

Q Focus Questions

Waves of Migration

- 1. Briefly summarise the BTN Waves of Migration story.
- 2. What percentage of Australians were born overseas?
 - a. 25%
 - b. 50%
 - c. 75%
- 3. When did the First Fleet arrive in Australia?
- 4. Where did the first wave of migrants to Australia mainly come from?
- 5. Why did many people migrate to Australia in the 1850s?
- 6. What was the name of the policy that stopped non-Europeans from living in Australia?
- 7. Complete this sentence. Australia is now a nation of people from more than _____ different countries.
- 8. Where are your ancestors from? Discuss in pairs.
- 9. What contributions have migrants made to Australia over the years?
- 10. What did you learn watching the BTN story?

Chinese Migration

- 1. Discuss the *Chinese Migration* story with another student.
- 2. Who is Anna's great, great, great Grandfather?
- 3. He came to Australia from in .
- 4. What work did he do when he first arrived in Australia?
- 5. Where in New South Wales did he set up lots of businesses?
- 6. Why did many Chinese immigrants come to Australia in the 1850s?
- 7. What would life have been like for Chinese migrants when they first arrived in Australia?
- 8. About how many people of Chinese background live in Australia today?
- 9. How has the town of Wentworth honoured John Egge?
- 10. In your own words, describe the contribution Chinese migrants have made to Australia.

Refugees and Migrants

- 1. Before you watch the BTN story, record what you know about refugees and migrants.
- 2. Which country did Georgia come from?
- 3. Why did she move to Australia?
- 4. Finish the following sentence: A migrant is a person who...
- 5. What does Georgia have to remind her of life in New Zealand?
- 6. Which country did Mahya come from?
- 7. Why did she move to Australia?
- 8. Finish the following sentence: A refugee is someone who...
- 9. What did Mahya find difficult about moving to Australia?
- 10. What do you think would be one of the most difficult things about moving to another country?
- 11. Name three things you learnt watching the story.



Refugee Week

- 1. Briefly summarise the BTN Refugee Week 2019 story.
- 2. Where was Halia born? Find using Google Maps.
- 3. Why did Halia and her family migrate to Pakistan?
- 4. How old was Halia when she came to Australia?
- 5. Who is a refugee?
- 6. Why do people become refugees? Give one reason.
- 7. How many refugees are there according to the United Nations?
 - a. 25 thousand
 - b. 2.5 million
 - c. 25 million
- 8. Which 5 countries do most of the world's refugees come from?
- 9. What is the Refugee Convention?
- 10. When does a person stop being a refugee?



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☆ Activity

What do you see, think and wonder?

After watching the BTN *Waves of Migration* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?

KWLH

Discuss the BTN *Waves of Migration* story as a class. What questions were raised in the discussion and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

Key Learning

Students will learn more about the history of migration in Australia.

@ Curriculum

History - Year 5

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony.

History - Year 6

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated.

The contribution of individuals and groups to the development of Australian society since Federation.

Civics and Citizenship – Year

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens.

Civics and Citizenship – Year 5 & 6

Identify over-generalised statements.in relation to civics and citizenship topics and issues.





Glossary of key terms

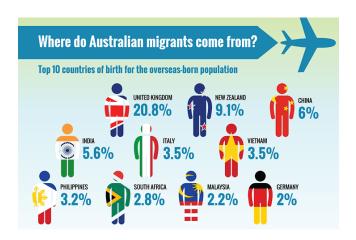
Students will develop a glossary of terms that relate to migration. Below are some key terms and concepts to get you started:

Migration	Migrant	refugee
Emigrate	`push' factors	`pull' factors



Migration in Australia

Hold a class discussion about the reasons why people emigrate to another country. Make a list of the 'push' and 'pull' factors that have contributed to people migrating to Australia. 'Push' factors are conditions that drive people to leave their country, for example, a natural disaster. 'Pull' factors are conditions that attract people to a new country, for example, job opportunities. Think about environmental, economic, social and political factors.



