australia (even though they are now “safe”); and
- the economic and social contributions refugees can make if given opportunities

The documentary can also help to tackle assumptions, attitudes and discrimination against African and other refugees in regional areas.

FURTHER READING

Refugee Council of Australia

<http://www.refugeecouncil.org.au>

Welcome to Australia, Events and Initiatives,

<https://www.welcometoaustralia.org.au>

Harmony Day

<http://www.harmony.gov.au>

Racism. It Stops With Me campaign

<https://itstopswithme.humanrights.gov.au>

All Together Now, Key Projects,

<http://alltogethernow.org.au>

Racism No Way

<http://www.racismnoway.com.au>

Scanlon Foundation, Australian Multicultural Foundation, Monash University, *Australians Today: Landmark research into multiculturalism 2016*, August 2016,

<http://scanlonfoundation.org.au/australians-today/>

Professor Andrew Markus, Scanlon Foundation Social Cohesion Research Program, Monash University, *Public Opinion Fact Sheet 2: Immigration*, March 2017,

https://www.monash.edu/_data/assets/pdf_file/0003/134580/immigration-intake-fact-sheet.pdf

Professor Andrew Markus, *Mapping Social Cohesion 2017: The Scanlon Foundation Surveys*

Report, 2017, https://www.monash.edu/_data/assets/pdf_file/0009/1189188/mapping-social-cohesion-national-report-2017.pdf

UNSW and Edith Cowan University, *Research into the Current and Emerging Drivers for Social Cohesion, Social Division and Conflict in Multicultural Australia*, Report prepared for Joint

Commonwealth, State and Territory Research Advisory Committee, March 2013,

https://www.dss.gov.au/sites/default/files/documents/01_2014/current-emerging-drivers-social-cohesion-division-conflict_access.pdf

Settlement services in Australia

Background

Australia is recognised by UNHCR as providing excellent settlement services for humanitarian entrants.

The Humanitarian Settlement Program (HSP)²², administered through the federal government's Department of Social Services (DSS) and delivered by five service providers in 11 contract regions across Australia, provides early practical support to humanitarian entrants²³ on arrival, and throughout their initial settlement period.

These services are tailored to individual needs and include meeting and assisting humanitarian entrants with finding suitable accommodation; assistance to register with Centrelink, Medicare, health services, banks, schools and an Adult Migrant English Program (AMEP) provider; and orientation to life in Australia, including health, education, employment and Australian laws and culture. New arrivals are exited from the HSP once they achieve the settlement outcomes identified in their case management plan, usually within six to 18 months of entering the HSP.²⁴

The DSS also funds Settlement Grants, building upon the foundation services provided by HSP by providing refugee and humanitarian entrants with services that help new arrivals become self-reliant and participate fully in Australian society. These services can include a wide range of local programs designed to link people to their new community and assist building their new lives, including: social support groups; conversational English classes; school based nutrition and health education programs; housing subsidies, emergency housing assistance; driving instruction programs; employment preparation programs, vocational training and vocational and work experience.²⁵

While these services are considered world-class, they provide support to humanitarian entrants only for their initial period settling in Australia (up to first five years for Settlement Grants). There is potential for additional services to be provided in subsequent years – as humanitarian entrants start to navigate the rental housing market, attend schools, utilise hospitals and health services, seek employment or come into contact with the criminal justice system.

How the film relates to this issue

Constance and her family arrived in Australia almost 10 years ago on humanitarian visas and were well supported as they initially settled in Wagga Wagga. However as time has passed, and they have attempted to create a home in regional Australia, they have been challenged by different parts of Australian society: Constance has experienced recurring trauma from her past and local services are not sufficiently funded to assist her. Constance's son Charles struggles with depression and drug addiction, and both he and Constance (acting in his defence) have been in trouble with the legal system. Constance and her friends have struggled to find sustainable employment.

22 The HSP replaced the Humanitarian Settlement Services (HSS) and Complex Case Support (CCS) programs on 30 October 2017.

23 Note that HSP services are provided to holders of Refugee category (subclass 200, 201, 203 and 204) visas and Global Special Humanitarian (subclass 202) visas. Subject to the approval of DSS, Specialised and Intensive Services under the HSP are available to holders of Protection (subclass 866) visa; and Temporary Protection (subclass 785), Temporary Humanitarian Stay (subclass 449), Temporary Humanitarian Concern (subclass 786) and Safe Haven Enterprise (subclass 790) visas.

24 Department of Social Services, *Humanitarian Settlement Program, Fact Sheet*, https://www.dss.gov.au/sites/default/files/documents/02_2018/hsp_factsheet_-_february_2018_0_0.pdf

25 Department of Social Services, *Families and Communities Programme: Settlement Services Guidelines Overview*, April 2017, p.6, https://www.dss.gov.au/sites/default/files/documents/05_2017/families_and_communities_settlement_services_-_program_guidelines_-_apri.pdf

The documentary demonstrates the need for further assistance to humanitarian entrants, particularly for some new arrivals requiring more intensive and extended support. The aim of such longer-term assistance and support is to provide humanitarian entrants with a strong foundation for them to become fully integrated and contributing members of the Australian community.

FURTHER READING

Department of Social Services, *Settlement Services for Humanitarian Entrants*, <https://www.dss.gov.au/settlement-and-multicultural-affairs/publications/settlement-services-for-humanitarian-entrants>

Department of Social Services, *Humanitarian Settlement Program*, Fact Sheet, https://www.dss.gov.au/sites/default/files/documents/02_2018/hsp_factsheet_-_february_2018_0_0.pdf

Department of Social Services, *Settlement Services*, <https://www.dss.gov.au/grants/grant-programmes/settlement-services>

Department of Social Services, *Settlement Services – Regional Profile #9 Wagga Wagga, New South Wales* https://www.dss.gov.au/sites/default/files/documents/05_2017/9_rebranded_wagga_wagga_regional_profile.docx

Multicultural Youth Advocacy Network (MYAN Australia), *National Youth Settlement Framework*, March 2016
[http://www.myan.org.au/file/file/Youth%20Settlement%20Framework%2031%20March%202016\(1\).pdf](http://www.myan.org.au/file/file/Youth%20Settlement%20Framework%2031%20March%202016(1).pdf)

Settlement Council of Australia, *National Settlement Services Outcomes Standards*, June 2015
http://scoa.org.au/wp-content/uploads/2017/11/SCoA-National-Settlement-Services-Outcomes-Standards-2016_.pdf

Settlement Council of Australia
<http://www.scoa.org.au>

Refugee Council of Australia
<http://www.refugeecouncil.org.au>

Barriers to employment for people of refugee backgrounds, particularly in regional areas

Background

Employment is a critical way for new arrivals to establish themselves in a new place. However, recently arrived migrants can face a myriad of challenges in gaining employment, including:

- limited English language proficiency, including accent;
- a lack of knowledge of the local employment context, including unfamiliarity with job-seeking techniques and procedures, such as interview processes and resume preparation;
- a lack of Australian qualifications, or limited recognition of overseas qualifications;
- a lack of Australian work experience or references;
- a lack of networks to use in seeking out and securing a job;
- poor access to transport or affordable housing close to employment;
- a lack of tailored employment services for humanitarian entrants; and
- experiences of discrimination, prejudice or racism, including unconscious bias and discriminatory hiring practices.

The Australian Bureau of Statistics' Characteristics of Recent Migrants survey (Labour Market Outcomes) in November 2016 examined the experience of migrants who had come to Australia over the past 10 years and found that almost one third of recent migrants reported difficulty finding their first job in Australia. Of these:

- 65% reported a lack of Australian work experience or references;
- 31% reported a lack of local contacts or networks;
- 25% experienced language difficulties;

Others reported no jobs or vacancies in their locality or preferred occupation; or said their skills or qualifications were not recognised.²⁶

For refugee and humanitarian entrants there can be additional specific barriers to employment, including interrupted education or employment history as a result of their pre-migration experiences, such as extended periods of time living in refugee camps or in detention, protracted periods in transition, or experiences of torture and trauma.

