Commencement date of program/service: 2004

1. Additional description

BRiTA Futures is a group resiliency building program developed by the Queensland Transcultural Mental Health Centre which focuses specifically on healthy bi/multicultural identity development and build resilience “to live in two or multiple worlds”, negotiate acculturation stressors and associated family and/or peer pressures and conflict.

This evidence based program consists of three versions:
- primary school aged children
- adolescents
- adults and parents.

The program has also been adapted for adolescents from refugee backgrounds with lower literacy levels.

In 2004 a 10-session adolescent group-based program was researched and piloted with positive results with content specifically designed to build resilience around acculturation stress, including the development of a bicultural identity. Evaluation tools were also developed, along with a training program for BRiTA Futures program facilitators. Over the years, the BRiTA Futures for Adolescents program has been reviewed to ensure is suitable for participants with a refugee experience.

Research collaborations with the Queensland University of Technology’s School of Psychology and Counselling and the University of Queensland’s Centre for Mental Health Research have resulted in the development and refinement of evaluation tools and a research data base for ongoing data analysis to ensure the programs remain effective and outcomes focused.

Resilience is an important mediating factor in the acculturation process to help minimise psychological distress. BRiTA Futures builds on the existing resilience of children, young people and adults from a CALD background and evaluations and program indicators state that this is being done successfully. Analysis of the pre-program data of a total of 309 children and adolescents found that they had poor levels of wellbeing. Post-program evaluation data analysis showed significant improvement in global quality of life and wellbeing among participants (Mitchelson, Erskine, Ramirez, Suleman & Prasad-Ildes et al, 2010). In summary The BRiTA Futures Program aims to achieve:
- Wellbeing, feeling good about oneself and being healthy.
- Setting and reaching personal goals.
- Finding ways to celebrate the strengths and importance of one’s own culture of origin while living in Australia.
- Learning skills to cope with the pressures that come from change and other stressful events.
- The opportunity to talk with others about stresses either as migrants or as second or third generation Australians with family who still strongly relate to original cultural values.
- Having the space to share with others what this is like and learn from each other’s ideas and experiences.
2. Criteria

2.1 Evidence of a significant contribution to the field of mental health on a local, state or national level.

The need to develop a group intervention program to build resilience in children and young Australians from CALD backgrounds was identified by the Queensland Transcultural Mental Health Centre with the release of the report Coping in a New World 2001. This report looked at the mental health strengths and needs of 123 CALD young people in Western Australia, South Australia and Queensland from their perspectives and the perspectives of 41 carers and 47 service providers.

A number of school-based mental health education programs were identified which showed promising outcomes, however, none of these addressed the unique cultural factors impacting mental health and wellbeing of young children and adolescents from CALD backgrounds. While the concept of resilience has gained considerable attention, specific issues related to the stress of acculturation and the definition of a cultural identity were not included in these programs. The workforce in education and health related sectors were also not adequately trained to be inclusive of these issues when delivering generic mental health promotion programs.

Some initial work was undertaken focusing on adapting existing resilience building group programs for young people to those with a CALD background, however as they did not fully meet the cultural frameworks required when working with CALD populations, it was decided to research and develop a new program specifically focussing on the needs of CALD young people.

The BRiTA Futures Program (Building Resilience in Transcultural Australians) was first developed and piloted in 2002/2004 to promote positive mental health in young people (adolescents) by the Queensland Transcultural Mental Health Centre (QTMHC) with funding from Beyondblue, Department of Health and Aging (DoHA) and Queensland Health. The BRiTA Futures Primary School (PS) (Building Resilience in Transcultural Australians, Primary School Version) program, extended from the earlier Adolescents pilot project and was developed and piloted in 2005/2006 by QTMHC in collaboration with the Resilient Children and Communities Project, QUT through an Industry Linkage Grant. In 2007, the adolescent version of the BRiTA Futures Program was reviewed by a range of stakeholders working with newly arrived adolescents from refugee backgrounds to make it more appropriate for this group. Since then the program has successfully been delivered to young people from refugee backgrounds.

