# BTN Specials - Refugees and Migrants

**ABC ME screening details: Friday** 5 June, 2020 at 11:45am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/btn-specials)

**Key learning areas:** HSIE

**Level:** secondary

**About:** This BTN special about refugees and migrants looks at the waves of migration in Australia and meets some refugees and migrants that call Australia home today.

## Before the episode

1. Describe key differences between a refugee and a migrant?
2. According to the ABS (2016), nearly half (49%) of all Australians were either born overseas or had at least one parent who was born overseas. Why do you think there might be debate over migration to Australia?

## During the episode

1. Throughout the episode there are examples of why people moved to Australia and their country of origin, develop a list of countries and the reasons why people migrated to Australia.

|  |  |
| --- | --- |
| Country of origin | Reasons for migration |
|  |  |
|  |  |
|  |  |

1. Chinese migrants came to Australia in the 1850s for the gold rush. Describe the migrant story of Captain John Egge and the life of Chinese gold rush immigrants.
2. Explain Georgia’s and Mahya’s different experience of migrating to Australia. Your response should include before and after their migration.

## After the episode

1. Using the ‘during the episode’ activity of reasons why people migrated to Australia, complete the following table by placing each reason for migration under the correct heading.

|  |  |
| --- | --- |
| Voluntary migration | Involuntary migration |
|  |  |
|  |  |

1. Outline the original intent of the government in the construction of a ‘White Australia Policy’.
2. Australia has developed into a nation of people from over 190 different countries and 300 different ancestries. Explain the significance of multiculturalism in Australia today.
3. It is estimated that there are over 25 million refugees around the world. Describe the role of the United Nations High Commissioner for Refugees (UNHCR) and how it relates to Australia.

**Follow-up activity:** Using examples from the episode, develop a timeline of key migration periods to Australia. The timeline should include important facts, statistics and dates from the episode.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with the geography syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* Explain the changing interactions between people and places.
* To examine different perspectives of people and organisations.

## NSW Geography K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Stage 4 | Stage 5 |
| **GE4-3** explains how interactions and connections between people, places and environments result in change | **GE5-3** analyses the effect of interactions and connections between people, places and environments |
| **GE4-4** examines perspectives of people and organisations on a range of geographical issues | **GE5-4** accounts for perspectives of people and organisations on a range of geographical issues |

[NSW Geography K–10 syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2015. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.