

WE ARE ALL AUSTRALIAN DVD

Organisations Involved & Contact Details

Organisation: Strathfield South High School Sydney
Partners: Department of Immigration and Citizenship, Windsor High School

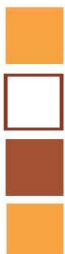
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Aims & Target Group

The project aims to:

1. Produce a snapshot in film of the lives of young people of Middle-Eastern background and including other representative groups of the SSHS population and students of Anglo-Saxon background that highlights the common core values of all youth cultures and shows acceptance of difference.
2. Enable youth of Middle-Eastern, plus Korean and Chinese background to understand their own youth culture and provide an opportunity for others to understand their perspective.
3. Inform our target audience and the broader community about the life of Australians of Middle Eastern background and counter the negative stereotyping by the media.
4. Raise awareness of the dangers of stereotyping in other school communities.

Target Group: High school students throughout Sydney





Project Description & Components

The aim of the project was twofold, to educate and increase the awareness of our own students about racism, stereotyping and multiculturalism and secondly for them to have a voice in the broader community about their perspectives on these issues. The students made a film and teachers made a resource kit to accompany it, thereby creating a resource that would be used in all schools.

The project involved 40 different activities over a year. These included workshops and groups for students from both schools and other activities to enable them to explore each other's cultures.

Some of the workshops were provided by Peter Slattery, a facilitator, who specializes in resilience and who was employed by the project.

Other workshops were provided by local community members and academics such as Catharine Lumby. These were done on a volunteer basis. Different students were involved in different workshops so that the impact of the project was spread over the school population

Technical training was also provided to students in editing, camera work, sound and lighting.

COMPONENTS

- One component was to increase the resilience of our Muslim students in a climate of distrust and constant negative stereotyping.
- We wanted to produce a film to educate other school communities and the broader community so that our students could have a voice about their experiences of racism and stereotyping.
- Also for our students to meet a group of students from a different youth culture.

Process

Many people agreed to be part of the steering committee but were unable to attend during school hours. Therefore it consisted of students and the project manager. It meant the workload was large for the manager because there were many things that couldn't be done by the students such as contacting and organizing the people doing workshops and interviews. However the students were able to do the organization of the school events, formulate the main ideas and do the filming and editing. One student was the production manager who oversaw the technical side of filming.

Students also wrote articles which were published in the local media and school newsletters. There was an ongoing publicity campaign that allowed most stakeholders were kept up-to-date on the progress of the project. Also because there were a large number of activities it meant that a broad cross section of the school and local community had direct involvement and/or made a contribution. Therefore there was a large degree of community ownership and the students themselves felt a high degree of ownership of the project.





Outcomes

The film is entertaining as well as educational. It has a broad appeal and to quote George Negus who was at the launch: “*I think adults have a lot to learn from kids...adults can benefit from this film.*”

The students were able to deliver a message about the commonalities between young Australians of different ethnicities in a way that was appealing to other young people. The film has been nominated for awards, has been mentioned in parliament and has been distributed to all schools in Australia. The students who were directly involved have become highly skilled in technical and communication areas as well as motivated and confident about future projects.

Key findings from the project evaluation included the appeal to young people, communicates the impact of stereotypes on young people and encourages young people to examine their own behaviours.

Comments from academics, National Anti-Racism advisory Committee:

- *Racism hurts us all,*
- *inter-regional communication,*
- *conversations about racism are vital*
- *historical trends in racist Australia,*
- *young people learning about the effects of racism and the importance of addressing it*
- *It's a great resource but I suspect the DET may see it as another 'thing to do/ fit in'. I hope that this is not the case. All the best. This resource is perfectly suitable for students and should be made use of.*
- *The utility of getting small groups together*
- *We need to hear more young voices*
- *That change is possible if action is taken*
- *That people are all the same whether you're Lebanese, Chinese or Asian*
- *Need to combat ignorance*
- *The impact media has on youth that affects their self esteem*

Challenges & Obstacles

It was overly ambitious and time consuming. It involved a lot of organization and it was difficult to coordinate activities with Windsor High school because of the travel involved. One challenge was making the most of the lights which needed to be hired and coordinating as much filming as possible.

Funding

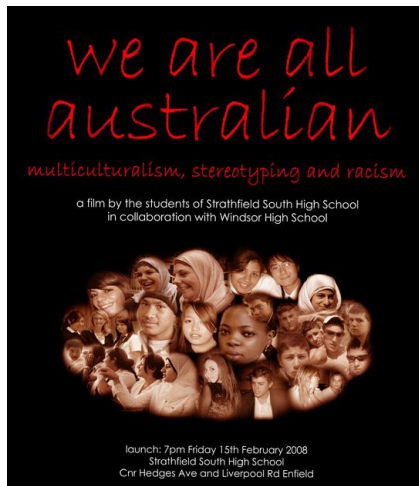
The project cost \$41,000.

Department of Immigration and Citizenship provided a grant of \$38,000





Images



This project is proudly supported by the Australian Government's Living in Harmony programme. For more information, visit www.harmony.gov.au