In 2008-2009, in partnership with the University of Queensland, via the Queensland Centre for Mental Health Research, the program’s evaluation tools were reviewed and improved. A database was also established to store and analyse program data in an ongoing capacity. Also since then an adult and parent version was launched in 2013 and at present the program is developing online content for the adolescent version and the primary school version if being realigned with new national curriculum.

BRiTA Futures is the only program of its kind in Australia, it was listed by Mindmatters and Kidsmattter as a recommended program for the CALD population. Although predominantly Queensland based as it is a program of the Queensland Transcultural Mental Health Centre
(QTMHC), it has also had significant national reach as both the State Education Departments of WA and Tasmania have invested in the program via engaging the QTMHC to train their staff in the delivery of their program in their respective states.

2.2 Evidence of innovation and/or recognised best practise

The QTMHC is committed to supporting innovation in mental health practice through mainstreaming effective preventative practice through the BRiTA Futures programs. The primary school program is aligned with the Australian Curriculum, AITSL National Standards for teachers, The Australian Student Wellbeing Framework and 21st century educational expectations for all learning settings.

The QTMHC runs a number of projects and studies aimed at providing concrete evidence and data in the area of innovation in mental health practice for CALD communities on which to base policy recommendations. Additionally, the QTMHC has published on the BRiTA Futures which summarize research evidence and translates this evidence into concrete ideas for policy action, and highlight the implications of the evidence for using prevention programs as an effective means to build resilience and curtailing the onsets of potential mental illness.

Key learnings to date:

- BRiTA Futures has been shown to work effectively in diverse settings such as in schools with English as a Second Language (ESL) students and the whole classroom, and in community settings such as youth services, settlement agencies, religious associations and cultural organisations.
- Group facilitators have reported that delivering BRiTA Futures has assisted them in identifying participants with mental health issues that otherwise would have been overlooked.
- Through the promotion, training of program facilitators and delivery and evaluation of BRiTA Futures, the concepts around resilience towards acculturation stress have been refined.
- Partnerships have been established or strengthened as a result of delivering BRiTA Futures. For example, a Child and Youth Mental Health Service (CYMHS) partnering with a local school, a youth agency partnering with the ESL program of a local school, and multicultural services linking with local schools and CYMHS.
- Community–based programs where parents are more engaged tend to receive overwhelmingly positive feedback and showed that the program objectives were largely achieved.

The BRiTA Futures Program is unique in that all of its three versions are founded on an extensive review of the national and international research literature and best practice to identify those elements of resiliency that are culturally-determined, while the content has been carefully selected to ensure that cultural issues are woven into each module, both in terms of group activities (both content and processes) as well as topics to trigger group discussions and personal reflection activities. Additionally, the content of the program is relevant to the acculturation experiences and issues for people from CALD backgrounds in Australia.

QTMHC has ongoing partnerships with both the University of Queensland and the Queensland University of Technology to refine its assessment and evaluation tools. QTMHC continues to collect and analyse pre and post assessment data of program participants which over the years has built up to a significant data base on mental health risk and protective factors for the CALD population.
2.3 Evidence of participation of mental health consumers in the planning, implementation and evaluation. There may be exceptions to the involvement of mental health consumers. If so, please address this when responding to this criterion.

