



BOUNDLESS DREAMS DOWN UNDER

Inspiring Young Migrants and
Refugees in Hume, Australia

WORCESTER POLYTECHNIC INSTITUTE

BROTHERHOOD OF ST. LAURENCE

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Inspiring Young Migrants and
Refugees in Hume, Australia

An Interactive Qualifying Project
submitted to the faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the degree of Bachelor of
Science

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Report Submitted To:

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Brotherhood of St. Laurence
Working for an Australia free of poverty



WPI

This report represents the work of WPI undergraduate students, submitted to the faculty as evidence of a degree requirement. WPI routinely published these reports on its website without editorial or peer review. For more information about the projects program at WPI, see <http://www.wpi.edu/Academics/Projects>

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Supplemental Materials A. Focus Group Protocol

Setup

Rearrange rooms with bean bags, comfortable seating, circle
Set up snacks and drinks for people to take from as they come in
Name tags
Write intro questions on the board
Set up audio recording

Roles

Facilitator 1: David
Notetaker 1: Lily
Notetaker 2: Emily
Notetakers will be at the edge of the group (to minimize keyboard noises in the recordings)
Can rearrange the room to make it more comforting

Right before (5 mins)

Explain what the project is for/ about
“[Say each of our names]. We’re students from a university in America who are working with BSL to create media about the stories of newly arrived-people in Australia. Our goal is to motivate and inspire people starting in the Youth Transitions program.”

At the start

1. Make sure that they know about sensitive topics that could be touched upon, share only what they’re comfortable sharing, can leave at any time without explaining, coaches (add names day of) are available right outside of the room if they need someone to talk to
 - a. “Some of the topics we will discuss today have the potential to be sensitive, or challenging to talk about.
2. Please only share what you are comfortable with us, and the rest of the group. The session is scheduled to last 60-90 minutes. You are free to leave at any point, or take a break, without explanation and coaches (insert names day of) will be available right outside that you can speak with at any point.
3. Remind we’re recording the session for note-taking purposes
 - a. “Just a reminder we will be recording this session and may use some of the audio in the media we create, but will always keep you anonymous. If you prefer not to have your audio used, you may opt out of the session.”
4. Start the recording on the phone and laptop
5. Acknowledgement of country statement
 - a. “We respectfully acknowledge the Traditional Custodians of the land and waterways on which our project operates. We pay our respects to Aboriginal and Torres Strait Islander Elders past and present. We particularly acknowledge the Wurundjeri people of the Kulin Nation, on whose land we are right now.”

During

Intro Questions (5 mins)

1. What’s your name?
2. How old are you?
3. Where were you born?
4. How long ago did you come to Australia?
5. A fun/interesting fact about you

Background (10 mins)

1. Close your eyes and think back to your first day in Australia. What was that like?
2. What was it like when you first moved to Australia?
3. How did you feel?

Barriers/Obstacles (10 mins)

1. Tell us about a time when you faced a challenge when you moved to Australia.
2. How did you deal with this challenge?

Supports (15 mins)

1. Tell us about people/things/groups that have helped you in your new life in Australia?
2. How have they helped you overcome the difficulties discussed?
3. Are there any other places you went to for support?
4. If you've participated in YT, how has it helped you adjust to life in Australia? (Tash - Banksia Gardens, Magda - Arabic Welfare, Spectrum, or here at the BSL office)
5. What are some parts of the program that you think would help other young people who have just moved to Australia?

Success (15 mins)

1. What are you most proud of since you moved here?
2. What do you think helped you accomplish that the most?
3. Was there anything you wish you had known during your first years that you would want to share with others?
4. How have your expectations on what life in Australia is like changed?
5. How have you changed?

Concluding notes (5 mins)

Thank you for joining the focus group today and for sharing your experiences and stories with us.

Following this session we are hoping to host additional one on one conversations. During these, we hope to hear further about your experiences, and even share photographs or discuss places that were especially impactful to you. If this is something you are interested in we would be happy to hear from you today. We will be sending an email out with this and additional information to everyone in the next couple days.

