

# St Vincent de Paul Society Resources – Refugees, Asylum Seekers

## General Capabilities



Literacy



Numeracy



ICT



Intercultural Understanding



Critical and Creative Thinking



Personal and Social Capability



Ethical Understanding

## Cross-curriculum priorities

CROSS-CURRICULUM PRIORITY	ORGANISING IDEA AND CODE
SUSTAINABILITY	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. <b>(OI.4)</b>
	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability. <b>(OI.5)</b>
ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship. <b>(OI.5)</b>
	Australia is part of the Asia region and our histories from ancient times to the present are linked. <b>(OI.6)</b>
	Australians play a significant role in social, cultural, political and economic developments in the Asia region. <b>(OI.7)</b>

# St Vincent de Paul Society Resources – Refugees, Asylum Seekers

## Year 6

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> <li>✓ Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts <b>(ACELY1713)</b></li> <li>✓ Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience <b>(ACELY1714)</b></li> <li>✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements <b>(ACELY1717)</b></li> <li>✓ Understand the uses of objective and subjective language and bias <b>(ACELA1517)</b></li> </ul>	
HASS	<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>SKILLS</b>
	<ul style="list-style-type: none"> <li>✓ Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children <b>(ACHASSK135)</b></li> <li>✓ Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated <b>(ACHASSK136)</b></li> <li>✓ The geographical diversity of the Asia region and the location of its major countries in relation to Australia <b>(ACHASSK138)</b></li> <li>✓ Differences in the economic, demographic and social characteristics of countries across the world <b>(ACHASSK139)</b></li> <li>✓ Australia’s connections with other countries and how these change people and places <b>(ACHASSK141)</b></li> <li>✓ The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens <b>(ACHASSK147)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Examine different viewpoints on actions, events, issues and phenomena in the past and present <b>(ACHASSI127)</b></li> <li>✓ Locate and collect relevant information and data from primary sources and secondary sources <b>(ACHASSI123)</b></li> <li>✓ Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions <b>(ACHASSI124)</b></li> <li>✓ Sequence information about people’s lives, events, developments and phenomena using a variety of methods including timelines <b>(ACHASSI125)</b></li> <li>✓ Examine primary sources and secondary sources to determine their origin and purpose <b>(ACHASSI126)</b></li> <li>✓ Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others <b>(ACHASSI131)</b></li> <li>✓ Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects <b>(ACHASSI132)</b></li> </ul>
ACTIVITIES	<ul style="list-style-type: none"> <li>• Regions of Asia Activity • Famous Refugees Activity • Detention Centres – Effects on Children Activity</li> </ul>	



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## Year 7

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> <li>✓ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>(ACELY1723)</b></li> <li>✓ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas <b>(ACELY1725)</b></li> <li>✓ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact <b>(ACELY1726)</b></li> <li>✓ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts <b>(ACELY1728)</b></li> </ul>	
CIVICS AND CITIZENSHIP	<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>SKILLS</b>
	<ul style="list-style-type: none"> <li>✓ How Australia is a secular nation and a multi-faith society with a Christian heritage <b>(ACHCK051)</b></li> <li>✓ How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society <b>(ACHCK052)</b></li> <li>✓ How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa <b>(ACHCK053)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify, gather and sort information and ideas from a range of sources <b>(ACHCS055)</b></li> <li>✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues <b>(ACHCS056)</b></li> <li>✓ Present evidence-based civics and citizenship arguments using subject-specific language <b>(ACHCS059)</b></li> <li>✓ Reflect on their role as a citizen in Australia’s democracy <b>(ACHCS060)</b></li> </ul>
GEOGRAPHY	<ul style="list-style-type: none"> <li>✓ Causes, impacts and responses to an atmospheric or hydrological hazard <b>(ACHGK042)</b></li> <li>✓ Factors that influence the decisions people make about where to live and their perceptions of the liveability of place <b>(ACHGK043)</b></li> <li>✓ The influence of accessibility to services and facilities on the liveability of places <b>(ACHGK044)</b></li> <li>✓ The influence of environmental quality on the liveability of places <b>(ACHGK045)</b></li> <li>✓ The influence of social connectedness and community identity on the liveability of place <b>(ACHGK046)</b></li> </ul>	
ACTIVITIES	<ul style="list-style-type: none"> <li>• <b>Push and Pull Factors Activity</b> • <b>Climate Change Refugees Activity</b> • <b>Detention Centres – Climate Activity</b> • <b>Photo Ranking Activity</b></li> <li>• <b>Refugee Crisis – Conflict Activity</b> • <b>Asylum Seekers and Refugees – Stories Activity</b></li> </ul>	



