



Teacher Resource

Harmony Day

Focus Questions

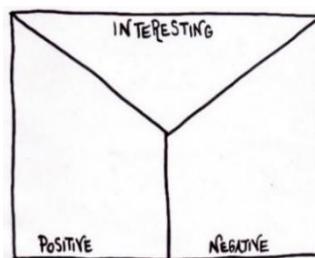
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Briefly summarise the Harmony Day story.
2. Working in pairs, come up with a definition for multiculturalism.
3. What are some great things about living in a multicultural society?
4. Complete the following sentence. The White Australia policy made it hard for people from _____ countries to come to Australia.
5. In which decade did the government bring in laws against racial discrimination?
6. It's estimated that Australia is home to people from more than _____ different cultural backgrounds.
7. What is the official Harmony Day colour?
8. Give some examples of things that are shared on Harmony Day.
9. How does your school celebrate diversity?
10. Why do you think celebrating our differences is important?

Activity: Note Taking

Students will practise their notetaking skills while watching the BTN Harmony Day 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 Harmony Day story, hold a class discussion, using the following discussion starters.

- What does harmony mean? Give some examples.
- Why is it important to celebrate Harmony Day?
- In your own words, define multiculturalism.
- How does your school celebrate diversity?

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KEY LEARNING

Students will learn more about the history of migration in Australia and the reasons why people migrate. Students will explore individual migration stories.

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 6

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.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Harmony Day story. Here are some words to get them started.

INCLUSIVENESS	COMPASSION	RESPECT
EMPATHY	DIVERSITY	CULTURE

Activity: Inquiry Questions

After watching and discussing the BTN Harmony Day story, what questions do students have 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.

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

Students will develop their own question/s to research or select one of the questions below.

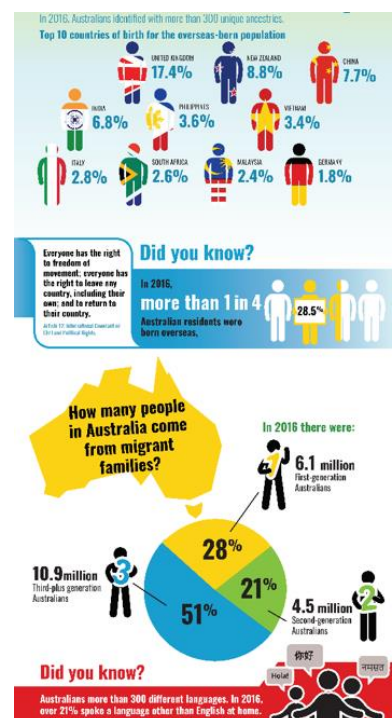
- What are some of the reasons people have left their own countries to migrate to Australia?
- When and why was the White Australia Policy introduced and what impact did it have? Why did the policy end?
- Who are the traditional custodians of the land where you live and what languages do they speak?

Activity: 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.

Investigate the question - Where do Australian migrants come from? Go to the [ABC's infographic](#) 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.



Activity: Migration Stories

Students will interview a family member or friend who migrated to Australia to learn about their experiences.

- 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?

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 it explaining its significance.

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
- Italian migrants that came to Australia during the 1950s and 60s
- Vietnamese refugees who arrived in Australia after fleeing their homeland in 1975

Display your research in an interesting way and include images, text and audio. Respond to 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.

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?



Harmony Day Resources

The topic [Celebrations and traditions](#) features a range of ABC educational resources related to multiculturalism and Harmony Day.

ABC Education's [Celebrations digibook](#) explores celebrations in Australia, Asia and Europe. It considers the beliefs, rituals and foods associated with popular celebrations that show how celebrations are observed around the world.



Check out the BTN [Religions and Beliefs stories](#)

Useful Websites

- [Harmony Celebrations](#) – Australian Government
- [Waves of Migration](#) – BTN
- [Celebrations and Traditions](#) – ABC Education
- [Celebrations digibook](#) – ABC Education