26 Australian Bureau of Statistics, *Characteristics of Recent Migrants survey*, November 2016
<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6250.0Main+Features1November%202016?OpenDocument>

Professor Graeme Hugo’s 2011 study of the economic, social and civic contributions of first and second-generation humanitarian entrants – commissioned by the then Department of Immigration and Citizenship – highlighted the barriers as identified by interviewees:

Barriers to employment for refugees as identified by interviewees²⁷

PRE-MIGRATION	AUSTRALIA
<ul style="list-style-type: none"> • Exposure to violence, instability and persecution 	<ul style="list-style-type: none"> • Mental health issues due to pre- and post-migration experiences • Physical disability / health problems
<ul style="list-style-type: none"> • Lack of / limited education • Disrupted education due to long periods in camps / exposure to violence and instability 	<ul style="list-style-type: none"> • Illiteracy / low levels of literacy • Low English proficiency / communication and language barriers • Limited qualifications / skills (particularly amongst older age groups)
<ul style="list-style-type: none"> • Lack of knowledge about the Australian labour market 	<ul style="list-style-type: none"> • Lack of opportunities / finances to have skills recognised • Lack of knowledge / awareness about skills recognition processes • Lack of driver’s licence / difficulty accessing transport
<ul style="list-style-type: none"> • No opportunity to scope / research the Australian labour market 	<ul style="list-style-type: none"> • Lack of established networks • Limited capacity / capability of job network providers • Lack of work experience in Australia • Experiences of racism and discrimination
<ul style="list-style-type: none"> • Lack of documentation prior to migration 	<ul style="list-style-type: none"> • Lack of / limited knowledge about Australian workplace culture • Lack of documentation on arrival
<ul style="list-style-type: none"> • Misinformation about employment opportunities 	<ul style="list-style-type: none"> • Difficulty accessing / sustaining employment and training opportunities • Unrealistic expectations around employment opportunities

How the film relates to this issue

After 10 years in Wagga Wagga, there are few job pathways for first generation African refugees like Constance and her friends. In addition to the lack of jobs, there is insufficient support (e.g. work experience, mentoring programs) for young people from refugee backgrounds like Charles, to assist them in accessing and maintaining employment.

The documentary demonstrates how lack of employment opportunities and long-term reliance on social welfare can be frustrating for individuals, debilitating for families, and potentially serves to undermine broader social cohesion in the community.

²⁷ Department of Immigration and Citizenship, *A Significant Contribution: The Economic, Social and Civic Contributions of First and Second Generation Humanitarian Entrants – Summary of Findings*, 2011 https://www.dss.gov.au/sites/default/files/documents/01_2014/economic-social-civic-contributions-booklet2011.pdf (based on research of Professor Graeme Hugo)

FURTHER READING

Department of Immigration and Citizenship, *A Significant Contribution: The Economic, Social and Civic Contributions of First and Second Generation Humanitarian Entrants* – Summary of Findings, 2011,

https://www.dss.gov.au/sites/default/files/documents/01_2014/economic-social-civic-contributions-booklet2011.pdf (based on research of Professor Graeme Hugo)

Migration Council Australia, *The Economic Impact of Migration 2015*, June 2016,

http://migrationcouncil.org.au/wp-content/uploads/2016/06/2015_EIOM.pdf

Settlement Council of Australia, *SCOA Discussion Paper: Employment solutions: Case studies of good settlement in practice*, July 2015, <http://www.scoa.org.au/wp-content/uploads/2017/08/Employment-Solutions-Case-Studies-of-Good-Settlement-in-Practice-2015.pdf>

Refugee Council of Australia, *What works: Employment Strategies For Refugee And Humanitarian Entrants*, June 2010,

https://www.refugeecouncil.org.au/docs/resources/reports/What_Works.pdf

Refugee Council of Australia, *Bright Ideas* (highlights innovative programs, initiatives and projects developed to support refugees and asylum seekers – including a number of employment and training related initiatives)

<http://www.refugeecouncil.org.au/publications/bright-ideas/>

ABC Radio National, *Friendly Nation initiative to match newly-arrived refugees with jobs*, 27 November 2015,

<http://www.abc.net.au/radionational/programs/breakfast/friendly-nation-initiative-to-match-newly-arrived/6979600>

The impact of refugee trauma

Background

Many refugees and humanitarian entrants have been through experiences prior to their arrival in Australia – including war, prolonged displacement, persecution, the death or disappearance of a loved one, or torture – that can have long-term traumatic impact, including on physical and mental health.

Australia has eight specialist torture and trauma agencies (one in each State and Territory) who offer direct services – such as psychological assessments, individual psycho-therapeutic interventions, group and family therapy and youth activities – to survivors of torture and trauma, their families and communities. The eight agencies also offer training and community education, and publications that provide advice for professional interaction with refugees and survivors of torture and trauma.

Changes in the pattern of source countries for Australia's refugee and humanitarian program over recent years has increased demand for torture and trauma services. While these agencies undertake a range of outreach activities, outside the metropolitan cities where they are based, there is a lack of trauma support services including 'acute' mental trauma centre for refugees in regional and rural Australia (where many refugees and humanitarian entrants are resettled).

In addition, it appears that a range of “first responders”, interacting with refugees and humanitarian entrants with refugee trauma, such as police and Centrelink staff, do not understand refugee trauma and how it manifests.

How the film relates to this issue

A key feature of the film is the recurrence of Constance’s trauma, the lasting legacy of her upbringing and experiences in Africa. Her trauma manifests in unpredictable behaviour that is not understood by the people around her.

FURTHER READING

Forum of Australian Services for Survivors of Torture and Trauma (FASSTT), *How to help*, <http://fasstt.org.au/how-to-help-2/>

NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS), *STARTTS Training Program 2018: Supporting Services to Work Effectively with People who have Survived Torture and Refugee Trauma*
http://www.startts.org.au/media/STARTTS_TrainingBooklet_2018_Final.pdf

Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT), *QPASTT Information Brochure for Schools*,
<http://qpastt.org.au/tbcwp1/wp-content/uploads/2015/01/QPASTT-DL-Brochure-Schools.pdf>

QPASTT, *Students from refugee & displaced backgrounds – a handbook for schools*
<http://qpastt.org.au/tbcwp1/wp-content/uploads/2014/05/handbook-2007-updated-2014.pdf>

QPASTT, *A teacher’s guide to working with students from refugee and displaced backgrounds*
<http://qpastt.org.au/tbcwp1/wp-content/uploads/2014/05/School-teachers-guide-2007-updated-2104.pdf>

QPASTT, *A school counselling guide to working with students from refugee and displaced backgrounds*
<http://qpastt.org.au/tbcwp1/wp-content/uploads/2014/05/School-counselling-2007-updated-2014.pdf>

Foundation House, *School’s In For Refugee’s: A Whole-School Approach To Supporting Students and Families of Refugee Background* (2nd ed, 2016)
<http://www.foundationhouse.org.au/schools-in-for-refugees/>

Foundation House, *Schools And Families In Partnership: A Desktop Guide To Engaging Families From Refugee Backgrounds In Their Children’s Learning*
<http://www.foundationhouse.org.au/schools-and-families-in-partnership-a-desktop-guide-to-engaging-families-from-refugee-backgrounds-in-their-childrens-learning/>

Foundation House, *Educating Children From Refugee Backgrounds: A Partnership Between Schools And Parents*,
http://www.foundationhouse.org.au/wp-content/uploads/2015/06/SCHOOLS_FAMILIES_PARTNERSHIP_DESKTOP-GUIDE_ONLINE1.pdf

Foundation House, *Talk’s In: Families Of Refugee Background And Schools In Dialogue*
https://www.foundationhouse.org.au/wp-content/uploads/2014/08/TalksIn_for-web_s.pdf



Activities

Activities mapped to various curriculum areas are presented across here. Activities have been grouped in to the following curriculum areas

- Australian Curriculum-General Capabilities
- Australian Curriculum-Health and PE
- NSW PDHPE
- NSW Crossroads
- NSW Community and Family Studies
- Australian Curriculum- English, History and Geography
- NSW English
- Australian Curriculum EALD

Health and Physical Education

◆ BELONGING

OUTCOMES

Australian Curriculum: Health and Physical Education

- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

Australian Curriculum: General Capabilities Intercultural understanding

- Recognising culture and developing respect
 - > Investigate culture and cultural identity
 - analyse how membership of local, regional, national and international groups shapes identities including their own

NSW PDHPE (Stage 5)

- 5.1 analyses how they can support their own and others' sense of self
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships

NSW Community and Family Studies (Year 11/12)

- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P3.1 explains the changing nature of families and communities in contemporary society
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H3.2 evaluates networks available to individuals, groups and families within communities

NSW Crossroads (Year 11/12 Course)

- 4.1 Assess the interpersonal skills required to establish and maintain respectful relationships
- 4.3 Show respect for the ideas, feelings and contributions of others in various contexts

EQUIPMENT

- Sticky Notes
- Large paper (A3) (Butchers paper)
- Pens/Textas/Pencils
- A4 paper
- Desktop/Laptop/Mobile Device



Activity 1:

Brainswarm

A 'brainswarm' is a brainstorm conducted in silence with sticky notes. In brainswarming there is no critiquing of ideas, dominant voices or a reluctance to contribute.

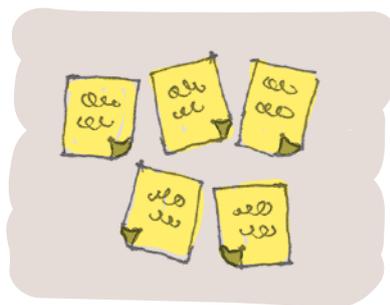
Constance says 'where I'm living in peace...it's home'

Students complete three brainswarms;

- What makes you feel at home?
- What makes you feel like you belong at school?
- What is in place at your school to improve your sense of belonging?