Also, if you would like to help create/review the videos we make, let us know!

In mid December, we will be sharing our final project and video production with the coaches at BSL, and would love for you to join us. This will be on December 12th at 11:00 am here at the BSL office or somewhere else that BSL works.

Supplemental Materials B. Focus Group Attendance Form



Share your Story!

Join us to talk about your first years in Australia, what helped you achieve your goals, and tips you would give newly arrived young people!

1

Are you at least 18 years old? *

- Yes
- No

2

First name *

Enter your answer

3

Last name *

Enter your answer

4

Will you attend the focus group? *

- Yes
- No

5

What is your email? *

Enter your answer

6

Please read the attached consent form. If you have any questions or concerns, please enter them in the answer box below and we will respond back to you.

This study is sponsored by Worcester Polytechnic Institute (WPI) and the Brotherhood of St. Laurence (BSL). The purpose of the study is to collect information on the experiences of young migrants and refugees when moving to Australia. The information and content shared will be used to create media in support of BSL and the Youth Transition Program. This may include campaigns along with promotional and informational material to be used in the YT workshops.

The focus group will last 60-90 minutes, and could go longer. During the session, a discussion leader from WPI will ask the group a series of questions about your stories and experiences. Another WPI student will be in the room writing notes during the discussions. The information the group shares may be used to share challenges faced and highlight success stories that may inspire new youth arriving in Australia. Additionally, the session will be recorded with a microphone. We may use these recordings in content we create for BSL (while keeping you anonymous). Please let us know if you do not want us to use the audio recordings for our content. The content we create, along with a written report, will be published on the Worcester Polytechnic Institute website and shared with the Brotherhood of St. Laurence to use in their Youth Transition Program.

If you choose to participate in this focus group, you are free to leave the focus group at any time, and you may choose not to answer any of the questions. Some of the questions have the potential to touch sensitive areas, such as traumatic experiences that caused you to leave your country.

If you have further questions about this study or wish to read our final report, please contact us at gr-melb23-bsl@wpi.edu or our WPI faculty advisor, Loraine Higgins, at ldh@wpi.edu. We will be inviting you to a final presentation of our work on the week of December 19 and hope you will join us.

Enter your answer

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If you agree to the terms of the consent form above, please select "I agree". Selecting this will act as your e-signature. *

- I agree

Supplemental Materials C. Conversation Consent Form

This study is sponsored by Worcester Polytechnic Institute (WPI) and the Brotherhood of St. Laurence (BSL). The purpose of the study is to collect information on the experiences of young migrants and refugees when moving to Australia. The information and content shared will be used to create media in support of BSL and the Youth Transitions Program. This may include campaigns along with promotional and informational material to be used in the YT workshops.

The conversation will last 30-45 minutes and could go longer. During the session, a student from WPI will ask you about your stories and experiences, which may be used in our video. The session will be recorded with a microphone. We may use your voice in the content we create for BSL (while keeping you anonymous). The content we create, along with a written report, will be published on the Worcester Polytechnic Institute website and shared with the Brotherhood of St. Laurence to use in their Youth Transitions Program. The purpose of the video is to inspire new youth arriving in Australia.

If you choose to participate in this conversation, you are free to leave at any time, and you may choose not to answer any of the questions. Some of the questions have the potential to touch sensitive areas, such as traumatic experiences that caused you to leave your country.

In addition, we may ask you to draw, write, or bring in pictures to describe some of the experiences you share with us. Please only share the content you are comfortable with, as it may be used in our project.

If you have further questions about this study or wish to read our final report, please contact us at gr-melb23-bsl@wpi.edu or our WPI faculty advisor, Loraine Higgins, at ldh@wpi.edu. We will be inviting you to a final presentation of our work on December 12 at 11:00 am and hope you will join us.