During the initial planning of the BRiTA Futures Program, two reference groups were set up with active involvement from each sector. The first reference group comprised of policymakers, academic experts, members from CALD and refugee communities, mental health workers and members of migrant support networks who provided advice and guidance on the development of the BRiTA Program framework and directly liaised with migrant community groups to recruit adolescent participants for the pilot BRiTA study. The second group consisted of CALD young people recruited through local schools ensuring the conceptualisation and development of the BRiTA Futures Program involved CALD young people in the development of the program via co-design workshops. CALD young people have had significant input into the underlying concepts underpinning BRiTA Futures as well as in the content development. The BRiTA Futures Program continues to be managed and implemented with comprehensive involvement of all stakeholders. It provides ongoing opportunities for full participation by all key players and members enabling support which contributes to change and innovation. The key to the success of the BRiTA Futures Program is that it trains and supports program facilitators from CALD communities to be involved in the development/evaluation of the resources and delivery of the program in school and community settings. The fact that there is a BRiTA Futures Evaluation Database in place means that in the future, more data will be available for analysis, evidence building and feedback to settings delivering the program. As the only available resiliency building program addressing the specific needs of CALD children and young people in Australia, numerous requests for the program from interstate and some international settings have been received which highlight the potential of expanding the dissemination of BRiTA Futures in a manner that could support the sustainability of the program in Queensland. Currently, the development of a train-the-trainer program is taking place to have the capacity to train program facilitator trainers in other locations within and outside of Queensland. The aim is to have a full time BRiTA Futures Program Co-ordinator with the capacity to provide support to program trainers and the existing 450 program facilitators.

2.4 Evidence of Partnerships and Linkages (collaboration for continuity between organisations).

The key success to the implementation of BRiTA Futures is via the many partnerships that have been created with schools, mental health support agencies, youth services, settlement services, TAFE and community groups.

In 2007, the adolescent version of the BRiTA Futures Program was reviewed by a range of stakeholders working with newly arrived adolescents from refugee backgrounds to make it
more appropriate for this group. Since then the program has successfully been delivered to young people from refugee backgrounds.

In 2008-2009, the program content was re-developed and published and training of group program facilitators commenced in Queensland. In 2009, in partnership with the University of Queensland, via the Queensland Centre for Mental Health Research, the program’s evaluation tools were reviewed and improved.

In 2010, in partnership with the School of Psychology and Counselling, Queensland University of Technology, work commenced on developing an adult component of BRiTA Futures enabling the program to work simultaneously with parents and families of children and adolescents participating in BRiTA Futures.

Nationally, BRiTA Futures for Primary School and Adolescents is listed with the federally funded student mental health and wellbeing initiatives Mindmatters and KidsMatter as program for CALD students.

QTMHC has trained a number of schools and settlement agencies and they have integrated BRiTA Futures into their classroom and settlement programs with a significant CALD demographic and are increasingly incorporating BRiTA Futures into their curriculum. Some of the organizations include:

- **Headspace**
- **Romero Centre**
- **Townsville Multicultural Support Group**
- **Centacare Migrant Services Cairns**
- **CQ Inclusion Support Agency**
- **Relationships Australia**
- **Anglicare Toowomba**
- **Peachy’s Respite & Resource Service**
- **Australian Red Cross Migration Support Program**
- **Accoras**
- **Early Psychosis Team, Metro South MHS**
- **IEC Transition Program**
- **Northern Integrated Services Tasmania**
- **Evolve Therapeutic Services, Darling Downs MH**
- **Life Without Barriers**
- **Mercy Family Services**
- **Multicultural Development Association (MDA)**
- **Break Thru People Solutions**
- **Yourtown**
- **HEAL**
- **Access Community Services**
- **Townsville Multicultural Support Group**
- **Townsville Multicultural Support Group**
- **Intercept**
- **House of Restoration**
- **Relationships Australia**
- **Mission Australia**
- **Salvation Army**
- **City Care Logan**
- **Griffith University, Student Equity Services**
- **Australian Red Cross Migration Support Program**
- **Community Connections**
- **Carers Qld Cairns**
- **Children’s Health Qld**
- **Children’s Health Qld**
- **Institute of Mental Health Alcohol Tobacco and Other Drugs (IMHATODS) Townsville**
- **Culture In Mind**
- **Tafe Tasmania**
- **Department of Community Services**
Some of the schools in which teachers are trained in BRiTA Futures include:

- Stretton State College
- Citipointe Christian College
- Burrowes State School
- Gladstone State High School
- Biloela State High School
- Dickson College (Canberra)
- Wisdom College
- Marsden State High School
- Yeronga State High School
- Australian International Islamic College
- Woree State High School
- Islamic College Brisbane
- Pine Rivers State High School
- The Gap State High School
- Kenmore State High School
- Sandgate State High School
- Upper Coomera State High School
- Beenleigh State High School
- Kedron State High School
- Upper Coomera State High School
- Allenstown State School
- Redbank Plains State High School
- Kirwan State High School (Townsville)
- Dakabin State High School
- Cavendish Road State High School
- Kelvin Grove College
- Bremer State High School
- Harristown State High School
- Brisbane Boys' College
- Aspley State High School
- Lockyer State High School
- Elanora State High School
- Milpera State High School
- Woodridge State School
- Woodridge State High School
- St Patricks college Launceston (TAS)
- Melville SHS (WA)
- North Lake Senior Campus (WA)
- Lynwood Senior High School. (WA)
- Parkwood Primary School Intensive English Centre (WA)
- Balga Senior High School (WA)
- Greenwood College (WA)
- Cyril Jackson Senior Campus (WA)

2.5 Verification and evaluation of the program's effectiveness e.g. quality improvement activity, data collection and its use including graphs and tables, achievement of performance indicators, e.g. attendance figures, outcome measures, number of document downloads, page views, click through rates.'

BRiTA Futures has endeavoured to maintain quality control of the program by reviewing and updating the content and resources of the program and improving the quantitative evaluation tools. It continues it track quality control by carefully selecting the program facilitators who are
going to be trained; ensuring they have the support of the organisation they are representing; conducting a competency based assessment during the training session; providing them with clear referral pathways should any of the program participants be identified with a mental health issue; following up program facilitators regarding their planning, delivery and evaluation of BRiTA Futures, i.e. mentoring; and offering them debriefing and support. By requesting program facilitators conduct qualitative and quantitative program evaluation from the perspective of participants as well as obtaining program facilitators’ feedback, opportunities are also open for feedback from other setting’s staff or stakeholders and parents/carers of participants.

The evaluation component of BRiTA Futures assesses how much the program helps participants learn and apply new skills in order to deal with their acculturation process. The evaluation process gathers comprehensive demographic data and data on parent/carer consent as well as the results of the application of a number of evaluation tools. The BRiTA Futures program is currently evaluated using the following tools, some of which were purposely developed to evaluate the impact of the program on the program participants:

1. Multicultural Child Resilience Survey© QTMHC
3. Multicultural Youth Resilience Questionnaire© QTMHC.
4. GHQ-12 Questionnaire © Goldberg, D., 1972
5. Session reviews including Session Student Review and Session Facilitator Review
6. Evaluation Focus Group Questions that can be applied to participants.

The quantitative evaluation is carried out at the outset of the program and then at its completion.

To date, more than 450 group program facilitators have been trained in Queensland, and more than 200 group programs have been delivered, reaching thousands CALD children young people and adults and parents. A preliminary evaluation based on the previous evaluation tools of 117 primary school aged children and 192 adolescents who completed the program found:

- The program was successful in reaching its target group, as 63% of children and 82% of adolescents were born overseas from 43 different countries.

- At commencement of the program around a quarter of the primary school age participants had global quality of life scores below the normative range for western and non-western populations indicating some level of unhappiness with life as a whole.

- Almost half of the adolescents had a score at, or above, the threshold of indicating some level of psychological distress.

- Both age groups indicated that they had relatively high levels of resilience prior to the program as measured by resourcefulness and social support.

- Post program data showed an improvement in participants’ happiness in the primary school age group and wellbeing in the adolescent group. The BRiTA Futures program has and
continues partnering with academic bodies to publish about the development of the versions of the program and its evaluation tools as well as the impact evaluation of the program implementation. Publications include:


3. Conclusion
For many people, the migration process and associated experiences of settlement and acculturation are recognised as contributing to poor mental health (Selvamanickam, Gorman& Zgryza, 2001). It is generally accepted that the rates of access to mental health support services by migrants are significantly lower than the rates of the general population. By adopting an evidence strength based approach in promoting positive mental health and social connectedness, the focus of the BRiTA Futures program has been on strengthening protective factors such as positive bicultural identity, self-esteem, sense of connectedness, communication skills, goal setting and future planning as well as recognising the risk factors related to acculturation stresses and childhood and adolescence development.