Share responses with the class

Define 'Belonging' as a whole group



Activity 2:

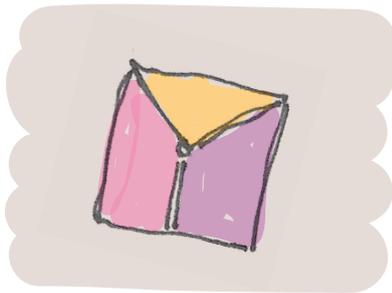
Sticky-Note Storm – Friends and belonging (5 mins)

We see Constance participate in/lead various groups of African women in Wagga. We also hear Charles discuss his difficulty in making friends as he found it difficult to communicate in English.

Students work in pairs and are to write as many ideas as they can in response to the follow questions: (*Note: One idea per sticky note)

- What makes a friend?
- What is a positive relationship?

The first pair to cover their table in sticky notes are the winners.



Activity 3:

Y Chart (10 mins)

Draw a large Y chart on the board

- Students have one minute to think what a good friendship:
- looks like
- sounds like
- feels like
- After one minute, students share their answers with another student and decide their top three answers for each section and write them on the board
- Whole class discussion



Activity 4:

Whole class discussion (10 mins)

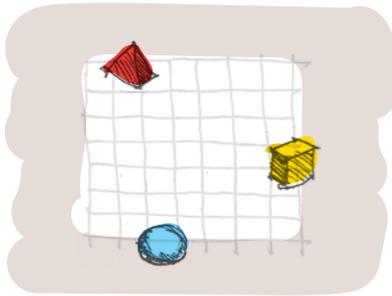
- How would you feel if you were Charles, arriving at your school unable to communicate in English?
- What could you do to welcome a student like Charles in to your school?
- What programs exist already in your school (If none, what programs or activities would you like to see?)



Activity 5:

Brainstorm (5 mins)

- Whole group brainstorm:
- What interpersonal skills are required to establish positive friendships at school?
- What do you need to do to maintain these friendships?



Activity 6:

Designing a project at your school (30 mins)

We see Constance being a part of a cultural singing/dancing group, singing her Acholi cultural songs-this improves her wellbeing, connectedness and sense of community.

- Students work in small groups to create a school based project that supports at least one cultural group (or more) in the school. Students use the questions below to set up their idea.
 - > **Idea Project:** What message do we want to get across? Who do we want to communicate that message to?
 - > **Activity:** What event would help us share that message? How do we keep it fun and inclusive?
 - > **Extras:** What costs are involved? How long will it last? What permissions do we need?
 - > **Support:** Who do we need help from?
 - > **Promotion:** How do we tell others about our event?
- Present idea to the class.



Activity 7:

Brainstorm – Group belonging (5 mins)

Students brainstorm

- Types of groups in society (eg family, friendships, sporting, study, religious, cultural, etc)
- Reasons for the formation of groups (eg location, shared ideas/interests, social interaction, etc)



Activity 8:

Think-Pair-Share (10 mins)

Students discuss with a partner:

- Describe a group you belong to
- What first attracted you to join that group?
- How does this group influence you?
- How can other people join the group?



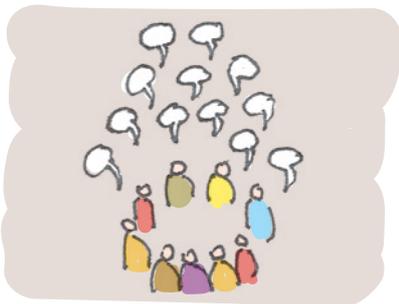
Activity 9:

Research (25 mins)

During the film we see Constance in various groups, some with other refugees and others in already established community groups.

Students work in small groups to research:

- What local groups exist in your local area (for refugees or other groups)
- Investigate:
 - > Who can join?
 - > What activities do they do?
 - > What are the costs involved?
 - > What day/times of the week?
- Share findings with the group/class.

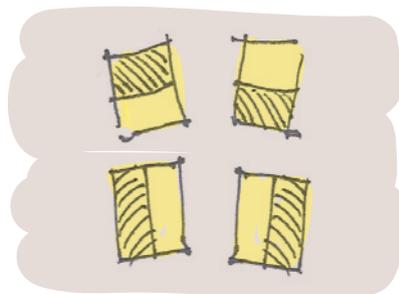


Activity 10:

Discussion – Impacts of group belonging (10 mins)

Students discuss the following:

- What impact does belonging to a group(s) have on Constance? (Give specific examples)
- Think about the groups you belong to, how do they make you feel? (Give specific examples)
- How does belonging in a group shape your identity? How does it shape Constance's identity (Give specific examples)



Activity 11:

Compare and contrast – Roles within a group (15 mins)

Following a negative personal experience and in response to poor community perception from the refugee community in regards to the Police, we see Constance take on a leadership role with the Police as a community representative. We also see Constance in her role as mother to her six children.

- Students work in small groups to compare and contrast the specific role Constance plays in these two groups and the influences she has/could have within these groups with other members.



Activity 12:

Brainstorm – Family belonging

(5 mins)

Whole group discussion:

- What types of family structures exist in society (Teacher prompts- blended, extended, adoptive, communal, de-facto, sole parent, same-sex couples, kinship etc)
- Describe Constance’s family structure-how does this compare to your family structure?

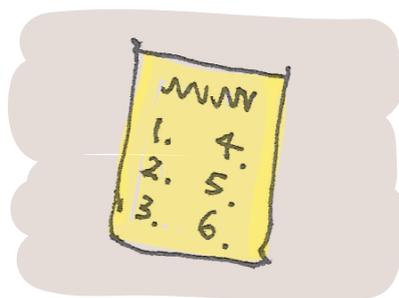


Activity 13: (Year 11 only)

Investigate – Specific needs of refugees in our communities

(30 mins)

- Students work in small groups to investigate the needs of humanitarian refugees when arriving/living in Australia in regards to;
 - > Health
 - > Education
 - > Employment
 - > Sense of identity
 - > Living needs.



Activity 14:

Fact Sheet – Access to services

(20 mins)

We see Constance describe the support given to her and her family when they first arrived from overseas. We also hear that she didn’t understand everything about these supports and didn’t want to offend anyone by asking.

- Students work in pairs to create a Fact Sheet for new students to their school, with a specific focus on students who are refugees. Students are to think about how to best describe timetables, counselling services, food (canteen/tuckshops) and daily events to these students so that they feel welcomed and comfortable to ask for further help.
- Present ideas to the class.

Extension Activity:

Students explore external community services required for humanitarian entrants like Constance’s family.

- Types of services required (E.g. financial, accommodation, housing, health care, counselling, education, employment, legal aid etc.)
- How available are these services in your community if a refugee family like Constance’s were to arrive this week to your town/suburb?
- What would be needed to enable a refugee family like Constance’s to access these services in your area?



Activity 15:

Think-Pair-Share: Inequities and belonging (15 mins)

- Thinking about Constance, her family and their resettlement in Wagga Wagga, students complete a Think-Pair-Share with ideas in regards to the inequities possibly faced. Students then work together to propose ideas to address these inequities.

Extension activity: Investigate

- Students investigate current Australian policies/legislation in relation to humanitarian refugees and resettlement in Australia.

◆ TRAUMA

OUTCOMES

Australian Curriculum: Health and Physical Education

- Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)

Australian Curriculum: General Capabilities

- Exploring values, rights and responsibilities
 - > Explore rights and responsibilities
 - evaluate the merits of conflicting rights and responsibilities in global contexts

Intercultural understanding

- Interacting and empathizing with others
 - > Empathise with others
 - recognise the effect that empathising with others has on their own feelings, motivations and actions

NSW PDHPE (Stage 5)

- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours

NSW Community and Family Studies (Year 11/12)

- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

NSW Crossroads (Year 11/12 Course)

- 6.1 Build positive thinking, self-belief and a sense of empowerment by evaluating the contribution of personal strengths and achievements on the meaningful futures of self and others

EQUIPMENT

- Sticky Notes
- Large paper (A3) (Butchers paper)
- Pens/Textas/Pencils
- A4 paper
- Desktop/Laptop/Mobile Device

Teachers note:

Throughout this film a number of issues are dealt with where students viewing may need support/knowledge on where to access help. Through each activity, it is noted that teachers are to remind students on where to access help if they or someone they know requires it. When conducting these activities it is advisable to also inform the school counsellor when they are occurring and the have them be present in the room when these activities are conducted.

Accessing help

Guide discussion so that students consider online and offline places to go for help, including organisations/supports in the local school area. Discussion MUST also include: If you or a student are worried about someone and feel urgent professional support is needed, turn to a trusted adult to help. If the need for assistance is life threatening, call 000 (triple zero; Australia only).

