



Teacher Resource

Australia's Migration

Focus Questions

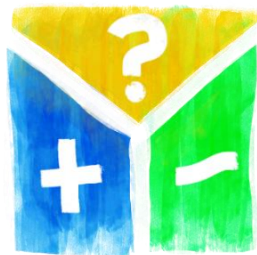
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Summarise the BTN story in three sentences. Compare your summary to a classmates'.
2. What percentage of people living in Australia are migrants or have at least one parent born in a different country?
 - a. 5%
 - b. 25%
 - c. 50%
3. What are some reasons people come to Australia?
4. What decade did Australia officially become a multicultural country?
5. What did you learn watching the BTN story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Australia's Migration story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was...?

- Positive
- Negative or
- Interesting



Activity: Class Discussion

After watching the BTN Australia's Migration story hold a class discussion, using the following questions to start the discussion:

- Who is a migrant?
- Why might someone move to a new country?
- What part has migration played in Australia's history?
- What questions do you have about this story?



EPISODE 27

16 September 2025

KEY LEARNING

Students will explore how Australia's identity has been influenced by immigration.

CURRICULUM

HASS – Year 4

Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity.

HASS – Year 6

The motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Australia's Migration story. Here are some words to get them started.

MIGRATION	MIGRANT	CITIZENSHIP
REFUGEE	MULTICULTURAL	CITIZEN

Activity: Migration Research

Students will be exploring how Australia's identity has been influenced by immigration. They will investigate their own family heritage by researching migration of family members. Alternatively, they could learn about the experiences of a friend who migrated to Australia.

Before students begin their research, ask them to discuss and record what they think it means to be Australian. Share and record the class responses. Keep these responses and compare them with students' thinking at the end of the activity. Discuss what students understand about multiculturalism in Australia. What does cultural diversity mean for Australia? What impact has migration had on the Australia we live in today?

Ask them to think about their own family heritage. What do they know about their own migration stories? Where did family members migrate from and what was the reason for their migration? They may need to speak to their family to find out more information. Using photographs, memorabilia or other culturally significant objects, student will present their migration story in an interesting format. This could include:

- Object/photo display
- Oral presentation
- Podcast
- Short video
- Photo story

After the migration stories have been shared with the class, ask students to reflect on the question posed earlier 'what does it mean to be Australian?'. Compare responses with earlier ones. Identify and explore the migration experience through the eyes of one migrant group that has come to Australia. For example:

- Chinese migrants who worked in the goldfields in the 1850s
- Afghan cameleers who arrived in the 1860s
- Italian or Greek migrants that came to Australia during the 1950s and 1960s
- Vietnamese refugees who arrived in Australia after fleeing their homeland in 1975

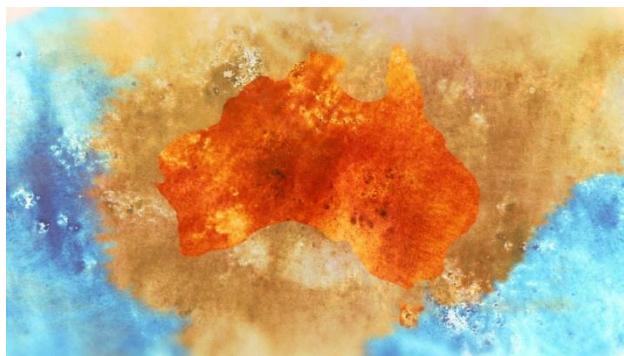
Students will display their research in an interesting way and include images, text and audio. Students will answer some or all of the following questions:

- Who came?
- Where did they come from?
- When did they come?
- Why did they come?

- What was life like in Australia for them?
- What contributions to Australian life did these individuals or cultural groups make?
- Write a letter from the point of view of a newly arrived person describing their experiences to a family member who remained back home.

Imagine arriving to a new country as a migrant. Discuss some of the experiences you might have if you were to make your home in a new country. What types of things would help you settle in your new home?

Creating a Nation: Modern Immigration Stories tells the experiences of six first generation migrant Australians. Each migration story includes a video and questions for students to discuss and respond to. [Explore the interactive resource](#)



Activity: Celebrating Diversity in Your School

As a class, discuss the diversity in backgrounds, experiences, interests and age of people in your class and school community. Broaden your discussion and talk about your local community and Australia as a whole. Explain to students that developing positive relationships can help build a sense of belonging and inclusion. Provide a range of opportunities for students to share their personal stories to create an atmosphere of cultural respect and acknowledgement of diversity.

- What do you like about being part of your school community?
- What makes you feel safe in your school community?
- How do you welcome new students to your school community?
- What are some of your school's values?
- Describe some of your school's traditions. Why are they important?
- What are the advantages of belonging to a culturally diverse community?
- How does your school value and celebrate cultural diversity?

Useful Websites

- [Australia's Waves of Migration](#) – BTN
- [Creating a Nation: Modern Immigration stories](#) – ABC Education
- [Chinese Migration](#) – BTN
- [Refugees and Migrants](#) – BTN