

## EPISODE 3: 1988: LILY

### History: teaching strategies

Unit focus: Australian history

Year level: Years 3–6

#### The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 will be developed around four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past?
- 3 How did people live in other places?
- 4 How has the past influenced the present?

#### Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills, which include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers, and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication

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## **EPISODE CLIP: FOOD AND CHORES**

### **ACTIVITY 1: FASHIONS OF THE '80S**

#### **Subthemes: Fashion; Gender roles**

The 1980s saw a buoyant economy that allowed families to afford the latest trends and technological advancements, such as microwave ovens, colour TVs and VHS players. Fashion reflected the notion that women could work as equals to men, and their clothes reflected a more businesslike approach, with bold fabrics, large jewellery and shoulder pads.

#### **Discover**

- Discuss the following questions:
  - 1 What factors inspired the fashion trends of the 1980s?
  - 2 Where did these trends originate?
  - 3 Why did Australians want to follow these trends?
- Ask students to find images of fashion items from the 1980s. These images can include clothing, footwear or accessories. The images can form a 1980s mural for the classroom. Discuss the main elements of fashion for men and women in the 1980s.

#### **Reflect**

- Ask students to create a fashion inspired by the 1980s. They should use the template provided and find colour and pattern swatches for the outfit.
- As a class, compile a list of the most popular clothing trends from the 1980s.

#### **Download**

- Student Activity Sheet H3.1: Fashion template

### **ACTIVITY 2: VIETNAMESE FOOD**

#### **Subthemes: Chores, business and employment; Customs and traditions; Food**

Vietnamese food is diverse, colourful, creative and very inspirational. The cultural diversity of the regions of Vietnam is reflected in the food. Most Vietnamese dishes are created with five main tastes: spicy, salty, sweet, sour and bitter.

#### **Discover**

- Ask students to investigate the unique styles of Vietnamese cooking. Refer to 'Vietnamese cuisine' on Wikipedia, [http://en.wikipedia.org/wiki/Vietnamese\\_cuisine](http://en.wikipedia.org/wiki/Vietnamese_cuisine)
- Ask students to find at least three Vietnamese recipes, online or in cookbooks. They should research the origins of these recipes and share their research with the class. In the clip, Lily and Phuong are making rice paper rolls for the restaurant. Ask students to find the recipe for this dish and make some to share.

### Reflect

- The recipes and introductions could be collated into a class Vietnamese recipe booklet to celebrate *Tết*, which falls during the full moon prior to the spring planting, usually in late January to mid-February. *Tết* began as a festival to pray for a good year.
- The booklet can be presented electronically or on paper and shared.

### Download

- Student Activity Sheet H3.2: Three recipes

### Useful resources from The Learning Federation

L779 The journey of the Hong Hai

L6360 This house: settling in Darwin (and others in the 'This house' series)

R2654 Laotian girls, Canberra, 1982

R2664 Vietnamese migrants, 1982

R2665 Vietnamese tram workers, 1979

## ACTIVITY 3: KEEPING TRADITIONS

### Subthemes: Customs and traditions; Multiculturalism

Most of the Vietnamese immigrants arriving in Australia from the mid-1970s until the mid-1980s were refugees, predominantly arriving from refugee camps in South-East Asia. From the early 1980s, direct emigration from Vietnam under family migration categories began to take on greater importance. Lily is first-generation Australian as her parents were born in Vietnam. Her parents now own a restaurant serving Vietnamese food.

### Discover

- Ask students to discuss the importance to a new immigrant of retaining links to family, culture and tradition. They could create a mind map of ideas that relate to the importance of retaining these links in a new country.
- Refer to the Screen Asia website, [http://www.actf.com.au/learning\\_centre/screenasia/index.html](http://www.actf.com.au/learning_centre/screenasia/index.html) for additional resources.
- Ask students to use the mind map to create a plusses, minuses and interesting implications (PMI) chart. The PMI chart will foster students' ideas about the importance of retaining traditions when living in a new country.
  - 1 P = plus: What are the positives in maintaining cultural traditions?
  - 2 M = minus: What are the negatives associated with enforcing cultural traditions?
  - 3 I = interesting: What are the interesting implications of retaining cultural and family traditions?

### Reflect

- Students could write a journal entry as a new immigrant, with their first impressions of Australia. Ask students to use their local town or suburb for inspiration.