Where do Australian migrants come from?

 Go to the <u>ABC's infographic</u> to learn more about where Australian migrants come from. What surprised you about these statistics?

Create your own classroom set of statistics about migration. Survey your class to find out how many students come from migrant families. Create a graph to illustrate the results.



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
- 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 60s
- 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?

Activity

Visual literacy

Below are images of different migrant groups that have come to Australia since colonisation. Students look at the image and then respond to the following questions:

- What do you see in this image? Describe the setting and who is in the image.
- What do you think is happening?
- If there are people in the image who do you think they are? How do you think they might be feeling?
- What question/s would you like to ask the people in the image?
- Create a caption for each image.



Afghan Cameleers



Chinese Migrant





English Migrants



Vietnamese Refugees

☆ Activity

Further Investigation - White Australia Policy

The BTN *Waves of Migration* story briefly explains the White Australia Policy introduced in Australia. Students will investigate the policy in more detail. Watch the ABC Education videos <u>How people felt about the White Australia policy</u> and <u>Reflections on ending the White Australia policy</u>

The following questions can help guide their research:

- When was the White Australia Policy introduced?
- Why was it introduced?
- What impact did the policy have?
- When and why did the policy end?
- What were the range of opinions about the ending of the policy?
- What impact did the ending of the White Australia policy have?



Useful Websites

Museums Victoria – Journeys to Australia https://museumsvictoria.com.au/longform/journeys-to-australia/

SBS – A brief history of immigration to Australia https://www.sbs.com.au/news/a-brief-history-of-immigration-to-australia

BTN – Chinese Migration http://www.abc.net.au/BTN/classroom/chinese-migration/10527080

BTN – Refugees and Migrants http://www.abc.net.au/BTN/classroom/refugees-and-migrants/10524176

ABC Education – Where do Australian migrants come from? http://education.abc.net.au/statistics-game/#/view/country-of-birth/big-picture





Chinese Migration

Q Focus Questions

- 1. Discuss the Chinese Migration story with another student.
- 2. Who is Anna's great, great, great Grandfather?
- 3. He came to Australia from _____ in ____
- 4. What work did he do when he first arrived in Australia?
- 5. Where in New South Wales did he set up lots of businesses?
- 6. Why did many Chinese immigrants come to Australia in the 1850s?
- 7. What would life have been like for Chinese migrants when they first arrived in Australia?
- 8. About how many people of Chinese background live in Australia today?
- 9. How has the town of Wentworth honoured John Egge?
- In your own words, describe the contribution Chinese migrants have made to Australia.

Activity

Negotiate with students how many activities they complete from each section.

Remember and Understand

- Discuss the information and issues raised in the BTN Chinese Migration story. Brainstorm reasons why people migrate.
- Find out what the following words mean and then write a sentence using each of the words. What is the difference between each of these words?
 - o Immigrant
 - Emigrant
 - Migrant
- After watching BTN's Chinese Migration story describe the impact that Captain John Egge's migration had on Australian society and history. Brainstorm your ideas as a class.
 - Imagine you are Captain John Egge and write a diary entry that describes your emigration from China to Australia.
 Describe the conditions. What are some of your challenges? Use Google Maps to plot the journey from China to Australia by ship.
- Share some of your family or cultural traditions in pairs and then as a class.



Students will investigate the reasons why people migrate to Australia and explore individual stories using primary sources.

@ Curriculum

History - Year 5

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony.

History - Year 6

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated.

The contribution of individuals and groups to the development of Australian society since Federation.

Civics and Citizenship – Year 5 & 6

Identify over-generalised statements.in relation to civics and citizenship topics and issues.





- List the different countries of origin of each student in the class.
- o Talk about how the different cultural groups in your class represent multicultural Australia.
- Make a poster that represents the multiculturalism in your class. Use symbols, words and images.

