

At school – in the yard

Understanding the story



Use the words in the box to complete the story about this part of the movie.

alone	friends	new	students
felt	happy	understand	watched

Most _____ at the school seemed to love lunchtime, but not Paul. He was _____ at the school and didn't have any _____. Also, he was new in Australia, and he couldn't _____ the other students well when they talked quickly. So he spent most of each lunchtime _____.

He _____ the other students playing. They all seemed so busy and _____ and they didn't seem to notice him. Sometimes it _____ like he was invisible.

Understanding the feelings

Look at the list of feelings you made on page 2. What do you think Paul is feeling when he watches the other students playing?

Discussion

Read these thoughts about friendship. What do they mean? Do you agree with them?

The only way to have a friend is to be one.

Ralph Waldo Emerson

A friend is someone who knows the song in your heart and can sing it back to you when you have forgotten the words.

Unknown author

A friend is a present you give yourself.

Robert Louis Stevenson

Similarities create friendships, while differences hold them together.

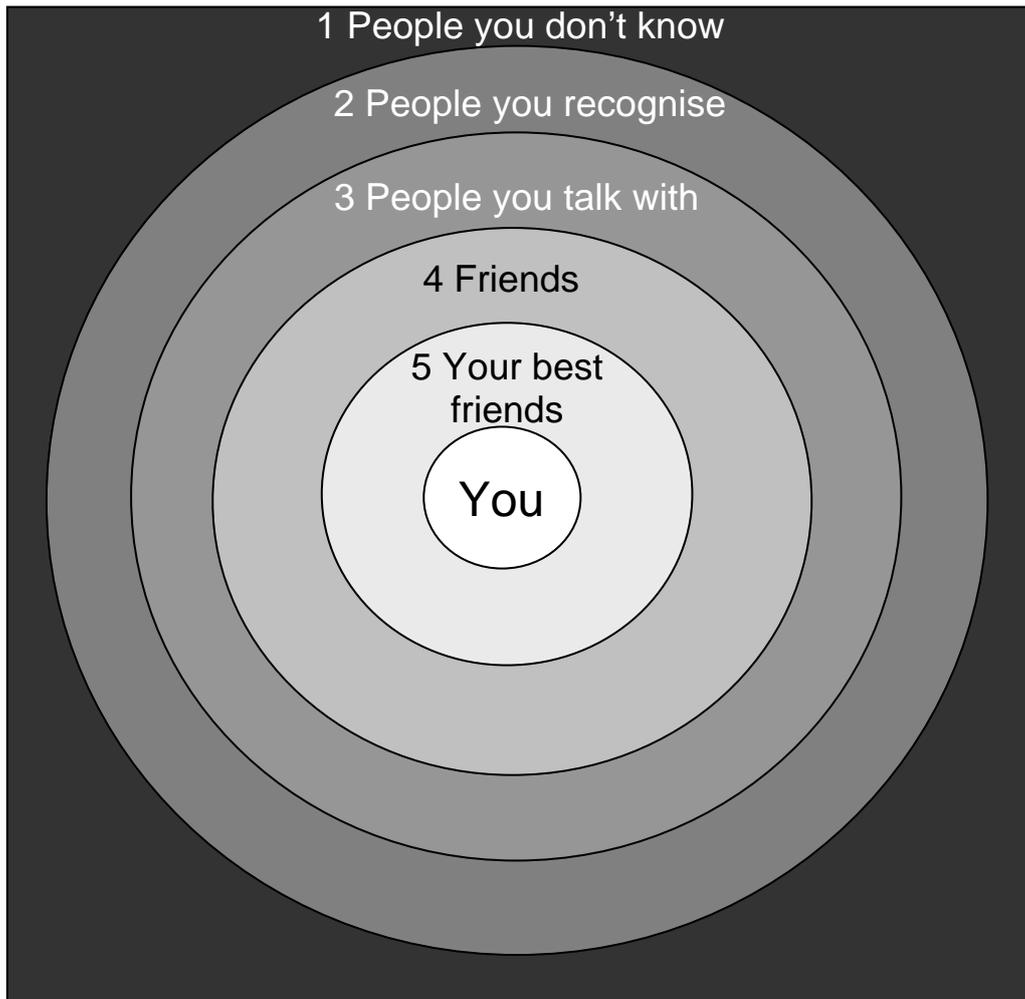
Unknown author

Discuss these questions in your class.