### Download

- Student Activity Sheet H3.3: PMI chart

## EPISODE CLIP: THE BICENTENARY

### ACTIVITY 4: BICENTENNIAL CELEBRATIONS IN AUSTRALIA

#### Subthemes: Celebrations; Culture

The Bicentennial celebrations on 26 January 1988 promised to be significant for Australians. The official logo was 'Let's celebrate', encapsulating the festive events and people's attitudes and expectations. In NSW alone, over 25,000 bicentennial events took place during the year. One of the main events was the First Fleet re-enactment, with tall ships arriving from all over the world. Many Indigenous Australians did not celebrate, and some boycotted the organised events.

### Discover

- Ask students to visit the following websites:
  - 1 Screen Australian, 'Australia Daze (1988)', <http://australianscreen.com.au/titles/australia-daze/clip3>
  - 2 Koorie History Website Project, 'The Sydney Morning Herald and Representation of the 1988 Bicentennial', [http://www.kooriweb.org/foley/essays/essay\\_11.html](http://www.kooriweb.org/foley/essays/essay_11.html)
  - 3 Wikipedia, 'Australian Bicentenary', [http://en.wikipedia.org/wiki/Australian\\_Bicentenary](http://en.wikipedia.org/wiki/Australian_Bicentenary)
- Students should develop a fact sheet responding to questions about the significance of the Australian Bicentenary:
  - 1 What is a Bicentennial celebration?
  - 2 Why is it a celebration for a nation?
  - 3 Who organised the celebration?
  - 4 Why did some Indigenous Australians not celebrate this occasion?
- Ask students to research merchandise that was designed for the Bicentenary. Before and during the celebration of Australia's Bicentenary there were commemorative stamps, coins, posters and other products made to mark the occasion. School children were given special plaques and coins.

### Reflect

- Ask students to find as many examples of Bicentennial merchandising as possible. They should list them and find images for them. The information can be presented as a pamphlet, either electronically or on paper.



- Ask students to design their own commemorative item for the Australian Bicentenary and include it with their research.

### Download

- Student Activity Sheet H3.4: Bicentennial information pamphlet

### Useful resources from The Learning Federation

R5581 Polymer banknote, 1988

R7084 The Queen Goes West, 1988: Band rejected

R9154 Strangers in Paradise, 1989: 'The white man's here, he's here to stay'

R11019 Tall Ships flotilla in Sydney Harbour for Australia's Bicentenary, 1988

R11020 Aboriginal protest in Hobart against the Bicentennial celebrations, 1988

## ACTIVITY 5: THE RE-ENACTMENT OF THE FIRST FLEET

### Subthemes: Historical events

#### Discover

- Watch a short film, 'Australia Post – 200 Years (1988)', at australianscreen, <http://aso.gov.au/titles/sponsored-films/australia-post-200-years> (Notes written by curator Adrienne Parr describing the re-enactment of the First Fleet on 26 January 1988 appear in Student Activity Sheet H3.5.)
- Ask students to refer to the following websites:
  - 1 National Museum of Australia, 'Australian Bicentennial Authority collection', <http://www.nma.gov.au/collections-search/results?search=adv&ref=coll&collname=Australian+Bicentennial+Authority+collection>
  - 2 National Archives of Australia: Virtual Reading Room, 'Aboriginal protest in Hobart against the Bicentennial celebrations', <http://vrrroom.naa.gov.au/print/?ID=24748>

#### Reflect

- Ask students to write a brief essay on the significance of the First Fleet re-enactment and whether it was a true celebration of Australian history. To prepare for this, they should research and evaluate significant facts about the First Fleet:
  - 1 Who led the First Fleet and when?
  - 2 Where did the fleet sail from and where did it land?
  - 3 How long did it take to get here?
  - 4 Who arrived on the First Fleet?
  - 5 How did the fleet know where to come?
  - 6 Which ships arrived and what type of ships were they?
  - 7 What did the fleet bring?
  - 8 What did they do after they landed?
  - 9 Who met them after they landed?



### **Download**

- Student Activity Sheet H3.5: First Fleet re-enactment essay

### **Useful resources from The Learning Federation**

L5207 Making a difference: the Day of Mourning protesters

R6799 'Founding of Australia', 1937

R6798 Painting of the First Fleet in Sydney Cove, 1938

## **ACTIVITY 6: THE CONVICTS**

### **Subthemes: Historical events; Social order and education**

In this clip, Lily makes up a story about how the convicts were treated when they arrived in Australia. Her story, though false, highlights the terrible conditions for convicts who landed at Port Jackson.