Places can students can go to for help include:

IN-SCHOOL SUPPORTS:	OUT-OF-SCHOOL SUPPORTS:
<ul style="list-style-type: none"> • Teacher • Year Advisor • Head Teacher Welfare/Wellbeing • Teachers Aide • Aboriginal Education Officer/School/Support Officer or Teachers Aide • Chaplain/Pastoral Care Worker/School Counselor 	<ul style="list-style-type: none"> • Parent/carer/extended family member • Friends • Community/Cultural groups • Coach • Online services such as: ReachOut.com, headspace, beyondblue, youth beyondblue • Counsellors/psychologists/GPs



Activity 1:

Brainstorm (5 mins)

Whole group: What is trauma? Provide examples you saw from the film (E.g, violence, limited or no food when in the refugee camp, rape, separating from family etc)



Activity 2:

Consent and the Law (15 mins) (Years 10,11,12)

Constance and Mary mention that women were raped in the refugee camps. It is important for students to understand that rape is against the law and against human rights.

- What is consent?
- Whole group discussion
- Watch: <https://www.youtube.com/watch?v=oQbei5JGiT8>
- Students explore www.lawstuff.org.au and click on relevant State/Territory to find out more about sex and the law
- Group discussion on the definition of consent.



Activity 3:

Circle Chat (10 mins)

Constance and Mary are seen in a group session and are asked to complete the sentence... ' I feel I'm at home when...'

Constance '...when I'm shopping'

Mary '... when I see different cultures working together'

- Whole group question:
 - What are they talking about when they say 'feel at home?'
- Circle Chat:
 - > Move students in to a large free space
 - > Position students in two circles, the inside circle facing out and the outside circle facing in so everyone has a partner.
 - > Teacher reads out the questions and each pair has 1 minute to discuss their responses
 - > The outside circle moves one space to the left and the next question is read out and answered. And, so on until all questions are answered.

QUESTIONS:

- I feel at home when...
- Barriers to this feeling might be...
- I can make someone else feel at home by...
- I can share these feelings through...



Activity 4:

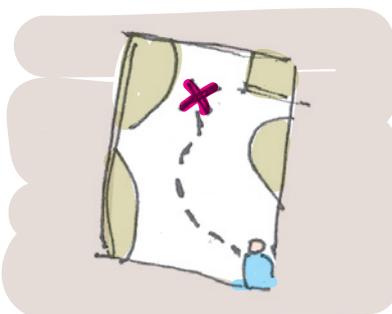
Research Anxiety and Depression (15 mins)

Constance describes her experiencing anxiety and depression

- Students form pairs and research anxiety and depression. Students gain information from the following websites:
 - > <https://www.youthbeyondblue.com/understand-what's-going-on/anxiety>
 - > <https://www.youthbeyondblue.com/understand-what's-going-on/depression>
 - > http://www.youthaction.org.au/survivors_of_refugee_trauma_torture
- Students answer the following questions about anxiety and depression:
 - > What is anxiety and depression?
 - > List the signs of depression and anxiety.
 - > List five dot points about getting help for anxiety and depression
 - > How can you get help for depression and anxiety?

NOTE – Teachers may also download and print these fact sheets if no internet is available.

- Students pair up with another pair and compare answers.



Activity 5:

Explore – Empowerment through strengths (20 mins)

We see Constance access counselling, her doctor as well as group cultural sessions and community groups, which work towards her healing her trauma. Throughout the film we see a resilience in Constance. In psychology this is often noted as character strengths.

(A) Students watch the clip *The Science of Character* <https://www.youtube.com/watch?v=U3nT2KDAGOc> and complete the following questions:

- How can you shape other peoples' character strengths?

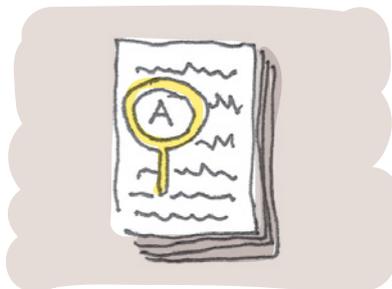
- Which part of the brain controls our thoughts and actions?
 - > Executive system
 - > Pre-frontal cortex
 - > Self-regulation
 - > Focus centre
 - > Grey matter
- Discuss as a group.

(B) Explain to students that Positive Psychologists have discovered that 7 of the 24 character strengths are linked with success and life satisfaction. These character strengths are listed below: (Character strengths are then written on the board). *Teacher Note: Further Information about positive psychology can be found through various sites, such as http://www.positivepsychologyinstitute.com.au/what_is_positive_psychology.html

- Grit
- Social intelligence
- Optimism
- Gratitude
- Zest
- Self control
- Curiosity

(C) Students explore the site www.characterlab.org to investigate each one of the character strengths listed above, writing down a summary of each.

- Students work in pairs to decide which of these strengths they have seen Constance display in the film
- Discuss as a whole class.



Activity 6:

Research – Rights and responsibilities in global contexts (25 mins)

Constance discusses Film Aid and her role with them when she lived in the refugee camp. Speaking four languages, she was an interpreter and a strong community member.

- Students research Film Aid <http://www.filmaid.org/> and report a 10 point summary back to the class

◆ HELP SEEKING

OUTCOMES

Australian Curriculum: Health and Physical Education

- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

NSW PDHPE (Stage 5)

- 5.1 analyses how they can support their own and others' sense of self
- 5.8 critically analyses health information, products and services to promote health

NSW Community and Family Studies (Year 11/12)

- H3.2 evaluates networks available to individuals, groups and families within communities

NSW Crossroads (Year 11/12 Course)

- 7.1 Identify appropriate sources of support

EQUIPMENT

- Sticky Notes
- Large paper (A3) (Butchers paper)
- Pens/Textas/Pencils
- A4 paper
- Desktop/Laptop/Mobile Device

Teachers note:

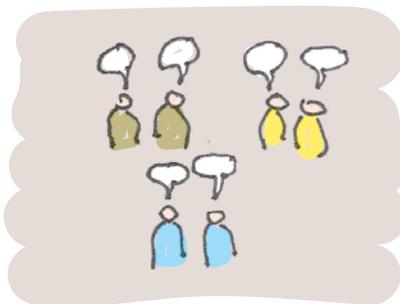
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Accessing help

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Places students can go to for help include:

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<ul style="list-style-type: none"> • Teacher • Year Advisor • Head Teacher Welfare/Wellbeing • Teachers Aide • Aboriginal Education Officer/School/Support Officer or Teachers Aide • Chaplain/Pastoral Care Worker/School Counsellor 	<ul style="list-style-type: none"> • Parent/carer/extended family member • Friends • Community/Cultural groups • Coach • Online services such as: ReachOut.com, headspace, beyondblue, youthbeyondblue • Counsellors/psychologists/GPs



Activity 1:

Communicating the need for support: Speed chat! (15 mins)

There are many ways friends and family can communicate when they need support. Communicating in English was difficult for Charles to do which meant that he couldn't communicate how he was truly feeling at school. A popular way to communicate is through social media or text with friends.

- Move students in to a large free space
- Position students facing each other, in pairs. One person indicates they are Person A, the other, Person B.
 - > **Person A** – asks questions 1,3 and 5 (keeping in mind the story of Charles)
 - > **Person B** – asks questions 2,4 and 6 (keeping in mind the story of Charles)
- Students are provided with the question sheet and are to ask their first partner question 1. Each pair has 1 minute to discuss their responses.
- Student A moves one space to the left, Student B remains in the same place and the next question is read out by their new partner and answered. And, so on until all questions are answered.

QUESTIONS

1. What are the strengths of using text to ask someone if they are okay? What if their first language was not English?

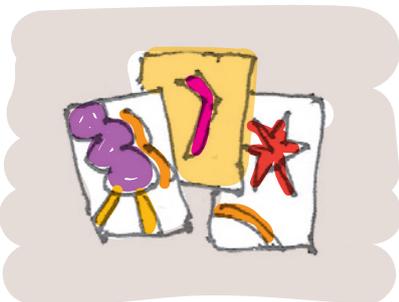
2. What are the weaknesses of using text to ask someone if they are okay? What if their first language was not English?
3. What are the opportunities of using text as a form of communication?
4. What are the threats to using texts as a form of communication when asking if someone is okay?
5. Discuss a situation where you have asked a friend if they are okay? How did you ask? Would you have used this same way to ask Charles if he was okay? If not, what would you have changed?
6. What immediate supports are available for you and a friend at school if you or they are not okay?



