

## Lesson 1: Australia's Immigration Story

**Duration:** 50-100 minutes

**Materials:**

- *Get Connected: Migration*
- Internet/computer access

**Lesson objectives:**

Upon completion of this lesson students will

- Understand the way in which global events contribute to Australian immigration policies.
- Recognise key government policies related to immigration over time.

**Activities**

**Before the lesson:** Ask students to talk to their parents about when their families came to Australia, where from and why. Encourage them to ask about grandparents and great grandparents etc.

1. **Whole class discussion**

Introduce the topic of migration. Ask students to share what they found out about their own families' immigration experiences. You may like to put together a class line graph or pie chart, similar to the one on pg 4 of the *Get Connected: Migration* issue, showing the different regions that families came from. Discuss why families immigrated to Australia. Emphasise that world events have resulted in significant numbers of people migrating to Australia for more than 200 years. In 2010, nearly one half of all Australian's were born overseas or have at least one parent born overseas.

2. **Timeline**

As a class, examine the timeline on pg 4-5 of *Get Connected: Migration*. What are the patterns that can be seen? What are some of the significant events that have contributed to an increase in migration? What are some the government's major policies on immigration?

3. **Research**

Individually or in pairs, students are to research one of the migrant groups to arrive in Australia (1788-2010) and prepare a short presentation explaining their migration story. If time allows students could complete a short PowerPoint presentation.

4. **Presentations and discussion**

Students should present what they have found to the rest of the class. What are the similarities and differences between each group that arrived in Australia? What reasons did they have for leaving? Why did they come to Australia?

## Lesson 2: Push and Pull Factors

**Duration:** 50 minutes

**Materials:**

- *Get Connected: Migration*
- Poster paper

**Lesson objectives:**

Upon completion of this lesson students will

- Explain the concept of push-pull migration.
- Identify common push and pull factors.

**Activities**

**1. Review**

Review with the class, some of the migrant stories from the presentations. What were some of the reasons that people left their homes? What attracted them to Australia? Explain the concept of push-pull migration.

**2. Case Study**

Read as a whole class one of the case studies presented in *Get Connected: Migration*. Identify the push and pull factors that influenced that person.

**3. Create a poster**

Students should create a poster that explains the concept of push-pull migration and include possible push and pull factors.

## Lesson 3: Types of Migration

**Duration:** 50 minutes

**Materials:**

- *Get Connected: Migration*
- Migration summary graph (excerpt from Immigration Update 2010-2011, Department of Immigration and Citizenship, October 2011, in particular pg 2 and pg 4, available at: <http://www.immi.gov.au/media/publications/statistics/immigration-update/update-2010-11.pdf>)

**Lesson objectives:**

Upon completion of this lesson students will

- Explain the three main types of migration to Australia: skilled, family and humanitarian.
- Identify different push-pull factors associated with different types of migration.
- Interpret a graph to draw conclusions regarding types of migrations.

**Activities**

**1. Review**

Review the main push-pull factors from the previous lesson. Highlight the link between push-pull factors and the three main types of migration to Australia: skilled, family and humanitarian.

**2. Jigsaw activity**

Divide the class in to three groups. Allocate each group a migration category (Skilled, family, humanitarian). Students should read the description from each category, featured in *Get Connected: Migration* pg 8-9. After reading the category students should identify the key points from each description, they will become the expert on that category. Place the students into new groups of 3 or 6 with an expert on each category. Students should share the key points that they have discovered with the other members of the group. As a group they could compare and contrast the three categories (use a Venn diagram).

**3. Interpreting graphs**

Examine the graph that shows a summary of permanent migration.

Q. Which is the largest category? Which is the smallest category?

Q. Have there been any trend changes over the period from 2008-2011?

**Extension:** Explore further graphs to find out which countries people from each category are coming from.

## Lesson 4: Asylum Seekers and Refugees

**Duration:** 50 minutes

**Materials:**

- *Get Connected: Migration*
- Atlas or labelled world map

**Lesson objectives:**

Upon completion of this lesson students will

- Understand the definitions of asylum seeker and refugee.
- Understand the role of the Australian Government in the processing and treatment of asylum seekers and refugees.

**Activities**

**1. Review**

Review the push factors that force people to leave their home countries. You may like to refer back to some of the case studies that have been read in previous lessons.

**2. Define key terms.**

Examine in pairs or as a whole class the simple definitions of 'asylum seeker' and 'refugee'.

*"An asylum seeker is someone who has fled their home and is seeking protection from another country. They are waiting for their claim to be a refugee to be evaluated."* *Get Connected: Migration* pg 14

*"A refugee is a person who has fled their country due to a well-founded fear of being persecuted because of their race, religion, nationality, social group or political opinion."* *Get Connected: Migration* pg 10

Discussion questions

- What are the similarities between these two definitions?
- What are the differences?
- What does it mean to be persecuted?

**3. Mapping**

Examine the choropleth map on pg10 *Get Connected: Migration*

- Identify the three countries where the largest number of refugees comes from.
- Identify three countries where there are less than 10 000.
- Can you identify any patterns regarding the areas where refugees come from?
- What do you know about the context of areas where there is a high number of refugees fleeing (economic, social, political etc).
- Identify the location of the following countries who host many of the refugees (Pakistan, Syria, Iran, Germany, Jordan).
- Explain why you think so many refugees end up in these countries.