Apply and Analyse

- Make a list of the 'push' and 'pull' factors that have contributed to people migrating to Australia.
 'Push' factors are conditions that drive people to leave their country and 'pull' factors are conditions that attract people to a new country. Think about environmental, economic, social and political factors.
- Where would you 'go' to find out more about migration in your state or territory? Brainstorm your ideas as a class.
 - Collect primary and secondary sources (including photographs, newspapers, stories and maps) to learn more about migration in your area. Consider using internet search engines, museums and library catalogues to find your information.
 - Compare the information you have collected and identify similarities and/or differences.
 What does the information tell you about the past?
 - How useful were your sources of information?
- Identify community or family members who have migrated to Australia and conduct an interview to learn about their experiences.
 - Tip: make sure you ask your interviewee open ended questions, not closed 'yes' or 'no' questions to get interesting and different kinds of answers.
 - Share and compare the stories you have learned about as a class.
 - How does talking to people who have experienced migration give us a different perspective on events?
 - What have you learnt from this experience?
 - Visit the <u>Migration Museum of SA</u> to learn more about migrant experiences.
- 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, Italians that came to Australia during the 1950s and 60s or Vietnamese refugees who arrived in Australia after fleeing their homeland in 1975. Display your research in an interesting way and include images, text and possibly audio. Answer some or all of the following questions:
 - o Who came?
 - o Where did they come from?
 - o When did they come?
 - Why did they come?
 - O 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.
- Find a definition for assimilation and integration in relation to migration. Write a sentence using each of the words.
- 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?
- Learn more about why Chinese people migrated to Australia in the 1800s.
 - o In 1856, 12,396 Chinese migrants made the journey to Australia. What drew them to Australia?
 - How did the "White Australia" policy affect Chinese people that wanted to migrate to Australia?
 - What sort of experience did Chinese migrants have working in the Australian goldfields?

Evaluate and Create

- Find a definition for multiculturalism. As a class create a mind map with 'multicultural Australia' in the middle.
 - What different cultural groups do you know about in your area?
 - Make a poster which illustrates multicultural Australia. Your poster will highlight the best things about multiculturalism.
 - Further challenge: make a short video which celebrates multiculturalism in your community.
 <u>Listen to the stories and music</u> of some talented young people who call Darwin home.
- Bring in an object from home that says something about immigration and your family.
 - Create a caption for your object and write a brief story about the object explaining its significance. Display captioned items in a public space at school (administration area or resource centre).



Museum Victoria – History of immigration from China http://museumvictoria.com.au/origins/history.aspx?pid=9

BTN – Migration Cuts http://www.abc.net.au/BTN/story/s2523683.htm

ABC Education – Where do Australian migrants come from? (infographic) http://splash.abc.net.au/statistics-game/#/view/country-of-birth/big-picture

Racism, No Way – Australian Communities: Chinese Australians http://www.racismnoway.com.au/teaching-resources/factsheets/74.html

SBS – Gold: Immigration and Population http://www.sbs.com.au/gold/story.php?topicid=5





Refugees and Migrants

Q Focus Questions

- 1. Before you watch the BTN story, record what you know about refugees and migrants.
- 2. Which country did Georgia come from?
- 3. Why did she move to Australia?
- 4. Finish the following sentence: A migrant is a person who...
- 5. What does Georgia have to remind her of life in New Zealand?
- 6. Which country did Mahya come from?
- 7. Why did she move to Australia?
- 8. Finish the following sentence: A refugee is someone who...
- 9. What did Mahya find difficult about moving to Australia?
- 10. What do you think would be one of the most difficult things about moving to another country?
- 11. Name three things you learnt watching the story.



After watching the BTN *Refugees and Migrants* story, ask students to finish the following sentences:

- This story made me wonder why...
- It was interesting to learn that...
- This story made me feel...

Students will develop a deeper understanding of what asylum seekers, refugees and migrants are. Working in groups, ask students to brainstorm what they think the following terms mean.

An asylum seeker is...