### **Discover**

- Ask students to research what life was like for convicts and then develop a fact sheet, answering the questions:
  - 1 Who were the convicts?
  - 2 Why were they transported?
  - 3 What type of crimes had they committed?
  - 4 Who were some notable people on the First Fleet?
  - 5 How were the convicts treated?
  - 6 Which Indigenous groups were encountered in the early years of the colony?
  - 7 What was the relationship like between Indigenous Australians and the new settlers?

### **Reflect**

- Ask students to locate some personal stories of the time. They could use these insights to write a diary entry for a day in the life of a convict, soldier or administrator from the First Fleet.

### **Download**

- Student Activity Sheet H3.6: Convict fact sheet

### **Useful resources from The Learning Federation**

L359 Samuel Cooper: putting the rabble to work

R10304 The Land That Waited, 1963: Creating a new life

R10815 Convicts in Tasmania

## **EPISODE CLIP: FIRST DAY**

### **ACTIVITY 7: 'BOAT PEOPLE'**

**Subthemes: Multiculturalism; Politics; Social order and education**

#### **Discover**

- Discuss the stigma attached to being regarded as 'boat people' in Australia. Lily's teacher states that all Australians were 'boat people' at some time. Talk about the status of refugees who try to come to Australia illegally by boat. Are they treated well or not? Why?
- Australia is viewed by many overseas people as the 'lucky country' and many immigrants come here to find work and a better standard of living for their families.
- Ask students to research groups that make up Australia's multicultural diversity and use a timeline to plot when they arrived. They should list 8–10 ethnic groups and their immigration milestones in Australia since 1788. The timeline can be presented electronically or as a poster. The following websites are helpful resources for students to use:
  - 1 Museum Victoria, 'Origins', <http://museumvictoria.com.au/origins>
  - 2 SBS, <http://www.sbs.com.au>
  - 3 National Archives of Australia, <http://www.naa.gov.au>
  - 4 ASA Group, <http://www.australia-migration.com>
  - 5 Migration Heritage Centre, <http://www.migrationheritage.nsw.gov.au>
  - 6 Australian Human Rights Commission, [http://www.humanrights.gov.au/racial\\_discrimination/face\\_facts/index.html](http://www.humanrights.gov.au/racial_discrimination/face_facts/index.html)
  - 7 Wikipedia, 'Immigration history of Australia', [http://en.wikipedia.org/wiki/Immigration\\_history\\_of\\_Australia](http://en.wikipedia.org/wiki/Immigration_history_of_Australia)
  - 8 Australian Government, Department of Immigration and Citizenship, 'Fact Sheet 4 –More than 60 years of Post-war Migration', <http://www.immi.gov.au/media/fact-sheets/04fifty.htm>

#### **Reflect**

- Phoung describes the terror of travelling to Australia as a 'boat person'. She tells a story about being attacked by pirates and pretending to be on a fisherman's boat. Ask the class to find other personal recounts of being attacked by pirates. They can use these accounts as the basis of a front-page newspaper report on the incident. The report should have a heading, body text, accompanying illustrations, maps or images, and picture titles.

#### **Download**

- Student Activity Sheet H3.7: Australian immigration timeline



## Useful resources from The Le@rning Federation

L779 The journey of the Hong Hai

L6360 This house: settling in Darwin (and others in the 'This house' series)

R3242 Vietnamese refugees at sea, 1979

R8404 Vietnamese 'boat people', 1982

R11322 Vietnamese refugees and immigrants

## ACTIVITY 8: BORDER PROTECTION

Subthemes: Multiculturalism; Politics; Social order and education

### Discover

- On Student Activity Sheet H3.8 you will find an excerpt from the Australian Government's Department of Immigration and Citizenship, 'Fact Sheet 75 – Processing Unlawful Boat Arrivals', found at <http://www.immi.gov.au/media/fact-sheets>
- Ask students to gather current information on boat arrivals and refugees seeking resident status in Australia.