- What is a friend?
- What is a best friend?
- Why are friends important?

When you move to a new place, it can be hard to make new friends. A lot of the time you may be lonely. On the next page you can read about one way to think about making new friends.

Look at the picture on the next page. What do you think it shows?



When you meet someone for the first time, they are outside your circles (in the dark part: Area 1 – People you don't know). Before they can become a friend, they usually have to move through all the circles one at a time.

The more people you have in each circle, the more chance that a few of them might become a good friend.

How many people do you have in each circle in school at the moment? Count them and write them down with today's date.

Date: _____

Group 1. People I don't know _____

Group 2. People I recognise _____

Group 3. People I talk with _____

Group 4. Friends _____

Group 5. Best friends _____

Talk as a group about how you might get more people in circles 2 – 5. Write the ideas down here.

Making conversation is one way to make new friends.

It can be hard to start a conversation with someone you don't know, even if you see them every day at school.

Look at this list of conversation starters. Which ones do you think are good to use at school? Mark them with a tick (✓).

Where do you come from?

What did you do on the weekend?

What's your name?

What subject have you got next?

Do you like soccer?

Did you do the homework?

I like your haircut.

Can you help me with the homework please?

Did you watch *The Simpsons* last night?

Can I join you? (at lunchtime)

Can I borrow your eraser?

Compare your ideas with others in your class.

Think about some more questions you can ask to make these beginnings into a conversation.

Try acting some conversations out in the classroom.

Home rules

Before watching

Discuss questions in your class.

- Do all families have arguments?
- Why is it common for parents and teenagers to argue?

Make a list of the sorts of things parents and teenagers argue about, in your country and in Australia. Compare your list with others in your class.

	in other countries	in Australia
<i>Doing housework</i>		✓

Now watch the fourth part of the DVD, At home.

Understanding the story

What does Robert bring home from school?

Why is it difficult for his mother to understand?

Why isn't she happy about the camp?

Understanding the feelings



What do you think Robert's mother is feeling when she talks to Robert? Why?



What do you think Robert is feeling when he talks to his mother?



Why does she say, "No" to Robert? What reasons does she give him?



What does Robert feel later, when he goes to his room?

What could Robert do to deal with this?

Discussion – values in a family

When you are young, you depend on your family completely. Their ideas and feelings make you the person you are. But as you get older, it is normal for your ideas and goals to become different from other people's in your family.

One way to understand these differences is to think about what is important to people.

Below is a list of things that could be important for someone – they are called “values”. Problems can arise when people have different values.

Which values in the list do you think are most important for Robert?

Which ones are most important for Robert's mother?

Did you know...?

“Family” means different things in different countries. What does it mean in your culture? What do you think it means in Australia, usually?

Mark the important values with a tick (✓).

	Robert	Mother
Saving money		
Children doing what their parents say		
Wanting to fit in with others at school		
Safety		
Keeping the culture from their own country		
Listening to what other family members say		
Having new experiences		

Compare your ideas with others in your class.

Your values

It can be hard to know what is really important for you, especially when so many things have changed in your life.

Here are some questions to think about that might help you understand your own values better.

What thing that you own do you value the most?

Think about the friends in your life. What do/did you like most about them?

If you could change one thing about the world what would it be?

If you had \$1000 to spend, what would you do with it?

If you had \$1,000,000 to spend, what would you do with it?

Discussion

Think about your answers.

- What do they tell you about what is important to you?

Now compare your answers with other people in your class.

- Did you have similar answers to others in your class?
- Why do you think your answers were similar or different?

By now, your values have mostly been formed already by your family, culture and experiences in life. This activity is not meant to change your values, but if you can become more aware of them, you can make better choices in your life about what you do and who your friends are.