A refugee is...

A migrant is...

Share what each group brainstormed. Record all responses on a large sheet of paper. Ask students to consider the following questions:

- Which words have a positive or negative meaning?
- Where they have heard the words used media, friends, family?
- What has shaped their understanding and opinion of asylum seekers, refugees and migrants?



Students will develop a deeper understanding of the reasons why people migrate to Australia, the challenges they face and the importance of belonging and feeling welcome in a new home.



History - Year 5

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony.

History - Year 6

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated.

The contribution of individuals and groups to the development of Australian society since Federation.





Asylum Seekers and Refugees

People don't plan to become asylum seekers or refugees. Usually circumstances beyond their control force them to flee. Discuss with students reasons why people might leave their homeland. Ask them to think of three reasons and write them on post-it notes. Collate student responses and discuss.

Ask students to imagine they had to flee their home in a hurry, leaving their family and belongings to move to another country. Think about where they would go, how they would travel and what resources they would need. Students can present their ideas as a story or create a picture that describes the experience.

Watch the <u>video</u> that tells the story of Vietnamese refugee Cuc Lam and answer the following questions:

- Why did Cuc leave Vietnam?
- Retell the story of Cuc's journey.
- What did Cuc bring in her suitcase?
- Why did she sell her wedding ring?
- What does Cuc's red suitcase symbolise?

To take the activity further, students can find out which countries asylum seekers, refugees and migrants come from that make their way to Australia. On a world map, students:

- Label and shade these countries
- Label two countries that border each country
- Choose one country and mark the route people would take to get from there to Australia
- Which countries would they pass through on their journey to Australia?



The <u>BTN New Migrants story</u> gives an insight into the experiences of a migrant family. Before students watch the video, ask them to think about some of the challenges migrant families might face trying to settle into a new country. Students watch the story then answer the following questions:

- 1. Which country are the Williams family from?
- 2. How long did they spend in a refugee camp?
- 3. Give examples of things migrants are taught about living in Australia.
- 4. What helps the children feel part of the school community?
- 5. Who have the kids been reunited with?
- 6. What do they like about living in Australia?
- 7. What impact has migration had on the Australia we live in today?



NEW MIGRANTS



Welcoming Migrants and Refugees

Discuss with students the importance of feeling welcome and belonging to a community. What gives them a sense of belonging to a community? What things can make them feel welcome in unfamiliar situations? Think about the diversity in backgrounds, experiences, interests and age of people in your 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?

Ask students to think of ways to welcome migrants and refugees in their school and local community and on a national level.



Behind the News – Refugee Day http://www.abc.net.au/BTN/story/s4252953.htm

Behind the News – Refugee Intake http://www.abc.net.au/BTN/story/s4309018.htm

Welcome to Australia – Stories https://www.welcometoaustralia.org.au/success-stories/

Refugee Council – Leaving Danger http://www.refugeecouncil.org.au/get-facts/leaving-danger/

Racism, No Way – Asylum Seekers, Refugees and Migrants fact sheet http://www.racismnoway.com.au/teaching-resources/factsheets/44.html

Australian Red Cross – Refugee and Asylum Seeker facts http://www.redcross.org.au/asylum-seekers-refugees-facts.aspx





Refugee Week

Q Focus Questions

- 1. Briefly summarise the BTN Refugee Week story.
- 2. Where was Halia born? Find using Google Maps.
- 3. Why did Halia and her family migrate to Pakistan?
- 4. How old was Halia when she came to Australia?
- 5. Who is a refugee?
- 6. Why do people become refugees? Give one reason.
- 7. How many refugees are there according to the United Nations?
 - a. 25 thousand
 - b. 2.5 million
 - c. 25 million
- 8. Which 5 countries do most of the world's refugees come from?
- 9. What is the Refugee Convention?
- 10. When does a person stop being a refugee?