### Reflect

- Divide students within the class into six groups. Each group should select one of Edward de Bono's Six Thinking Hats and construct a response to the topic below:
  - 1 How does the Australian Government respond to illegal 'boat people' and official refugees? How popular is this policy in the Australian community? Include information on whether Australia has ever closed its borders to refugees and why.
- Students could use the de Bono Thinking Hats to respond to the topic as follows:
  - 1 **Questions (white)**  
Use only the information available. What are the facts?
  - 2 **Emotions (red)**  
Provide a gut reaction or statements of emotional feeling (but not any justification).
  - 3 **Bad points judgement (black)**  
Apply logic to identifying flaws or barriers; seek mismatch.
  - 4 **Good points (yellow)**  
Apply logic to identify benefits; seek harmony.
  - 5 **Creativity (green)**  
Provide statements of provocation and investigation. See where a thought goes.
  - 6 **Thinking (blue)**  
Think about thinking.
- Each group responds with a series of points supporting their Thinking Hat answer and then shares their views with the class.

### Download

- Student Activity Sheet H3.8: Group activity: Thinking Hats



## Useful resources from The Le@rning Federation

L779 The journey of the Hong Hai

L6360 This house: settling in Darwin (and others in the This house series)

R3939 'Hong Hai' fishing boat

R8404 Vietnamese 'boat people', 1982

R9619 'When I think of Australia' by Amelia Walker

## ACTIVITY 9: BEING AUSTRALIAN

### Subthemes: Culture; Language and scripting

#### Discover

- Ask the class to consider what it means to be Australian. Ask students to nominate characteristics about Australians that are different and recognisable by people overseas. List these characteristics on a fact sheet. One of these aspects should be language.
- View the whole episode again and listen for Australian slang terms used by the characters in everyday speech. List these on the fact sheet.

#### Reflect

- Ask students to form small groups and give them a section of the alphabet, for example, A–E, F–J, K–P, Q–T, U–Z. Students should find Australian slang terms that start with letters from their alphabet group. They should find as many words and phrases and their meanings as they can. Once the groups have at least five each, collate them in a class dictionary, which can be added to for each episode. Students can illustrate some words to create deeper meaning.

#### Download

- Student Activity Sheet H3.9: Create a class dictionary

## Useful resources from The Le@rning Federation

L1023 Group membership: belonging

L1036 Job match: choose the characters

L1037 Job match: choose the cast

L1039 Group membership: opinions and attitudes

L2713 Going to school: two regions in Australia

L8300 Just like me: Kaneisha, Dawit and Mana (and others in the 'Just like me' series)

## Aligned resources

ASA Group, <http://www.australia-migration.com>

Australian Government, Department of Immigration and Citizenship, 'Fact Sheet 4 – More than 60 Years of Post-war Migration', <http://www.immi.gov.au/media/fact-sheets/04fifty.htm>

Australian Government, Department of Immigration and Citizenship, 'Fact Sheet 75 – Processing Unlawful Boat Arrivals', <http://www.immi.gov.au/media/fact-sheets/75processing-unlawful-boat-arrivals.htm>

Australian Human Rights Commission,

[http://www.humanrights.gov.au/racial\\_discrimination/facts/index.html](http://www.humanrights.gov.au/racial_discrimination/facts/index.html)



australianscreen, 'Australia Daze (1988)', <http://australianscreen.com.au/titles/australia-daze/clip3>  
australianscreen, 'Australia Post – 200 Years (1988)', <http://australianscreen.com.a/titles/australia-post-200-years>  
Immigration Museum, 'Talking Faiths', <http://museumvictoria.com.au/talking-faiths>  
Koorie History Website Project, 'The Sydney Morning Herald and Representation of the 1988 Bicentennial', [http://www.kooriweb.org/foley/essays/essay\\_11.html](http://www.kooriweb.org/foley/essays/essay_11.html)  
Migration Heritage Centre, <http://www.migrationheritage.nsw.gov.au>  
Museum Victoria, 'Journeys to Australia', [http://museumvictoria.com.au/journeys/1970\\_2000s.asp](http://museumvictoria.com.au/journeys/1970_2000s.asp)  
Museum Victoria, 'Origins', <http://museumvictoria.com.au/origins>  
National Archives of Australia Virtual Reading Room, 'Aboriginal protest in Hobart against the Bicentennial celebrations', <http://vrroom.naa.gov.au/print/?ID=24748>  
National Archives of Australia, <http://www.naa.gov.au>  
National Museum of Australia, 'Australian Bicentennial Authority collection', <http://www.nma.gov.au/collections-search/results?search=adv&ref=coll&collname=Australian+Bicentennial+Authority+collection>  
SBS, <http://www.sbs.com.au>  
Screen Asia, [http://www.actf.com.au/learning\\_centre/screenasia/index.html](http://www.actf.com.au/learning_centre/screenasia/index.html)  
Wikipedia, 'Australian Bicentenary', [http://en.wikipedia.org/wiki/Australian\\_Bicentenary](http://en.wikipedia.org/wiki/Australian_Bicentenary)  
Wikipedia, [http://en.wikipedia.org/wiki/Vietnamese\\_cuisine](http://en.wikipedia.org/wiki/Vietnamese_cuisine)  
Wikipedia, 'Immigration history of Australia', [http://en.wikipedia.org/wiki/Immigration\\_history\\_of\\_Australia](http://en.wikipedia.org/wiki/Immigration_history_of_Australia)

