

Project information

Australian Curriculum

- Which aspects of the Australian Curriculum does your project address?

Historical Knowledge and Understanding:

- 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. ([ACHHK115](#))

Historical Skills:

- Sequence historical people and events ([ACHHS117](#))
- Use historical terms and concepts ([ACHHS118](#))

Historical questions and research:

- Identify questions to inform an historical inquiry ([ACHHS119](#))
- Identify and locate a range of relevant sources ([ACHHS120](#))

Analysis and Use of Sources:

- Locate information related to inquiry questions in a range of sources ([ACHHS121](#))
- Compare information from a range of sources ([ACHHS122](#))

Explanation and Communication:

- Develop texts, narratives and descriptions, which incorporate source materials ([ACHHS124](#))
- Use a range of communication forms: oral, written, graphic ([ACHHS125](#))

General Capabilities:

- A variety in Levels 4 & 5

PBL approach

- How does your project follow a Project-Based Learning or Problem-Based Learning (PBL) approach?

The project follows the Project Based Learning approach by being student led and directed. The students were provided with lots of information about refugees eg. video's, books, speakers, immersion day.

The students were advised that a special project was being presented. That they would lead the inquiry and that they would need to put together a digital resource for other students/teachers around WA. They were introduced to this topic with a "Welcoming the Stranger" day whereby the students role played the registration process for Kakuma Refugee Camp in Kenya. They were fingerprinted and details taken on where they have come from.

The activities throughout the day included collecting rations, building a shelter, building a long drop loo, collecting water, making a mini soccer ball and language lessons. These were all on a miniature scale using classroom resources.

What is the problem (global issue) your project addresses?

The problem the project addressed is how can we, as individual young students "Welcome the Strangers" into our community?"

Teaching and learning process

The teaching and learning process we have developed is to let the children lead. To present them with some issues, immerse them in lots of information and ask them "how can we fix this?" and "how can we encourage others to do the same or similar things?"

The older students have taken on leadership roles and even some of the younger students have taken on roles.

Digital resource

The digital resource our students will produce is a "How to..." movie about welcoming strangers.

It involves the students developing a number of ideas around how they can welcome new refugees into our community.

In preparation for the Showcase of teaching and learning on Friday, 13 November

- What do you intend to present to the audience in the theatre (15 minute presentation)?

A brief introduction by Ms Winter as the Teacher involved in this process explaining about the school, the opportunities we have had eg. An extension project for students in Years 6-9 held on Wednesday afternoons for an hour. Due to unforeseen circumstances we were only able to meet 5 times during the course of this project plus the immersion day “Welcoming the Stranger” by Australian Lutheran World Service.

The students will present a brief explanation of what they have done, where they have come from in their thinking and where they ended up.

A video presentation of what they have developed as a “How we can Welcome the Stranger” into our community.

- What do you intend to display in the foyer?

Some of the work that the students have undertaken eg. Letters to refugees, compare and comparison, photos of the immersion day and resources we have used. The students will be available to discuss their learning with participants.

- What part of the day will your students be participating in?

Students will be available in the foyer to discuss their learning prior to the Showcase and will present for 5 minutes.

Title of your project

“Welcoming the Stranger”

Short blurb – including information about the Year level/s, Curriculum links and pedagogy (ie PBL aspects) that were covered during project.

The students who participated in this project were interested students from Year 6-9 who were able and available to meet after school one day a week. The students covered a variety of Curriculum Areas including History, Geography, English, I.T.

We looked at the 5 Keys to PBL:

- Real world connection
- Core to learning
- Structured collaboration
- Student driven
- Multifaceted Assessment

There were two highlights of the project. The first being the immersion day “Welcoming the Stranger” whereby students walked in the shoes of a refugee arriving at Kakuma Refugee Camp and completing a number of activities that the refugees would need to do when they arrived eg. Registering, collecting food, collecting water, making a long drop loo, creating a shelter with limited resources and the children making something to play with, in this instance a soccer ball with paper and elastic bands.

The second highlight was putting together a movie about how students, as individuals in a small community could “Welcome Strangers” into their environment. Simple ways such as with a smile.

School logo image



Three or four images that reflect the theme/message of your project- ideally with some images of **your students** (with permission).