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## Year 8

SUBJECT	CONTENT DESCRIPTORS	
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>✓ Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims <b>(ACELA1766)</b></li> <li>✓ Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text <b>(ACELY1732)</b></li> <li>✓ Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts <b>(ACELY1733)</b></li> <li>✓ Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate <b>(ACELY1736)</b></li> <li>✓ Use a range of software, including word processing programs, to create, edit and publish texts imaginatively <b>(ACELY1738)</b></li> <li>✓ Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts <b>(ACELY1810)</b></li> </ul>	
<b>CIVICS AND CITIZENSHIP</b>	<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>SKILLS</b>
	<ul style="list-style-type: none"> <li>✓ Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian <b>(ACHCK066)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify, gather and sort information and ideas from a range of sources <b>(ACHCS069)</b></li> <li>✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues <b>(ACHCS070)</b></li> <li>✓ Present evidence-based civics and citizenship arguments using subject-specific language <b>(ACHCS073)</b></li> <li>✓ Reflect on their role as a citizen in Australia's democracy <b>(ACHCS074)</b></li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>✓ Reasons for, and effects of, internal migration in both Australia and China <b>(ACHGK056)</b></li> <li>✓ Reasons for, and effects of, international migration in Australia <b>(ACHGK058)</b></li> </ul> <ul style="list-style-type: none"> <li>✓ Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies <b>(ACHGS057)</b></li> <li>✓ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal <b>(ACHGS062)</b></li> </ul>	
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Types of Migration Activity • Multiculturalism Activity • Refugee Welcome Pack Activity</li> </ul>	

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## Year 9

SUBJECT	CONTENT DESCRIPTORS	
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>✓ Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas <b>(ACELA1770)</b></li> <li>✓ Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts <b>(ACELY1742)</b></li> <li>✓ Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>(ACELY1744)</b></li> <li>✓ Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features <b>(ACELY1746)</b></li> <li>✓ Use a range of software, including word processing programs, flexibly and imaginatively to publish texts <b>(ACELY1748)</b></li> </ul>	
<b>CIVICS AND CITIZENSHIP</b>	<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>SKILLS</b>
	<ul style="list-style-type: none"> <li>✓ How and why individuals and groups, including religious groups, participate in and contribute to civic life <b>(ACHCK079)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate <b>(ACHCS083)</b></li> <li>✓ Present evidence-based civics and citizenship arguments using subject-specific language <b>(ACHCS088)</b></li> <li>✓ Reflect on their role as a citizen in Australian, regional and global contexts <b>(ACHCS089)</b></li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>✓ Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act <b>(ACDSEH092)</b></li> </ul>	
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Vinnies – Comprehension Activity • Vinnies – Create a Brochure Activity • White Australia Policy – Comprehension Activity</li> <li>• White Australia Policy – Dictation Test Activity</li> </ul>	



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## Year 10

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> <li>✓ Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues <b>(ACELY1756)</b></li> <li>✓ Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects <b>(ACELY1757)</b></li> <li>✓ Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user <b>(ACELY1776)</b></li> </ul>	
CIVICS AND CITIZENSHIP	<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>SKILLS</b>
	<ul style="list-style-type: none"> <li>✓ The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations <b>(ACHCK091)</b></li> <li>✓ How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples <b>(ACHCK093)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate <b>(ACHCS096)</b></li> <li>✓ Present evidence-based civics and citizenship arguments using subject-specific language <b>(ACHCS101)</b></li> <li>✓ Reflect on their role as a citizen in Australian, regional and global contexts <b>(ACHCS102)</b></li> </ul>
GEOGRAPHY	<ul style="list-style-type: none"> <li>✓ Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places <b>(ACHGK076)</b></li> <li>✓ Reasons for spatial variations between countries in selected indicators of human wellbeing <b>(ACHGK077)</b></li> <li>✓ The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries <b>(ACHGK081)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate <b>(ACHGS079)</b></li> </ul>
HISTORY	<ul style="list-style-type: none"> <li>✓ The waves of post-World War II migration to Australia, including the influence of significant world events <b>(ACDSEH144)</b></li> <li>✓ The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' <b>(ACDSEH145)</b></li> <li>✓ The contribution of migration to Australia's changing identity as a nation and to its international relationships <b>(ACDSEH147)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the origin, purpose and context of primary and secondary sources <b>(ACHHS187)</b></li> <li>✓ Process and synthesise information from a range of sources for use as evidence in an historical argument <b>(ACHHS188)</b></li> </ul>
ACTIVITIES	<ul style="list-style-type: none"> <li>• 1920s and 30s Activity • 1950s and 60s Activity • 1980s and 90s Activity • Populate or Perish Activity • Impact of Current Policy Activity • Detention Centres – Human Rights Activity • Current Situation – Comprehension Activity • Patterns of Migration Activity • Human Wellbeing Activity</li> </ul>	

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## Additional Activities

### OVERVIEW AND SUMMARY ACTIVITIES, EXTENDED WRITING ACTIVITIES

- Asylum Seekers and Refugees – Comprehension Activity
- Asylum Seekers and Refugees – Story Writing
- Asylum Seekers Arrival in Australia Activity
- Current Situation – Graphing Activity
- Definitions Activity
- Myths and Facts Activity
- Refugee Crisis – Fleeing your Home Activity
- Refugee Crisis – News Article Activity
- Refugee Crisis – Solutions Activity
- Refugee Policies Around the World – News Article Analysis Activity
- Refugee Policies Around the World Activity
- Statelessness Activity
- Crossword
- Find a word
- Timeline Activity
- UNHCR Definitions Activity
- Video Worksheet

