

### Australian Curriculum – Inquiry Questions

How has Australia developed as a society with global connections, and what is my role as a global citizen?  
Who were the people who came to Australia? Why did they come?  
What are Australia's global connections between people and places?

### Australian Curriculum (version 8) – Year 6 Humanities and Social Sciences

#### Understandings:

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHASSK136)  
Australia's connections with other countries and how these change people and places (ACHASSK141)  
The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)

#### Inquiry and Skills

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)  
Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)  
Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)  
Evaluate evidence to draw conclusions (ACHASSI129)  
Work in groups to generate responses to issues and challenges (ACHASSI130)  
Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)  
Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)  
Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

#### English

Understand the uses of objective and subjective language and bias (ACELA1517)  
Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)  
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)  
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

### Visible Learning @ Perth College

A whole school priority at Perth College is *Visible Learning*. One of the focuses in the Junior School has been to include 'Learning Intentions' and 'Success Criteria' in each of our lessons and learning tasks. A shared vocabulary now exists between teachers and students with class teachers facilitating collaborative brainstorm sessions to encourage students to identify success criteria for the particular concept they are learning in that subject area. Success criteria are discussed at the beginning of the lesson or used as a re-cap at the end usually in the form of an 'I can' statement.

### Authentic Task: Problem Based Learning

Your country has recently received a large influx of immigrants. Some of them have found work and are settling in whilst others have had problems adapting to the new country.

Identify the issue/s affecting immigrants and create a digital package that will address these issues, enabling them to live successfully in Australia.



## TAKING ACTION: STUDENTS AS GLOBAL CITIZENS

### Problem Based Learning – Authentic Learning Tasks

Authentic learning is real life learning that encourages students to create useful products that can be shared with their community and their world. The rich process allows students to engage all the senses and create a useful, meaningful, shared outcome. Authentic learning focuses on the quality of process and innovation.

Authentic learning ties to Problem Based Learning where students are problem or situation is given to them and they must decide how they will go about solving the problem. Students work in groups to utilise their prior knowledge in the topic area and identify the gaps in their knowledge as they attempt to solve the problem.

The main task (problem) was given to students in small groups. Students identify the factors that derive from the problem and come up with solutions which are created as a digital package with the intention of assisting in their country.

### Global Issue

Immigration occurs around the globe for a variety of reasons such as war, politics, education, employment opportunities and family. Each country around the world has people who migrate to or from them and with that comes issues with their assimilation or integration into society.

During this PBL/Authentic Learning task students identified problems such as language barriers, racism, homesickness, cultural differences, employment opportunities due to language/skills, etc.

### Learning Intentions:

To understand reasons why people migrated to Australia by comparing push and pull factors that contributed to their decisions to migrate. Describe cultural practices related to family life, beliefs and customs of newly-arrived migrant groups and compare these with those of the communities in which they settled within Australia. Recognise, through research, primary sources and stories, ways in which migrants have created new lives in Australia. Identify the kinds of belongings that a migrant from a country in Asia would bring with them to Australia, identify push and pull factors that led them to immigrate and reflect on their history or heritage to tell their story.

### Success Criteria-

I am able to write open questions  
I recognise that people leave their countries for a variety of reasons and these are called 'push factors'.  
I understand that people migrate to other countries for a variety of reasons which are called "pull factor".  
I can list reasons for immigration. I can use and explain the terms, emigrate, migrate and immigrate and identify the differences.  
I can apply my learning in real-life situations when trying to understand information.  
I can empathise with the feelings that new immigrant's experience.  
I can use digital technologies to create a package that would assist new immigrant's integrating themselves successfully in Australian society.

### Teaching and Learning Process

Identify and explore policies and programs of immigration throughout the 1900s and reasons for these.

#### 'Their Story'

Explore stories of immigration and conduct an inquiry, identifying a family member or friend's reasons for immigrating through an interview and write up a narrative of their story..

'What Matters Most' – Resource package from World Vision  
Learning about what matters most in developing countries.

#### 'My Suitcase, My Story'

Students create a persona of someone immigrating to Australia from a country in Asia. They create a suitcase which includes items they would bring to Australia, with a tag for each item describing why this item is important. They write a diary of their immigration journey from before they leave their own country to arriving in Australia. They outline their reasons for leaving, their emotions and why they chose to immigrate to Australia.

### Problem Based Learning Task

### Links to General Capabilities

Critical and Creative Thinking, Ethical Understanding, Intercultural Understanding, Information and Communication Technology, Literacy, Personal and Social

Bek Duyckers (Bek.Duyckers@pc.wa.edu.au)  
Madeline Lynam (Madeline.Lynam@pc.wa.edu.au)  
Year 6 Teachers  
Perth College