BRiTA Futures fills a key gap and makes a unique contribution the positive mental health promotion and prevention in the CALD population in Australia backed by a significant track record.

, and supports and enables CALD children and adolescents, and their parents, including newly arrived young refugees, to find ways to live harmoniously with their culture of origin and within the Australian culture.
4. Referees - nominate two referees.

Removed for privacy.
5. Appendix of Support Material

Appendix 1
Further information can be found in these publications

https://www.tandfonline.com/doi/abs/10.5172/jamh.9.3.243

https://eprints.qut.edu.au/68119/

Appendix 2: The BRiTA Futures Primary School Program

<table>
<thead>
<tr>
<th>Sessions (Title)</th>
<th>Aim</th>
<th>Essential Learning</th>
<th>Developmental Assets</th>
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</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>(1) To introduce the concept of culture.</td>
<td>Ways of working (Yr 5 &amp; 7): collect, analyse and evaluate information and evidence.</td>
<td>Empowerment – child feels valued by adults.</td>
</tr>
<tr>
<td>Resilience in Our Multicultural Classroom</td>
<td>(2) To introduce the concept of resilience.</td>
<td>Knowledge and understanding (Yr 5): Reflect on, and identify how, their own and others behaviours, skills and actions influence health and wellbeing, movement capacities and personal development.</td>
<td>Cultural identity.</td>
</tr>
<tr>
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<td>(3) To relate resilience to major life changes such as migration and acculturation.</td>
<td>Knowledge and understanding (Yr 7): Reflect on, and identify, the impact of diverse influences on health and wellbeing, movement capacities and personal development, including the best use of positive influences.</td>
<td>Identifying role models.</td>
</tr>
<tr>
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<td></td>
<td>Personal development (Yr 5): Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources.</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>(1) To understand and appreciate similarities and differences across cultures.</td>
<td>Personal development (Yr 7): Identity and self image are influenced by environmental factors, including media and social expectations of age, gender and culture.</td>
<td>Cultural competence.</td>
</tr>
<tr>
<td>Cultural Identity: Making Me Who I Am</td>
<td>(2) To gain an understanding of personal strengths derived from culture and experience.</td>
<td>Personal development (Yr 5): Identity is influenced by personality traits, responses in variety of social contexts, responsibilities and accomplishments.</td>
<td>Equality and social justice.</td>
</tr>
<tr>
<td>Sessions (Title)</td>
<td>Aim</td>
<td>Essential Learning</td>
<td>Developmental Assets</td>
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| **Session 3**<br>Building Empowerment: Self talk and Self-esteem                | (1) To learn about how habits shape our thoughts, feelings and beliefs about ourselves.  
(2) To learn new culturally appropriate strategies for building self-esteem and managing self-talk. | **Knowledge and understanding (Yr 5):** Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.  
**Personal development (Yr 5):** Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.  
**Personal development (Yr 7):** Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem. | • Empowerment.  
• Self-esteem.  
• Cultural competence. |
| **Session 4**<br>Building Social Competences: Understanding Cross-Cultural Communication | (1) To learn about ways emotions are expressed across cultural groups.  
(2) To learn skills for building positive cross-cultural relationships.  
(3) To be able to recognise and express feelings appropriately and learn skills to manage difficult feelings.  
(4) To develop an optimistic outlook. | **Ways of working (Yr 5):** Propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development.  