### **Useful resources from The Le@rning Federation**

L359 Samuel Cooper: putting the rabble to work  
L779 The journey of the Hong Hai  
L1023 Group membership: belonging  
L1036 Job match: choose the characters  
L1037 Job match: choose the cast  
L1039 Group membership: opinions and attitudes  
L2713 Going to school: two regions in Australia  
L5207 Making a difference: the Day of Mourning protesters  
L6360 This house: settling in Darwin (and others in the 'This house' series)  
L8300 Just like me: Kaneisha, Dawit and Mana (and others in the 'Just like me' series)

R2654 Laotian girls, Canberra, 1982  
R2664 Vietnamese migrants, 1982  
R2665 Vietnamese tram workers, 1979  
R3242 Vietnamese refugees at sea, 1979  
R3939 'Hong Hai' fishing boat  
R5581 Polymer banknote, 1988  
R6798 Painting of the First Fleet in Sydney Cove, 1938  
R6799 'Founding of Australia', 1937  
R7084 The Queen Goes West, 1988: Band rejected  
R8404 Vietnamese 'boat people', 1982  
R9154 Strangers in Paradise, 1989: 'The white man's here, he's here to stay'  
R9619 'When I think of Australia' by Amelia Walker  
R10304 The Land That Waited, 1963: Creating a new life  
R10815 Convicts in Tasmania