## Lesson 5: The Migrant Experience

**Duration:** 50-100+ minutes

**Materials:**

- *Get Connected: Migration*
- Computer/internet access

**Lesson objectives:**

Upon completion of this lesson students will

- Identify the four stages of the migration journey.
- Reflect on the experiences of migrants.
- Create a written piece that explores the challenges and difficulties faced by migrants.

**Activities**

**1. Review**

Revise the definitions of 'asylum seeker' and 'refugee' as well as the push-pull factors that force people to leave their homes.

**2. The Journey**

As a whole class examine 'The Journey' diagram on pg 12 of *Get Connected: Migration*. Identify the four main stages.

**3. Migration stories**

- 'Life is Beautiful' Nga Diep (4:13) - <http://generator.acmi.net.au/gallery/media/life-beautiful>
- 'A Journey to Freedom' Helen Schloetzer (3:11) - <http://generator.acmi.net.au/gallery/media/journey-freedom>
- 'Thank You for the Stories' Natascha Boehm (3:26) - <http://generator.acmi.net.au/gallery/media/thank-you-stories>
- 'The River That Never Goes Back' Amira Sabonovic (5:11) - <http://generator.acmi.net.au/gallery/media/river-never-goes-back>
- 'Yehinat Fekir: A Mother's Love' Tigist Kebede (3:16) - <http://generator.acmi.net.au/gallery/media/yehinat-fekir-mothers-love>

View some or all of the migration stories as a whole class or in small groups. Ask students to choose one of the stories and to create a map of the journey, trying to identify the four stages.

Note: if the class does not have access to computers and the internet, the video clips can be replaced with stories from *Get Connected: Migration* - Yasser Al-Alyawi pg 11; Phong Nguyen pg 13; Sam Jalloh pg 17; Djibril Ly pg 19.

**4. Create**

Use the journey and the stories that you have seen/read to write the story of an imaginary family. Take the story through the four stages. Think about the challenges that they might face along the way. How would they feel through different stages of the journey.

## Further reading and viewing:

*Go Back to Where You Came From* (2011) DVD SBS Documentary

*Go Back to Where You Came From - Asylum: Exit Australia* online simulation

<http://www.sbs.com.au/shows/goback/about/page/i/1/h/Simulation/>

*Immigration Nation: The Secret History of Us* (2011) DVD SBS Documentary

Ahn Do *'The Happiest Refugee'*, Allen and Unwin, 2010

Libby Gleeson *'Mahtab's Story'*, Allen and Unwin 2008

Deborah Ellis *'Parvana's Journey'*, Allen and Unwin 2002

## Visit:

The Immigration Museum Melbourne <http://museumvictoria.com.au/immigrationmuseum/>

## Lesson 6: The Role of Government and NGOs

**Duration:** 50-100+ minutes

**Materials:**

- *Get Connected: Migration*
- Computer/internet access
- 'Role of Government' handout, available on the Get Connected: Migration homepage at: <http://www.worldvision.com.au/Learn/SchoolResources/Content.aspx?id=801dfde1-f3d6-458e-b1e8-292542599e2e>
- 'Non Government Organisations' brochure instructions handout
- 'Reflections' handout, available on the Get Connected: Migration homepage at: <http://www.worldvision.com.au/Learn/SchoolResources/Content.aspx?id=801dfde1-f3d6-458e-b1e8-292542599e2e>

**Lesson objectives:**

Upon completion of this lesson students will

- Understand the role that the Federal Government plays in the migration journey.
- Understand the role that NGOs play in the migration of people around the world.

**Activities**

**1. Role of Government**

Read the information on pg 18-19 *Get Connected: Migration* about the role of government and Djibril Ly's story. Complete the 'Role of Government' worksheet.

**2. Role of NGOs**

Read the information on pg 20-21 *Get Connected: Migration*.

Research World Vision Australia or another NGO and create a brochure that explains who they are and what they do. (refer handout)

**3. Unit reflection**

Complete the reflection sheet in response to the issue of migration.

## Non Government Organisations

Use the internet to research a non-government organisation (NGO) working in the Asia Pacific Region. Produce a brochure promoting your chosen NGO.

### Suggested NGOs:

- World Vision
- Red Cross
- OxFam
- CARE Australia
- PLAN International Australia
- Refugee Council of Australia
- Medecins Sans Frontieres Australia

### What you need to include:

- Name of organisation
- An explanation of what the organisation does and who they help
- 3 statistics promoting the success rate of your chosen organisation
- A case study of a person / group who might receive aid from your NGO
- Map of the regions your NGO assists
- Logo
- Contact Details / website
- Funding and Fundraisers set up by the organisation
- Ways people can get involved or support the organisation.

And... anything else you think will be beneficial to include.

### Helpful websites:

[www.worldvision.com.au](http://www.worldvision.com.au)

[www.redcross.org.au/](http://www.redcross.org.au/)

[www.oxfam.org.au/](http://www.oxfam.org.au/)

[www.careaustralia.org.au/](http://www.careaustralia.org.au/)

[www.plan.org.au/](http://www.plan.org.au/)

[www.refugeecouncil.org.au/](http://www.refugeecouncil.org.au/)

[www.msf.org.au/](http://www.msf.org.au/)