Activity 2:

Small group discussion – Seeking self support through improving sense of self (15 mins)

- Students write down all the moments during the film they can see where Constance and/or members of her family are supporting their own sense of self (E.g, Constance singing/dancing, Charles working on a car, Mary having her baby, Vicky going to uni, etc).
- Compare list with a partner
- Whole class discussion



Activity 3:

Graffiti Sheets: Signs someone might need help (15 mins)

Teacher background reading: Nine Signs of mental health issues <https://www.healthdirect.gov.au/signs-mental-health-issue>

- Create five graffiti sheets (five pieces of butchers paper/A3 sized paper around the room each with one of the contexts written at the top of the page).
 - > School
 - > Home
 - > Travelling with a friend

- > Online (e.g. Social Media/Gaming)
- > Community Activities (e.g. Sport, formal social groups such as youth clubs)
- Students work in small groups.
- Allocate two minutes for each group to work with each context graffiti sheet. After two minutes, groups discuss and record as much as they know about the signs people may display in these specific contexts when they are not okay.
- Once each group has completed all five graffiti sheets, each group chooses five pieces of information recorded on the last graffiti sheet they wrote on as a group and presents their information to the class.
- Students read through the fact sheet: How to ask a friend if they're okay <http://au.reachout.com/how-to-ask-a-friend-if-theyre-okay>
- Students create a summary dot point list from the fact sheet
- Whole class discussion.



Activity 4:

Think-Pair-Share (15 mins)

In the film we see Charles struggling to find his place and it is mentioned that he had tried to suicide over 10 times and had overdosed on drugs. Students are to consider where Charles could have gone for help as a young person either at school or in the community (online and offline).

- Students write down as many ideas as they have on sticky notes and place on the board
- Student ideas are collated in to online and offline supports
- Whole group discussion and a collated class list is developed-students note the list down on paper/in their books or via device.

◆ BULLYING, RACISM and DISCRIMINATION

OUTCOMES

Australian Curriculum: Health and Physical Education

- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)

Australian Curriculum: General Capabilities

Intercultural Understanding

- Reflecting on intercultural experiences and taking responsibility
 - > Challenge stereotypes and prejudices
 - critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels

NSW PDHPE (Stage 5)

- 5.2 evaluates their capacity to reflect on and respond positively to challenges

NSW Community and Family Studies (Year 11/12)

- H3.3 critically analyses the role of policy and community structures in supporting diversity

NSW Crossroads (Year 11/12 Course)

- 6.2 Demonstrate behaviours and actions which value inclusion, diversity and equity and show a commitment to social justice and creating supportive environments for self and others

EQUIPMENT

- Sticky Notes
- Large paper (A3) (Butchers paper)
- Pens/Textas/Pencils
- A4 paper
- Desktop/Laptop/Mobile Device

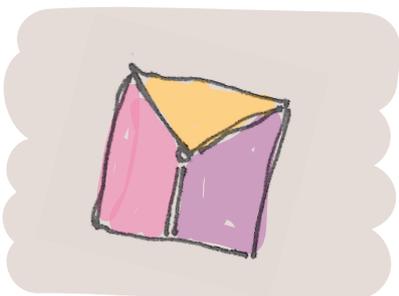


Activity 1:

Think-Pair-Share – What is bullying? racism? and discrimination? (10 mins)

In the film, Constance recalls being bullied at school where she was first a refugee from Sudan, living in Kenya. She remembers another student saying 'go back to where you came from'.

- Distribute one sticky note per student
- Class brainstorms examples of bullying, racism and discrimination experienced by characters in the film
- Give students 45 seconds to think of a definition of
 - > Bullying
 - > Racism
 - > Discrimination
- Students share their responses with the person next to them
- Students come up with a definition for each term as a pair, write on the back of the sticky notes and share with the class their definition
- Class decides on a common definition for
 - > Bullying
 - > Racism
 - > Discrimination



Activity 2:

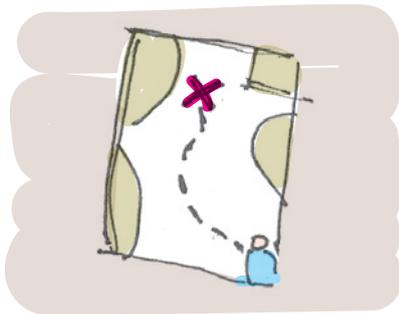
Y Chart: Bullying/Racism and Discrimination (10 mins)

Draw a large Y chart on the board

- Students have two minutes to think what:
 - > BULLYING:
 - looks like
 - sounds like
 - feels like
 - > RACISM
 - looks like
 - sounds like
 - feels like

> DISCRIMINATION

- looks like
- sounds like
- feels like
- After one minute, students share their answers with another student and decide their top three answers for each section and write them on the board
- Whole class discussion



Activity 3:

Explore: What is bullying (15 mins)

Students explore [ReachOut.com](http://au.reachout.com) for Fact Sheets on Bullying

- What is bullying: <http://au.reachout.com/bullying>
- How to stand up against bullying: <http://au.reachout.com/how-to-stand-up-against-bullying>
- Using the information gathered from the fact sheets above, students create a meme to educate their peers on what bullying is and how to stand up against bullying
- Print and Display your MEMES around the School to spread the word about standing up to bullying.

***Teachers Note:** A MEME is an activity, concept, catchphrase or piece of media which spreads from person to person via the internet. Each MEME is a picture with a short phrase.



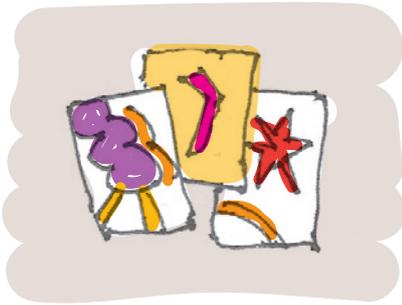
Activity 4:

Explore and research – Anti-Racism (25 mins)

Students work in small groups to explore the site <http://www.racismnoway.com.au/>

Questions to explore:

- What is racism?
- What does Australian and international law say about racism?
- How can you get involved with anti-racism initiatives?
- Add any further interesting information you find.



Activity 5:

Graffiti Sheets – Challenging stereotypes and prejudices (20 mins)

- Students brainstorm:
 - > What is a stereotype? (Provide examples where possible)
 - > What are examples of prejudices?
- Create five graffiti sheets (five pieces of butchers paper/A3 sized paper around the room each with the following titles;
 1. What policies and procedures does your school have to deal with prejudices?
 2. What policies and procedures does your school have to deal with racism and discrimination?
 3. What government laws exist in Australia around racism and discrimination?
 4. What stereotypes of refugees have you heard? How do you / have you counteracted these?
 5. What structures/programs exist in your community to fight racism and discrimination?
 6. What other groups in the school/wider community have you seen/heard of experiencing discrimination?
- Students work in small groups.
- Allocate two minutes for each group to work with each graffiti sheet.
- Once each group has completed all five graffiti sheets, each group chooses five pieces of information recorded on the last graffiti sheet they wrote on as a group and presents their information to the class.
- Whole class discussion.

ENGLISH

OUTCOMES

English Australian Curriculum (Year 10):

- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
- Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)

NSW English Syllabus

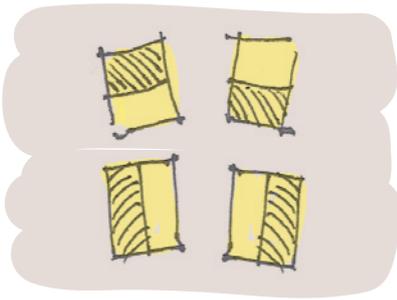
EN5-2A A student; effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

- EN5-5C A student; thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-4B A student; effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EQUIPMENT

- devices with internet access
- technology to play documentary
- whiteboard and markers
- butchers paper
- markers
- Student workbooks/devices
- Pens
- Paper



Activity 1:

Understanding and comparing documentary styles (20 mins)

Understanding the difference in styles of documentary is essential. This activity exposes students to the key vocabulary, and common structural elements of documentaries.

Understanding the difference between expository and observational documentaries allows students to analyse documentaries to identify and evaluate bias.

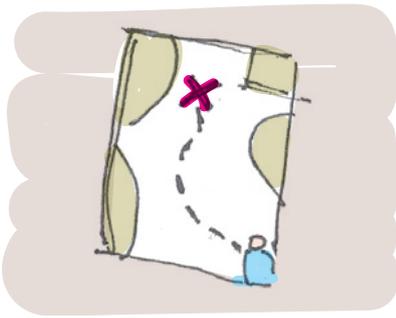
- Teacher provides students a list of structural elements of documentaries, and definitions.

Below is a possible list of structural elements:

- > Narration
- > news report excerpts
- > newspaper clippings
- > interviews
- > observation of events
- > still photographs
- > montage
- > reconstruction of events
- > animation
- > computer generated images
- > maps
- > timelines
- > graphs
- > diagrams

Documentary type: there are different types of documentary. The two main styles of documentary are expository and observational.