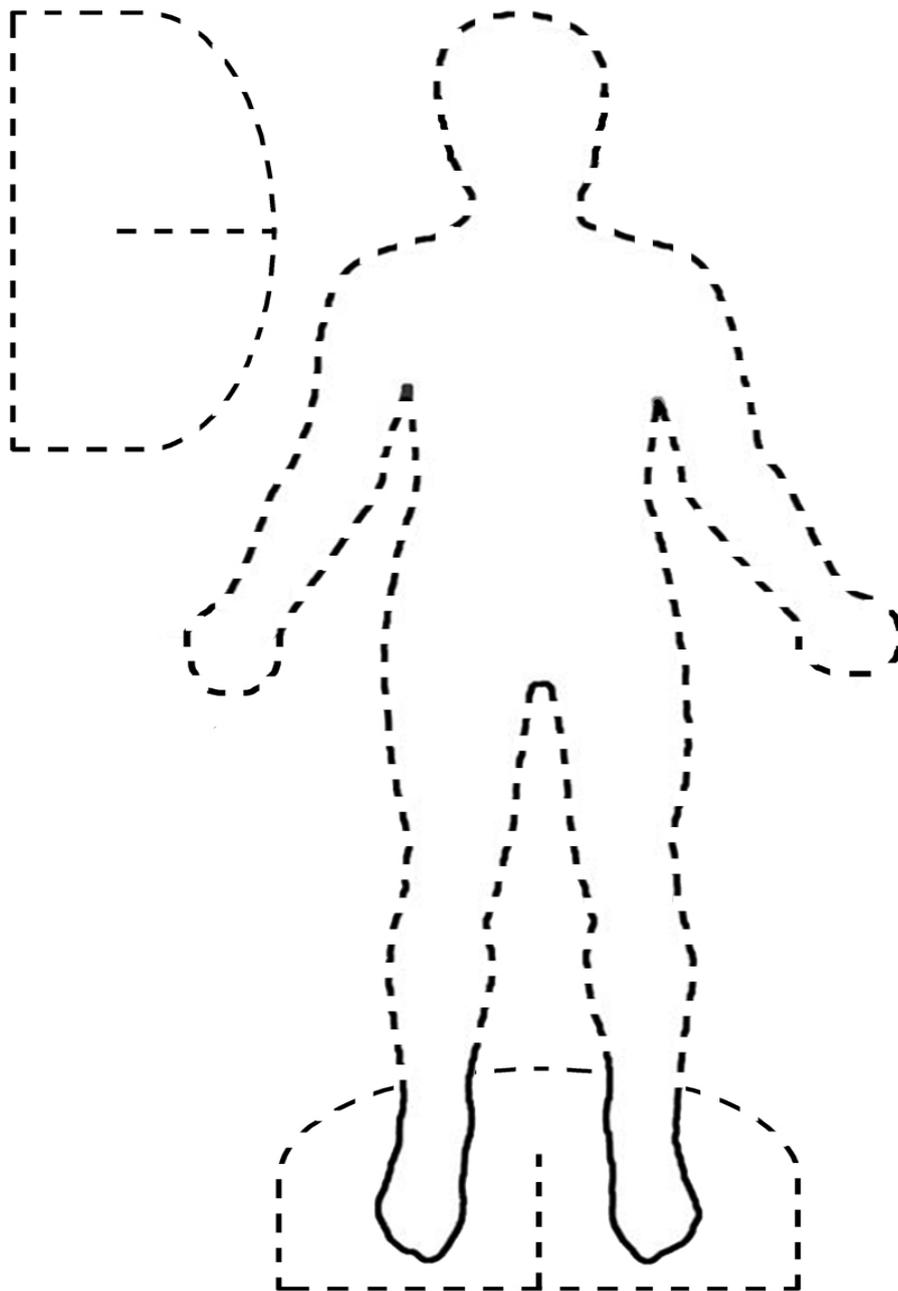


- R11019 Tall Ships flotilla in Sydney Harbour for Australia's Bicentenary, 1988
- R11020 Aboriginal protest in Hobart against the Bicentennial celebrations, 1988
- R11322 Vietnamese refugees and immigrants



## **Fashion template**

- 1 Create a fashion look inspired by the 1980s. Use the template below to create an outfit. You can use a variety of fabric swatches or coloured paper. Once you have completed your outfit, share it with the class.
- 2 Compile a list of the most popular clothing trends from the 1980s.





### Three recipes

- 1 Research online or in cookbooks to locate at least three different Vietnamese food recipes.
- 2 Find out about the origins and cultural significance of these recipes and make some fact cards about Vietnamese food.
- 3 Your three recipes can be presented as an online booklet or on paper. Use the table below to draft your recipes and diagrams.

Recipe 1	Recipe 2	Recipe 3



### **PMI chart**

- 1 Use the information from your class discussion and mind map about family, culture and tradition to complete the PMI chart below.
- 2 Share your PMI chart with the class.

**P = plus**

What are some positive things about maintaining cultural traditions?

**M = minus**

What are some negative things about enforcing cultural traditions?

**I = interesting implications**

What are some interesting implications of keeping cultural and family traditions?



## **Bicentennial information pamphlet**

- 1 Find out about some different items of merchandise designed to celebrate the Australian Bicentenary and research them. Before and during the Bicentennial celebrations there were commemorative stamps, coins, posters and other products made to mark the occasion. Find information and pictures about these items. The information can be presented as a pamphlet that you make either on a computer or on paper.
- 2 Design and draft your pamphlet below.

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**3** Use the following focus questions to research and evaluate significant facts about the First Fleet:

**a** Who led the First Fleet and when?

\_\_\_\_\_

**b** Where did the fleet sail from and where did it land?

\_\_\_\_\_

**c** How long did it take to get here?

\_\_\_\_\_

**d** Who arrived on the First Fleet?

\_\_\_\_\_

**e** How did the fleet know where to come?

\_\_\_\_\_

**f** Which ships arrived and what type of ships were they?

\_\_\_\_\_

\_\_\_\_\_

**g** What did the fleet bring?

\_\_\_\_\_

**h** What did they do after they landed?

\_\_\_\_\_

**i** Who met them after they landed?

\_\_\_\_\_



### Convict fact sheet

- 1 Research what life was like for the convicts when they first arrived in Australia. Locate information using a variety of resources including the internet and your local library.
  