I understand the purpose of this study and agree to participate in this consent form

(signature of participant if 18 years or older, date)

Supplemental Materials D. Follow-up Conversations Protocol

At the start (20 mins):

1. Give a summary (to introduce/remind them of the project)
2. Timeline
 - a. Have them draw a timeline of their time in Australia
 - b. Have them give an overview of the whole timeline
3. Loop back to points in the timeline that seem interesting and talk about those

Generic QnA (10 mins):

1. Refer back to notes from the focus group if already talked to them
2. Ask key questions that we can use in video
 - a. What was it like when you first moved to Australia?
 - b. First day?
 - c. What was a big challenge you faced when you moved to Australia?
 - d. How did you overcome it?
 - e. What are the things that have helped you the most in your new life in Australia?
 - f. What are you most proud of since you moved here?

When interviewing:

1. Voice record
2. If they don't mention it themselves, ask about the hardships they endured and the ways they overcame those hardships.
 - a. Ask about various specific struggles
 - i. Did you struggle to find employment?
 - ii. Did you struggle to make friends or find a community?
 - iii. Did you struggle with your identity?
 - b. Ask how they overcame these struggles

What we want to know:

1. Emotions and scenes from the first day in Australia (elaborating further from the focus group)
2. The things they struggled with/main challenges
3. What ways they found to overcome those struggles
4. Reiterate on the advice they said during the focus group

Supplemental Materials E. Media Script

Narrator: *Arriving in Australia can be difficult and confusing.*

Atena:

“When we came to Australia, we arrived by boat...me and my brother, we were so young. We didn't understand. The only thing that really scared me was my brother. Just saying. We're going to be eating by sharks like that was our biggest fear...the boat was so tiny...So there was a lot of us...what we had on... was a pair of clothes, like one t-shirt, a pair of pants, just my scarf, pretty much that's all we had”

Mo:

“When we first came to Melbourne... I just came here with my clothes...one T-shirt... one pants and one shoes. That's it. It was all I had... It was last month of lockdown... I couldn't see so many people like walking on the street and shops were closed... And it was like, kind of scary for me...”

Obstacles

Narrator: *And getting to Australia is just the beginning. Facing a new culture and language can create many challenges.*

Mo: “With zero English... I couldn't do anything... I could say only hello. My name is and that was all”

Narrator: *It can also feel scary or lonely.*

Mo: “when I started... they put me in level 2 of English... for the first two weeks, I was just sitting at the back, like, lonely, and sitting quiet, and I was not speaking up, I was like, just scared of... people laugh on me and my mistakes that I made...”

Atena:

“I was ashamed... of telling people I came here by boat”... “We just came and I didn't tell anyone that I came by boat, I was like ‘ohh yeah, we just came recently, just by an airplane,’ that's it. Leave it at that.”

Support

Narrator: *Having support can make a big difference. It can be just one person, like a teacher...*

Mo: “Then I said: ‘teacher, I'm worried about this like how to learn the language in here, and if I speak up, what would happen?’ So she told me, likeBut if you speak up, and if you make mistakes so those mistakes will teach you to learn the language”

Narrator: *It could even be a change in mindset. Be proud of who you are.*

Atena: “It's going to sound crazy, but I woke up one day. I was just really upset about everything in my life. You know, the fact that I was ashamed of telling people I came here by boat. Everything had just piled up. And then I woke up. And I was like, why am I ashamed of these things? Why? Why can't I express who I am?”

Growth/success

Narrator: *Little by little, you can start making progress.*

Mo: “every single day... I was making, like, sentences and I was speaking up and I was the only one to raise my hand up, and I was giving the response...I was feeling comfortable and I was talking. I was making lots of mistakes. That's why, like I learned the language and I could improve myself”

Narrator: *...and even do some amazing things.*

Mo: “Our manager and also one of our youth engagement coach told me like to come and share my story as a new arrival youth and as a young person. From migrant background So that was a good chance for me like to share”

Atena: “I stepped out of my comfort zone. A lot of the times I attended a lot of protests and in a lot of those protests I was a guest speaker to represent my story...I was 13 or 14. There was a little protest, say little, but it was like 100 people at the Melbourne Central and they were all gathered there. And I was just shaking, holding up my little paper. I was like, “And we came here by a boat.” just pretty much shaking...And people were crying in the crowd ...”