- Students investigate the difference between the two styles and record their findings in a table.
- As a class, discuss answers and have students create posters for future reference.
- Students record what elements/techniques they can identify while watching the documentary

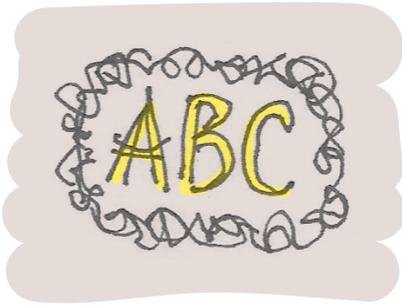


Activity 2:

Exploration of structural elements/ techniques (35 mins)

This activity fine-tunes students' analytical skills in regard to their understanding of the structural elements of documentaries. This activity focuses strongly on looking at the effect of various film techniques used throughout the documentary. The questions in this activity can also be used as a comprehension activity, to allow students to demonstrate their understanding of the events presented in the text.

- Class Brainstorms:
 - > How does the documentary portray Constance? How is this portrayal achieved?
- Students work in small groups to answer the following questions
 - > The documentary utilises clips from the Sudanese conflict. What is the impact of the inclusion of these clips in the documentary? Why has the film maker included this imagery?
 - > When a person in the documentary is talking about their memories, there is a stylised recreation shown on screen. What is the effect of this stylisation, and explain why the film maker has used this?
 - > What is the effect of including shots of the Australian landscape throughout the film?
 - > The documentary concludes with Constance giving her thoughts on her past, present, and future life. What is the impact of this on the audience? Explain why this been chosen to wrap up the film?
 - > The documentary opens with the information that Constance is in trouble with the law. It is not until 30 minutes later that the audience finds out what kind of trouble Constance is in.
 - What information was exposed during this gap?
 - Why has the filmmaker chosen to have this gap of time between the statement at the beginning and the information?
 - What effect does it have on the portrayal of Constance?
 - > Identify the overarching message the documentary conveys to the audience.
- Students present their ideas to the class
- Whole class discussion



Activity 3:

Creative writing-perspective

(40 mins)

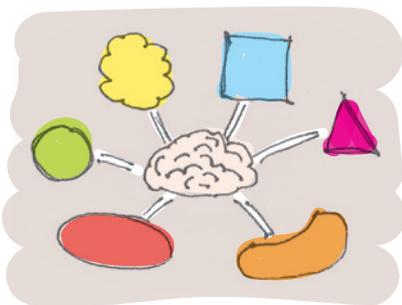
A good way of engaging students to further understand a topic is to get students to create something from the perspective of a character. By thinking and writing in the perspective of another person, students develop their empathetic understanding of characters and events. By engaging in creative writing, students are also practising and extending their skills along the literacy continuum.

Constance has six children who start school in Australia, without a previous knowledge of English language.

- Students work in the first person perspective and write a short narrative about the first day of school for one of these children. (First day of school in Australia)

Ideas students may like to consider include:

- > Limited education in refugee camps
- > Encountering a whole class of strange people
- > Not knowing the language
- > Australian playground customs and games



Activity 4:

Mind Map and Documentary techniques (35 mins)

As students' progress through the documentary, they will likely be leading up to an assessment. Teachers can use the following questions as starting points to guide students in developing their extended response skills in preparation for an assessment.

- Teacher leads a whole class discussion to create a mind-map.
- Using what they have learned about documentary techniques, students examine how the police are portrayed within the documentary.
 - > Is the overall portrayal positive, negative, or neutral?
 - > How is this achieved?
- Students explore the review of the documentary in The Guardian and use the content to generate

further ideas to add to the class mind map (https://www.theguardian.com/film/2017/may/03/constance-on-the-edge-review-a-vivid-big-hearted-portrait-of-refugee-life-in-australia?utm_source=dvr.it&utm_medium=facebook)

A key part of this documentary is the exploration of the relationship between mother and son.

- Students write a response (short or extended) detailing;
 - > how the documentary portrays this relationship
 - > what obstacles are faced
 - > how obstacles are overcome.

*Students should also refer to documentary structural elements that help tell the story of Constance and Charles.

In the documentary, Constance's daughter, Vicky is successful in being accepted into university.

- Students answer the following questions (short response) in their workbooks/ on paper
 - > From what you have seen in the documentary, and what you know about the family's life in Kenya, why is this such an important event?

* Students should be sure to refer to the struggles Vicky will have faced in her life in Africa and Australia.

History and Geography

OUTCOMES

History Australian Curriculum (Year 10):

- The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration(ACDSEH023)
- The contribution of migration to Australia’s changing identity as a nation and to its international relationships (ACDSEH147)
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world such as the Declaration on the Rights of Indigenous Peoples (ACDSEH143)

Geography Australian Curriculum (Year 10)

- Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)

Below is a list of key vocabularies:

Metalanguage

- | | |
|----------------|------------------|
| • Displacement | • Amnesty |
| • Culture | • Human rights |
| • Spirituality | • Conflict |
| • Refugee | • Racism |
| • Migration | • Discrimination |
| • Belonging | • War zone |
| • Civilian | • Trauma |
| • Civil war | |

EQUIPMENT

- Handout of the Universal Declaration of Human Rights (<http://www.un.org/en/universal-declaration-human-rights/>)
- Whiteboard and markers
- Butchers paper
- Laptop/Desktop/Mobile Device with online access
- Workbooks/devices
- Sticky notes



Activity 1:

Universal Declaration of Human Rights (25 mins)

As students become young adults, it is important for them to understand basic human rights, and the different ways countries experience these rights. By exploring through comparison Australia and war-torn countries, students will develop their empathetic understanding of what Constance has experienced during her lifetime.

- Students work in pairs (Think-Pair-Share)
- Students research the Universal Declaration of Human Rights to answer the following question:
 - > What rights do we have here in Australia and what does that look like for us?
 - Eg. Right to an education = mandatory school attendance until age 17
 - right to political opinions = democratic voting and laws protecting freedom of speech
- Whole class discussion
 - > What rights do students think would be breached or denied during a conflict?



Activity 2:

Research investigations (40 mins)

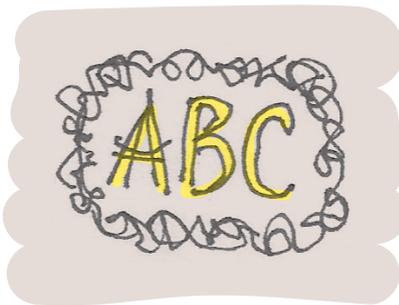
By researching a country that has experienced extended and severe civil war, students will gain a greater empathetic understanding for refugees. By investigating the conditions of refugee camps, students will better understand why many refugees are eager to come to countries like Australia to seek protection and live their lives in safety. Furthermore, by presenting their investigations in digital format extends students digital literacy.

- Students Investigate the Sudanese civil war by working in small groups to answer the following questions.* Information can be presented in various digital formats-student preference (Word, PPT, Sway, Voice recording etc). *Alternatively, questions can be written on the board for students to complete offline.
- Students use timeline of events, and how civilians were impacted by the ongoing warfare.

- Questions to consider:
 - > What was the primary cause of war in this conflict?
 - > How long in duration was this conflict?
 - > What is the number of casualties from this conflict?
 - > What interventions have the UN attempted, if any?
 - > How did this affect civilians in their day-to-day lives?

Constance spent ten years in Kakuma refugee camp, in Kenya.

- Students, work in small groups to investigate the conditions of a large refugee camp using the following prompt questions.
 - > What reasons make people leave their home country and seek refuge in another?
 - > What is life like in a refugee camp? Are basic human rights met easily?
 - > What support does Kenya offer refugees?
 - > What issues and pressures are placed on a country by accepting vast numbers of those seeking asylum?
 - > What dangers do refugees face in a refugee camp?
 - > What opportunities are available for refugees within a large camp? What kinds of jobs or studies can they engage in?



Activity 3:

Creative writing (35 mins)

Creative writing in History and Geography is an opportunity for students to think about topics from a personal perspective. By writing about a student from a refugee background on their first day of school, students will be better able to appreciate the difficulties that refugees face once they are in their new country. This allows students to think about the ongoing issues of being a refugee, as opposed to the story ending with safe haven in a new country.

During the film, two teenagers talk about their first experience with a religion (Catholicism) different to what they had known in Africa when they first started school in Wagga Wagga. They recall being very confused about when seeing people “pray on a necklace”.

- Students complete a brainswarm:
A 'brainswarm' is a brainstorm conducted in silence with sticky notes. In brainswarming there is no critiquing of ideas, dominant voices or a reluctance to contribute.
 - > What other areas of Australian life do you think were confusing for Constance's family when they first arrived?
 Some starting off points could be:
 - Religion
 - Food
 - Housing
 - Schooling
 - Roads
 - Doctors
 - Law enforcement
 - Shops
 - Centrelink

Specific examples might include:

E.g. Country Women's Association, sausage sandwiches, beach culture, Australia Day, ANZAC day

- Students engage in a creative writing piece
 - > Students imagine they are student from a refugee background having arrived in Australia a month ago.
 - > They are writing in their diary, or to a family member or friend, telling them about the new things they have encountered.
 - > Students focus on the specific nature of Australian life as they see it.