- 2 Use the focus questions below to help you create the fact sheet. Draft your findings below before you create your fact sheet.
  - a Who were the convicts?
  - b Why were they transported to Australia?
  - c What types of crimes had they committed?
  - d Who were some notable people on the First Fleet?
  - e How were the convicts treated?
  - f Which Indigenous groups did they encounter in the early years of the colony?
  - g What was the relationship like between the Indigenous peoples and the new arrivals to Australia?

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- 3 Locate some personal stories of the time.

## Australian immigration timeline

- 1 Research and identify significant cultural groups that make up Australia's multicultural diversity. On a timeline, plot when they first arrived in Australia. Choose at least eight ethnic groups and their immigration milestones in Australia since 1788. You can use the timeline below as a template.
- 2 Your timeline can be created on a computer or presented as a poster. The following websites are helpful resources:
  - a Museum Victoria, 'Origins', <http://museumvictoria.com.au/origins>
  - b SBS, <http://www.sbs.com.au>
  - c National Archives of Australia, <http://www.naa.gov.au>
  - d ASA Group, <http://www.australia-migration.com>
  - e Migration Heritage Centre, <http://www.migrationheritage.nsw.gov.au>
  - f Australian Human Rights Commission, [http://www.humanrights.gov.au/racial\\_discrimination/face\\_facts/index.html](http://www.humanrights.gov.au/racial_discrimination/face_facts/index.html)
  - g Wikipedia, 'Immigration history of Australia', [http://en.wikipedia.org/wiki/Immigration\\_history\\_of\\_Australia](http://en.wikipedia.org/wiki/Immigration_history_of_Australia)
  - h Australian Government, Department of Immigration and Citizenship, 'Fact Sheet 4 – More than 60 years of Post-war Migration', <http://www.immi.gov.au/media/fact-sheets/04fifty.htm>

1788





## Group activity: Thinking Hats

- 1 This is a group activity using Edward de Bono's Six Thinking Hats to explore the issues around unauthorised immigrants coming to Australia. You will work in one of six following groups:
  - a **Questions (white):** Use only the information available. What are the facts?
  - b **Emotions (red):** Provide a gut reaction or statements of emotional feeling (but not any justification).
  - c **Bad points judgement (black):** Apply logic to identifying flaws or barriers; seek mismatch.
  - d **Good points (yellow):** Apply logic to identify benefits; seek harmony.
  - e **Creativity (green):** Provide statements of provocation and investigation. See where a thought goes.
  - f **Thinking (blue):** Think about thinking.

- 2 Before you begin the activity, read the following excerpt from the Australian Government's Department of Immigration and Citizenship, 'Fact Sheet 75: Processing Unlawful Boat Arrivals' found at <http://www.immi.gov.au/media/fact-sheets/75processing-unlawful-boat-arrivals.htm>

Unauthorised boat arrivals at excised offshore places.

Against the background of high numbers of illegal boat arrivals, the Federal Government passed a series of laws (the excision legislation) in September 2001 designed to further strengthen Australia's territorial integrity and to reduce incentives for people to make hazardous voyages to Australian territories with the assistance of people smugglers. The effect of the excision legislation is to prevent unlawful non-citizens who have first entered Australia at an excised offshore place from making valid visa applications in Australia. This bar on the visa application process can only be lifted at the discretion of the Minister if he considers it to be in the public interest.

The retention of the excision zone does not prevent Australia fulfilling its international obligations under the Refugees Convention and under other relevant international instruments. Regardless of where, and how, unlawful non-citizens arrive in Australia, those who claim asylum have their protection claims assessed and are provided with protection in Australia if found to be owed protection.

- 3 Think about and discuss what this excerpt says with your group. Consider the following topics when working on your group's 'Thinking Hat' response:
  - a How does the Australian Government respond to illegal 'boat people' and official refugees?
  - b How popular is this policy in the Australian community? Has Australia ever closed its borders to refugees? If so, why?



### **Create a class dictionary**

- 1 Find Australian colloquial or slang terms that begin with the letters of the alphabet your group has been given (A–E, F–J, K–P, Q–T or U–Z). List at least five words or phrases and their meanings, or more if you can. Illustrate the words and phrases you find to create deeper meaning.
- 2 When your group has finished the list, work with the other groups in the class to create an A–Z class dictionary called *The Australian Colloquial Words and Phrases Dictionary*.

Words and phrases	Illustrations
_____ _____	
_____ _____	