Narrator: *and eventually, you start to think about things a little differently.*

Mo: “So it's better to speak up and make mistakes because you learn from your mistakes ...and after that I applied to all sort of, not just the study to my work life as well, and to my daily life as well. Like I tried a lot and I made lots of mistakes. But right now I can see like I've improved a lot by making those mistakes. Which I've got the job after like making lots of mistakes”

Atena: “Really what helped was finding myself and who I am and being proud of that, that I am indeed an asylum seeker, that I am a refugee and I’m proud of my background that my parents took a really big risk to give us what we needed, which was safety.”

[fade to black]

Narrator: *Those were the stories of young people who didn’t give up when they faced challenges.*

Narrator: *What is your story?*

Credits screen:

These will appear either as text on screen or as papers slid on screen.

Production & Scriptwriting - David Gobran, Emily Narouz, Lily Brenner, Michiba Toryu (we all slide our own names onto the screen)

Drawings - Lily Brenner

Video Editing - Michiba Toryu

Narration - Michiba Toryu

Thank you to those who gave us feedback!

Thank you to the young people who shared their stories with us!

Supplemental Materials F. Activity Guide



Youth Transitions: Phase 1



Overview & Purpose

This is an activity to be conducted with Youth in Phase 1 after viewing the video. It aims to summarize the themes of the video in an engaging way and have the audience brainstorm how they can apply a growth mindset in their own lives.

Activity goals

1. Do they understand what it means to have a growth mindset?
2. Did they discuss different types of supports they can use?
3. Can they apply growth mindset thinking to real life examples?

Post Video Activity Lesson Plan #1: Ball Activity

Materials Needed

Beach ball with questions written on each side or use number ball:

1. What was it like when you first came to Australia?
2. What were some hard things you went through?
3. What do you do when you have a problem?
4. Who or where would you go to for help if you were in a hard situation?
5. What is a dream you have?
6. How have you grown since coming here?
7. What was your favorite part of the video?
8. Is there something you related to in the video?
9. What is something you are proud of?
10. What is something you want to accomplish this year?
11. Where do you see yourself in 5 years?
12. What is something you are thankful for?

Activity

1. Have students sit or stand in a circle
2. Coach talks about what a growth mindset is and gives some examples. Ask the youth if they noticed any examples in the video:
 - a. Person 1 (male voice) answering questions in language class
 - b. Person 2 (female voice) not being ashamed of who she is
 - c. Michael making mistakes and learning from them
3. Toss around the ball
4. Participant answers question their thumb lands on
5. For each question, encourage the participant to answer positively using a *growth mindset* as discussed earlier

Post Video Activity Lesson Plan #2: Growth Mindset Worksheet

Materials Needed

1. Worksheet on following page
2. Pens or pencils

Activity

1. Have students fill out the worksheet
2. Have students share and discuss different answers for each box in the worksheet
3. Encourage a discussion on what a growth mindset is and how that can be applied to their daily lives

FIXED MINDSET



GROWTH MINDSET

I can't do math.	<i>Ex: If I study hard everyday, I can get better at math.</i>
I'll never get a job.	
I'm not a smart person.	
I'll never get better at basketball.	
I'm already so good at English, I don't need to practice more.	
I'm too shy to speak in front of the class.	
I am afraid people will make fun of me for being different.	
It's embarrassing to make mistakes.	
I don't like trying new things.	
I'm not going to work anymore because I have tried and I keep failing.	
Everyone else has a job except for me.	
I don't have anything that I'm good at.	
Nothing is ever fair for me.	

Post Video Activity Lesson Plan #3: Drawing Activity

Overview & Purpose

This activity aims to have the youth sketch out their life thus far, and where they would like to be in the future.

Materials Needed

Large drawing paper (print next page in A3 if possible).

Activity

1. Instruct participants to sketch their life stories so far. Advise them to avoid including traumatic memories they may have had.
2. Emphasize how a growth mindset can be used to learn from failures.
3. Encourage them to set goals for where they would like to be in the future.
4. Have them share with the rest of the group if comfortable.