Activity 4:

Extended response topics (45 mins)

Teachers can use the following questions as starting points to guide students in developing their extended response skills.

- Teacher leads a whole class discussion to create a mind-map of information students may be able to use to answer an extended response successfully.
 - > Teacher writes question up on board and analyses exactly what is being asked so students understand what information they need to gather.
 - Charles is a subject of focus throughout the documentary. What problems does he face having arrived in Australia at age 15, and how might they have contributed to his ongoing antisocial behaviour (drugs, alcohol, gangs, violence)?
- This documentary explores the ongoing trauma experienced by people from refugee backgrounds of being a refugee. Different members of the family are experiencing life in Australia with differing levels of ease.
 - > Students work as individuals to examine the impact age has on transitioning into Australian life from being a refugee through a written response discussing the differences between Constance, Charles, and Vicky, regarding their ease of transition.
 - > Present their findings back to the class.

ENGLISH: EALD

OUTCOMES

Senior English as an Additional Language Australian Curriculum

- Predicting the form and content of texts from structural and visual elements and contextual information (ACEEA006)
- Using language to express a personal evaluation of an object, a process or a performance (ACEEA073)

ACARA English Syllabus stage 5

- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)

Australian Curriculum: General Capabilities, Intercultural understanding

- Imagine and describe the feelings and motivations of people in challenging situations

NSW EALD syllabus: stage 6

- EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EQUIPMENT

- Opinionnaire worksheet
- Feelings Emoji worksheet
- Large paper (A3) (butchers paper) with a photo of one character
- Cloze passage worksheet and personal response worksheet
- Pens/textas

These activities are designed for English language learners at the Consolidating English stage of the ACARA EALD Learning Progression (<http://www.acara.edu.au/curriculum/student-diversity/english-as-an-additional-Language-or-dialect>). It develops the language needed to explore the main ideas of the film. The key characteristics of this learner group include an increased ability to understand and produce spoken and written texts for a range of purposes, however, they still need explicit language teaching.

Also be aware that if you have refugee background students in your group, you need to be sensitive to the fact that the events portrayed in the film *Constance on the Edge* may trigger traumatic memories.

Do the first two activities before showing the film.

Activity 1:

*Prediction from picture and title:
Constance what does it take to
belong? Whole class discussion
(10 mins)*

Purpose: Prediction builds a structure of expectation and guides viewing.

Ask students

- a) Who can you see in this picture?
- b) Where do you think they are?
- c) What is the relationship between the two people?
- d) What do the words “on the edge” mean in the title?
- e) What does the sub title suggest about the people in the image?

Activity 2:

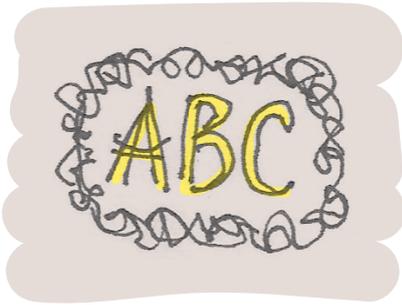
*Opinionnaire: individual work and
group discussion (20 mins)*

Purpose: Students use their background knowledge to reflect on the central ideas explored in the film *Constance on the Edge*.

- Students fill in the worksheet individually, then share their opinions in a small group
 - a) Learning English is the most important step in belonging.
 - b) You need to make friends with people in the local community.
 - c) It doesn't take long to belong in a new country.
 - d) Without a job you can't belong.
 - e) It is easy to get help when you need it.
 - f) Fitting in at a new school is the same for everybody.
- Students view film

Opinionnaire worksheet

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Learning English is the most important step in belonging.					
You need to make friends with people in the local community.					
It doesn't take long to belong in a new country.					
Without a job you can't belong.					
It is easy to get help when you need it.					
Fitting in at a new school is the same for everybody.					



Activity 3:

Vocabulary exercise: Pair work

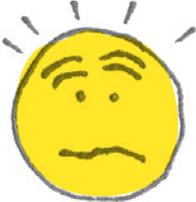
(20 mins)

Purpose: Students develop new vocabulary for expressing emotions.

Students empathize with the characters and explore common adjectives to describe feelings

- Explain any unfamiliar adjectives Eg. 'frustrated' on the emoji chart worksheet 1.
- Students read the following sentences and attach the emoji which best describes how the character is feeling at the time of this event:
 - a) Constance is driving to Sydney to see Charles in rehab (anxious)
 - b) Charles can't get a job (frustrated)
 - c) Vicky finds out that she will be going to University to study nursing (excited)
 - d) Mary gets up very early in the morning to go to work (tired)
 - e) Constance goes to Centrelink with a cricket bat and smashes the computers (angry or aggressive)
 - f) Constance has to go to court to face charges (scared)
 - g) Choose 3 more feelings from the emoji list and write a sentence about an event from the film for each.

Feelings chart

			
Happy	Sad	Angry	Surprised
			
Embarrassed	Scared	Frustrated	Tired
			
Hurt	Bored	Excited	Confused
			
Anxious	Sick	Disappointed	Aggressive

Activity 4:

Jigsaw activity: group work (30 mins)

Purpose: Students do a character analysis and share their insights and opinions. The jigsaw allows rehearsal and recycling of language with the support of a vocabulary list.

- Give this word list to students. Go through the meaning of each word before the activity.

<i>determined</i>	<i>fighting spirit</i>	<i>feisty</i>	<i>hopeful</i>
<i>brave</i>	<i>caring</i>	<i>powerful</i>	<i>confident</i>
<i>clever</i>	<i>loving</i>	<i>strong</i>	<i>isolated</i>
<i>assertive</i>	<i>discouraged</i>	<i>resilient</i>	<i>tough</i>
<i>helpful</i>	<i>protective</i>	<i>lonely</i>	<i>hard working</i>
<i>kind</i>	<i>funny</i>	<i>fun-loving</i>	

- Students form an expert group of 4. Each group receives a photo of one character (Charles, Mary, Constance and Vicky) on an A3 page with the following headings:

Personality (what is your opinion of him/her? Eg. Constance is powerful)

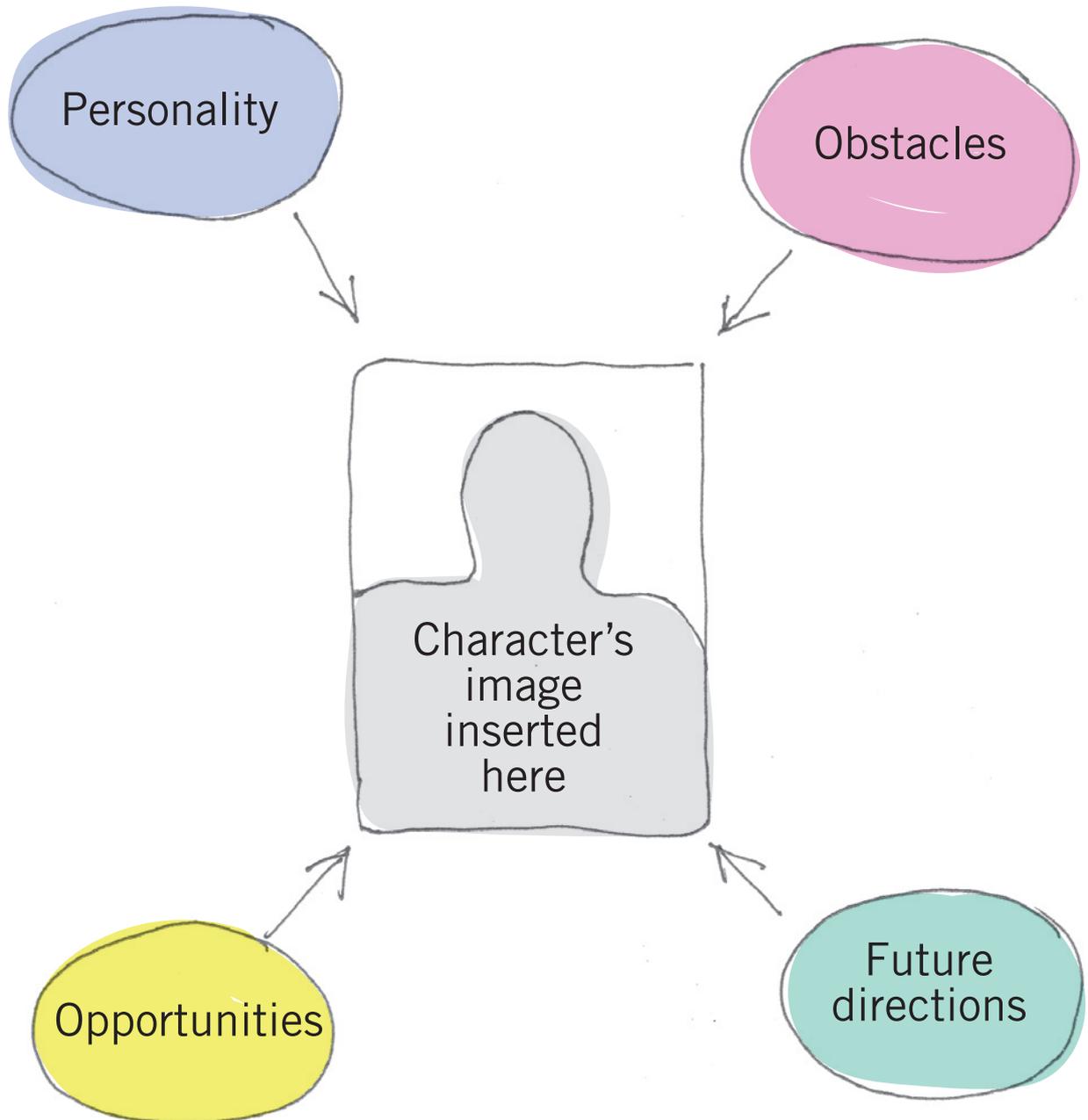
Obstacles (what made belonging difficult? Eg. Vicky has to adjust to school)

Opportunities (what helped? Eg. Constance and Mary went to the CWA)

Future direction (what will happen next? Eg. (Will Charles finish his mechanics course?)