Home Late

Before watching

Now watch the next part of the DVD, Home Late.



Understanding the story

Write answers to these questions.

What time does Gina come home?

What does Gina say is the reason she is late?

Could there be other reasons she wanted to stay at school?

Does her mother believe her?

What did Gina's mother give her money for? What did Gina spend the money on?

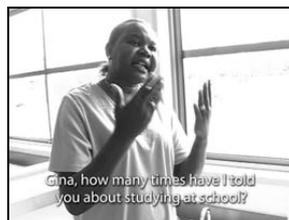
What rule does Gina's mother make about coming home?

Understanding the feelings

What do you think Gina and her mother are feeling in each of these pictures? Write your ideas in the space below. Use the words from your feelings list on page 1 to help you.



Gina is...



Gina's mother feels...



Gina feels...

Discussion

Discuss these questions in your class.

- What does Gina want?
- What does her mother want?
- Are there any possible compromises they could make, or other actions they could take?

Meeting strangers

Before watching

Discuss these questions in your class.

- Do you ever talk with people you don't know outside school? If so, who?
- How do you feel when someone starts a conversation with you in English?

Watch the next part of the DVD, At the Bus Stop.



Understanding the story

Discuss these questions in your class.

- What's happening?
- What does the man say?
- Is he being rude?
- Is the girl happy to answer the questions?
- Why does the other woman comment?

Discussion

Most people you meet outside school will be friendly. Sometimes, though, you might meet someone who makes you feel uncomfortable or upset.

Read the story.

Story 7



Marzia is from Afghanistan. Her father died in Afghanistan when she was 9 years old. She came to Australia when she was 15 years old with her mother and her sister. They were all refugees.

At first, she went to a language school to learn English. She was happy there and worked hard to learn. She made friends with some of the other students. She wore her hijab every day, like her mother and sister.

One day, she was waiting for the bus home after school, when a car drove past slowly. Someone shouted at her from the car, "Go home, you terrorist!" Marzia was very upset. She didn't know the people in the car, and didn't understand why they were angry towards her.

Answer the questions in your class.

- The people in the car were being racist. What is racism?
- Have you ever experienced racism in your own life? How did you deal with it? How did you feel afterwards?
- What are some of the causes of racism?
- What's the best way of responding if someone calls you names because of your appearance?
- Can you think of any beliefs that you have about other races that could be racist?

Getting a job

Before watching

Discuss these questions in your class.

- Do you have a part-time job in Australia? Or, do you know people who are studying and working at the same time?
- Did you work overseas? What did you do?
- What are the advantages to having a part-time job while you study? What are the disadvantages?
- Are you looking for part-time work while you study? If so, what type of job would you like to get?

Now watch the series of scenes called At the supermarket.



Understanding the story

Write answers to these questions.

Why does Mabior go to the supermarket? What's his goal?

How many times does Mabior go to the supermarket?

What does he give to the supermarket owner when he first visits?

What strengths does Mabior show in his job search?

Why do you think the owner asked him to come for a job interview?

Discussion



When I wanted a job in Africa, I just asked my uncle to help me and he got me some work. In Australia, I don't know anyone who can help me get a job. Besides, people get jobs differently here. Lots of kids seem to look on the internet.

How do people find jobs in Australia? Make a list of ways you know, then compare them with others in your class.

Look back at the list of strengths on page 4. Which ones do you think you need to get a job in Australia?

Reflections

Understanding the story

Here are some of the ideas the students say in the last part of the film.

Do you agree or disagree with them?

	Agree	Disagree
In Australia, you have the opportunity to do what you want to do.		
When you come to a new place, you have to settle slowly.		
When you come to a new country, you have to do the same things as the people there.		
Settling in a new country is very hard.		
I think I have a bright future.		

What I have learned – a letter to a cousin

Imagine a cousin of yours is going to come to Australia.

Write them a letter with advice about how they can settle into Australia more easily.

You can use any ideas from the film, and your own ideas about how settling in a new country can be made easier.