**Ways of working (Yr 7):** Propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities, and personal development.  
**Personal development (Yr 5):** Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others. | • Interpersonal competence.  
• Positive communication.  
• Emotional intelligence.  
• Positive expression and management of feelings.  
• Positive peer relationships. |
<table>
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<tr>
<th>Sessions (Title)</th>
<th>Aim</th>
<th>Essential Learning</th>
<th>Developmental Assets</th>
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</table>
| **Session 5**                                                         | (1) To introduce the communication process and different styles of communicating (passive, aggressive & assertive).  
(2) To gain an understanding of the nature of conflict triggers.  
(3) To understand how cultural factors contribute to conflict, and explore ways to resolve these. | **Ways of working (Yr 5):** Apply personal development skills and strategies in team and group situations.  
**Ways of working (Yr 7):** Select and demonstrate appropriate personal development skills and strategies in team and group situations. | • Interpersonal competence.  
• Peaceful conflict resolution.  
• Positive communication.  
• Empowerment and safety.  
• Positive peer relationships. |
| **Session 6**                                                         | (1) To understand stress and its effects.  
(2) To build skills for coping with stressful life events.  
(3) To learn about the value of humour and laughter.  
(4) To understand the concept of optimism and how to apply it to stress management. | **Personal development (Yr 7):** Life events and transitions can be dealt with through meaning-making, resilience strategies, and the use of personal and community resources. | • Empowerment & safety.  
• Optimism and sense of humour.  
• Stress management skills. |
| **Session 7**                                                         | (1) To explore ways in which we are influenced by family patterns of communication and family traditions.  
(2) To build strategies for establishing peer networks across cultures.  
(3) To learn about ‘community’ and finding one’s place. | **Knowledge and understanding (Yr 5):** Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity.  
**Knowledge and understanding (Yr 7):** Family, peers and the media influence health behaviours.  
**Personal development (Yr 5):** Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.  
**Personal development (Yr 7):** Life events and transitions can be dealt with through meaning-making, resilience strategies, and the use of personal and community resources. | • Development assets.  
• Cultural competence.  
• Positive peer and family relationships.  
• Sense of community. |
<table>
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<tr>
<th>Sessions (Title)</th>
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<th>Essential Learning</th>
<th>Developmental Assets</th>
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</table>
| **Session 8**<br>Bouncing Back After Hard Knocks: How to Stay Resilient Throughout Life | (1) To identify sources of strength, such as spirituality and rituals.  
(2) To begin to look at decision-making and how values influence this.  
(3) To further develop an understanding of resilience and ways to build it.  
(4) To review the learning and skills gained throughout the program. | **Knowledge and understanding (Yr 5):** Reflect on, and identify how, their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development.  
**Knowledge and understanding (Yr 7):** Reflect on, and identify, the impact of diverse influences on health and wellbeing, movement capacities and personal development, including the best use of positive influences.  
**Ways of working (Yr 5 & 7):** Collect, analyse and evaluate information and evidence.  
**Personal development (Yr 5):** Life events and transitions can be dealt with through meaning-making, resilience strategies, and the use of personal and community resources. | • Empowerment & safety.  
• Cultural competence.  
• Resilience. |
## Appendix 3: The BRiTA Futures Adolescents Program