Before analysis or discussion about refugees think about the students with refugee experience at your school and the sensitivities you will need. Establish with your students some key definitions and stereotypes. Some activities may not be suitable for particular refugee students.

Activity

Class Discussion

After watching the BTN *Refugee Week* story, ask students to finish the following sentences:

- It was interesting to learn that...
- This story made me feel...
- This story made me wonder why...

Students will develop an understanding of what a refugee is and write a class definition. Compare students' definitions with the UN definition. Respond to the following as a class recording responses on a large sheet of paper.

- Who is a refugee? (Explain to students the ways in which a refugee and an asylum seeker differ from a migrant).
- Which countries do refugees come from? Which countries do people arrive as refugees? Look











Students will develop an understanding of the refugee experience.

@ Curriculum

HASS - Year :

How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community.

HASS - Year 3 & 4

Pose questions to investigate people, events, places and issues.

Examine information to identify different points of view and distinguish facts from opinions.

HASS - Year 5

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony.

HASS - Year 6

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated.



on a world map to find these countries.

In small groups, students will brainstorm what they know about the refugee experience, recording all responses on a large sheet of paper. Students will respond to the following questions and then create an acrostic poem. Share what each group brainstormed and display their poems in the classroom.

- Why do people become refugees?
- What words do you associate with the word refugee? Which words are positive, and which are negative?
- Where have you heard these words used (media, friends, family)?
- Create an acrostic poem using a word associated with the refugee experience. E.g. 'Welcome'.

Activity

Refugee stories

As a class watch one or more of the following BTN stories to learn more about the experiences of refugees. Find out where they come from and why they had to leave their home. Students will compare elements of their life and the refugee's life. Students will use a Venn diagram to illustrate the differences and similarities.



In the BTN <u>Raising Funds for Refugees</u> story, meet Soufia and her best friend Arielle who took part in something called a Ration Challenge. After watching the story students will respond to these focus questions:

- Where did Soufia and Arielle meet?
- Why did Soufia and her family leave Syria?
- Where is Syria? Find Syria using Google Maps.
- What is the Ration Challenge? Describe using your own words.

Watch the BTN <u>Syrian Refugee Family</u> story that tells the journey of Syrian kids Youssef and Sara and answer the following questions:

- When did the war begin in Syria?
- How do Sara and her family feel living in Australia?
- What does Youssef miss about his home country?
- What do you think would be one of the most difficult things about moving to another country?





Watch the BTN <u>Refugee Journey</u> story that tells the journey of Sudanese refugee Johnson and answer the following questions:

- Why did Johnson leave Sudan?
- Retell the story of Johnson's journey.
- Why did Johnson go to Kenya?
- Describe Johnson's life now that he lives in Australia.



Activity

Juggling game

People don't plan to become refugees. Usually circumstances beyond their control force them to flee. As a class discuss reasons why people might leave their homeland. Ask students to think of three reasons and write them on post-it notes. Collate student responses and discuss.

Ask students to imagine they have to flee their home in a hurry, leaving their family and belongings to move to another country. In small groups students will discuss and respond to the following:

- o Make a list of the problems you may need to juggle as a refugee on a daily basis.
- o Discuss the issues of food, accommodation, education, freedom and language.
- o What does it feel like to be a refugee?
- o What does a refugee leave behind?
- What do refugees go through when they arrive in a new country?
- o What support might refugees need when they arrive in a new country?
- Play this simple and fun <u>balloon game</u> which raises awareness of some of the issues faced by refugees. The balloons represent some of the issues refugees might face each day.
- o Present your groups ideas as a story or create a picture that describes the experience.



UNCR - What is a refugee?

https://www.unrefugees.org/refugee-facts/what-is-a-refugee/

BTN - Refugees and Migrants

https://www.abc.net.au/BTN/classroom/refugees-and-migrants/10524176

Refugee Council – Refugees in the world https://www.refugeecouncil.org.au/world/

Roads to Refuge – Teacher Resources http://www.roads-to-refuge.com.au/