- Students make new groups of 4 with one member who is an expert in one of the characters.
- Each student describes the four parts of his/her character map to the others in the group
- Together they decide and list what the characters have in common. They complete the sentence:

All the characters.....



Activity 5:

Cloze passage: Individual work

(30 mins)

Students reflect on the character's qualities and using the language structures and features introduced in previous activities complete the Cloze which acts as a scaffold for their own (personal) response text.

- Students fill in the blanks

Constance arrived in Australia with her children as a _____ from Sudan. She is a resilient and _____ person who struggles to overcome the horror of her _____ experiences. She is called Mother _____ because she protects her children and has a fighting _____. Constance makes friends with the _____ at the CWA and learns to knit. After her experience at _____ she decides to _____ police understand her community and their needs. She becomes a leader and shares her _____ with her new friends. After facing many _____ she now she feels she belongs in Australia.

Completed cloze

Constance arrived in Australia with her children as a **refugee** from Sudan. She is a resilient and **strong** person who struggles to overcome the horror of her **past** experiences. She is called Mother **Elephant** because she protects her children and has a fighting **spirit**. Constance makes friends with the **ladies** at the Country women's association and learns to knit. After her experience at **court** she decides to **help** police understand her community and their needs. She becomes a leader and shares her **culture** with her new friends. After facing many **obstacles** she now she feels she belongs in Australia.

- Share answers
- Students write their own personal response text about one of the other characters.

Complete the following sentences using a word from the emoji chart.

- a) Constance is driving to Sydney to see Charles in rehab.
She feels _____.
- b) Charles can't get a job.
He feels _____.
- c) Vicky finds out that she will be going to University to study nursing.
She feels _____.
- d) Mary gets up very early in the morning to go to work.
She feels _____.
- e) Constance goes to Centrelink with a cricket bat and smashes the computers.
She feels _____.
- f) Constance has to go to court to face charges.
She feels _____.

Choose 3 more feelings from the emoji list and write a sentence about an event from the film for each.

Cloze Worksheet

Constance arrived in Australia with her children as a _____ from Sudan. She is a resilient and _____ person who struggles to overcome the horror of her _____ experiences. She is called Mother _____ because she protects her children and has a fighting _____. Constance makes friends with the _____ at the CWA and learns to knit. After her experience at _____ she decides to _____ police understand her community and their needs. She becomes a leader and shares her _____ with her new friends. After facing many _____ she now she feels she belongs in Australia.

Write a personal response about another character. Use the model above as an example.

Film and Impact Team

Belinda Mason, Director



Belinda first met Constance and her family in 2006, a year after they'd arrived in Australia, whilst directing the documentary *I'll Call Australia Home*. Constance's extended family featured in the documentary, telling the story of two refugee families from Burma

and Sudan. Full of optimism, they were among the first Sudanese to be resettled in Wagga Wagga in regional NSW.

Constance on the Edge picks up the story, casting a new light on the refugee experience in Australia.

Belinda has over twenty years' experience in documentary directing. Her films have broadcast on major Australian networks, sold around the world and screened at international film festivals.

She's has won a number of awards for her films, including: the 1998 Human Rights Award for Media for her acclaimed documentary *Little Brother, Little Sister*; the prestigious Gold Hugo Award at the Chicago International Film and Television Competition for *City of Dreams*; and *Growing Up and Going Home* was winner of the 2007 Sydney Film Festival Rouben Mamoulian Award.

Dr Mitzi Goldman, Executive Producer



Mitzi is a founder and CEO of the Documentary Australia Foundation, which connects social impact documentaries with philanthropists and the social sector to inspire and enable social change through storytelling.

Through her production company, Looking Glass Pictures, Mitzi has written, produced, edited and directed award winning international documentaries for 30 years. Her films have screened in festivals around the world and have received many nominations and awards.

Ka-Ching! Pokie Nation, her most recent production, was broadcast on the ABC late 2015 and has

already been nominated for 3 awards, 2 ATOM (Australian Teachers of Media) Awards and Best Documentary from the Australian Director's Guild. Previous credits include *End of the Rainbow*, winner of 8 international awards and *A Common Purpose*, winner of the Audience Award for Best Documentary at the Sydney Film Festival in 2011.

From 2002-2008 Mitzi was Co-Head of Documentary at AFTRS (Australian Film Television and Radio School). Mitzi has a Phd in Cultural Studies.

Allison Henry, Impact Producer



Allison Henry has been involved with *Constance on the Edge* since 2014, advising the film team on policy issues and developing the film's impact strategy.

Allison is the Founding Director of Millwood Consulting and has extensive experience around refugee and asylum seeker issues, having previously worked at the Refugee Review Tribunal and Australian Human Rights Commission. Between 2008 and 2011 Allison served as an advisor to the Minister for Immigration and Citizenship Senator Chris Evans, and a senior advisor in Prime Minister Julia Gillard's office in the Immigration and Citizenship and Attorney General portfolios.

As a consultant Allison has worked with the Commonwealth Ombudsman's office, the Migration Council Australia, the Settlement Council of Australia and GetUp! on policy, research, writing, training and campaigning projects relating to asylum seekers, refugees and migration. In 2015 Allison produced a major report, *Mapping the Advocacy Capacity of the Refugee and Asylum Seeker Sector* – documenting the work of dozens of organisations across Australia working to support asylum seekers and refugees – and a follow up report, mapping the interest and appetite of philanthropic organisations supporting these organisations and projects.

In 2015-16 Allison has been an impact producer on another Good Pitch² Australia film, *The Hunting Ground*.

With thanks to:

Sarah Jackson

Author

Sarah is an innovative education specialist, designing engaging professional learning, classroom resources, apps and online tools for learning through her unique understanding of what works well in classrooms.

Sarah holds a Bachelor of Education from the University of Sydney and over the last 17 years has held positions including, Head Teacher, Teacher and Senior Management positions in both Education and Non Government agencies. Sarah is now the Director of her own business, sarahjacko.com, working with film, theatre and TV production companies in developing local based education solutions and products, with a global reach.

Allison Henry

Co-Author

Allison Henry is the Impact Producer of *Constance on the Edge*. The Founding Director of Millwood Consulting (www.millwoodconsulting.com.au), Allison has extensive experience around migration, refugee and asylum seeker issues, and has worked with many organisations in the sector.

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Acknowledgements

This resource would not be possible without the support of the individuals and foundations supporting *Constance on the Edge* through Good Pitch² Australia:

The Caledonia Foundation

Neilson Foundation

Anonymous, Financed With The Assistance of DAF

Scanlon Foundation

Women Donors Network

Mr Peter Ivany AM & Ms Sharon Ivany

Planet Wheeler Foundation

Mr Kim Williams AM

Rebecca Gorman and John Sevier

Sydney Community Foundation, The Neil Cocks And Kellan Kent Fund

The Sky Foundation

Karen Loblay

Foundation for Rural and Regional Renewal

Doc Ross Family Foundation

Dr Sue Jacobs

Andreas & Danielle Heidbrink

Margie Bryant

Mim & Michael Bartlett

Dr Geraldine Duncan

Thank you to our Outreach Partners for their guidance and support:

Settlement Council of Australia (SCoA)

STARTTS

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Welcome to Australia

Multicultural Youth Advocacy Network (MYAN Australia)

Refugee Council of Australia (RCOA)

Refugee Resettlement Team, Department of Premier and Cabinet (NSW)

NSW Department of Family & Community Services

Multicultural NSW

With thanks to:

Good Pitch² Australia, Shark Island Institute, Documentary Australia Foundation and The Caledonia Foundation



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Film content: Belinda Mason

Images: Courtesy of Kathryn Milliss, Simon Freeman, Jo Parker and Belinda Mason

Design: Red Egg Design