<table>
<thead>
<tr>
<th>Sessions (Title)</th>
<th>Aims</th>
<th>Concepts Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>(1) To introduce the program, its structure and aims, including how it will be evaluated, expectations of participants, and ‘rules’ (e.g. issues of confidentiality, respect, active listening and participation). (2) Building group cohesion and preparing participants for personal growth and risk-taking. (3) Completing the pre-program evaluation task (optional).</td>
<td>• Rules • Respect • Trust • Personal sharing.</td>
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<tr>
<td>Getting to Know Me, Getting to Know You, Trusting Each Other</td>
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<tr>
<td><strong>Session 2</strong></td>
<td>(1) To explore ways in which culture and life experiences shape personal identity. (2) To learn about ways in which old and new traditions affect our lives. (3) To gain an understanding of personal strengths derived from culture and experience.</td>
<td>• Introducing the concept of ‘culture’. • Cultural identity. • Family identity. • Personal identity. • Life experience and identity.</td>
</tr>
<tr>
<td>Cultural identity &amp; Life Experience: Making Me Who I Am</td>
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</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>(1) To learn about how habits shape our thoughts, feelings and beliefs about ourselves. (2) To learn new culturally appropriate strategies for building self-esteem. (3) To learn about optimism and how to promote it.</td>
<td>• Habits • Habits of thinking: self-talk. • Habits of feeling: self-esteem.</td>
</tr>
<tr>
<td>Habits of Thinking: Self-talk and Self esteem</td>
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<tr>
<td><strong>Session 4</strong></td>
<td>(1) To learn about the language of feelings (emotions). (2) To recognise how culture determines the language we use to express feelings. (3) To learn strategies for dealing with difficult emotions. (4) To develop an optimistic outlook.</td>
<td>• Feelings and emotional expression. • ‘Reading’ emotions. • Body language. • Hidden feelings.</td>
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<tr>
<td>Habits &amp; Feeling: Understanding Our Emotions</td>
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<tr>
<td>Sessions (Title)</td>
<td>Aims</td>
<td>Concepts Covered</td>
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<tr>
<td><strong>Session 5</strong></td>
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</tbody>
</table>
| Communications Strategies for Calming Conflict | (1) To understand the communication process and different styles if communicating (passive, aggressive and assertive).  
(2) To explore ways to balance autonomy and interdependence.  
(3) To gain an understanding of the nature of conflict, stages of conflict; conflict triggers, and conflict resolution strategies.  
(4) To consider ways in which cultural differences contribute to conflict.  
(5) To gain an understanding of how personal values contribute to conflict.  
(6) To introduce the idea of personal power. | • Communication styles (passive, aggressive, assertive).  
• Conflict  
• Problem solving.  
• Decision – making and personal power. |
| **Session 6**   |      |                 |
| Sticks and Stones: Challenging Social and Cultural Stereotypes | (1) To understand the concept of stereotypes, discrimination and prejudice.  
(2) To learn effective strategies for coping with discrimination.  
(3) To understand the stress response and how to manage it. | • Stereotypes and prejudice.  
• Ways to cope with prejudice.  
• Stress  
• Culture shock.  
• Relaxation |
| **Session 7**   |      |                 |
| Staying in Balance: Humour, Values and Spirituality | (1) To learn how to use humour for inner strength.  
(2) To understand the concept of mentoring and ways to find a personal mentor.  
(3) To gain insight into the relationship between culture and spirituality.  
(4) To define personal values and explore how our culture shapes these. | • Mentors  
• Spirituality  
• Values |
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<tr>
<th>Sessions (Title)</th>
<th>Aims</th>
<th>Concepts Covered</th>
</tr>
</thead>
</table>
| **Session 8**                                        | (1) To explore ways in which we are influenced by family patterns of communication and family traditions.  
(2) To learn about different cultural patterns for solving problems and dealing with conflict.  
(3) To build strategies for establishing peer networks across cultures.  
(4) To learn about ‘community’ and finding one’s place.  | • Family traditions.  
• Family communication.  
• Culture and communication.  
• Family problem-solving.  
• Making friends and fitting in. |
| **Session 9**                                        | (1) To learn about how and where to find information and sources of support for multicultural families in a complex world.  
(2) Introduction to local services, telephone help and internet support, and how they can help young people and their families.  
(3) Seminar series from representatives of local service providers, organisations and groups relevant to multicultural youth and family health services. | • Understanding of accessing information and appropriate resources or sources of local services.  
• Accessing appropriate services such as telephone help lines, useful internet sites.  
• Familiarisation of support services. |
| **Session 10**                                       | (1) To establish personal life dreams or aspirations and goals, and plan steps for achieving these.  
(2) To review the program outcomes and discuss ways to sustain these. | • Dreams and goals.  
• Decision making.  
• Resilience.  
• Vision for the future.  
• Review of the future program. |