



Australian
Human Rights
Commission

everyone, everywhere, everyday

rightsED

Human rights
education resources
for teachers



Illustrations: Adam Hill

Face the Facts

Face the Facts



Human rights
education resources
for teachers

Subjects: Civics and Citizenship, History, Geography
Level: Year 9 and up (14 years and up)
Time needed: 1–6 lessons

Introduction

The *Face the Facts* education resource is designed to complement the material in the Commission's *Face the Facts* publication. First published in 1997, *Face the Facts* reflects the continued demand for accurate and easy to understand information about Indigenous peoples, migrants, refugees and asylum seekers.

Face the Facts draws on primary research information from a variety of sources, including laws made by the Australian Parliament, government policies, academic research and statistics gathered by the Australian Bureau of Statistics, including the 2006 Census data. The factual information gathered here, from various sources, provides a reliable snapshot of some aspects of the social realities of Australia.

Note: the following resources should be used with a degree of sensitivity, particularly in classrooms with students from diverse backgrounds.

Asylum seekers and refugees

The activities provided will enable teachers to explore key current issues relating to 'unauthorised arrivals' and asylum seekers, immigration detention and refugees. Simple information is provided to help students identify the reasons people become refugees and how the different ways they flee persecution impact on their treatment in Australia.

Migrants and multiculturalism

The information provides a useful starting point for the exploration of the history of migration policies and patterns that influenced Australia's settlement since the end of World War II, and the development of policies to promote multiculturalism and acknowledgement of the diversity of Australia's population.

Aboriginal and Torres Strait Islander peoples

The information provided in *Face the Facts* gives an indication of some of the experiences of Indigenous Australians in regard to work, health, education, housing, criminal justice and the historical effects of government policies of separation. Students are given the opportunity to explore current research, including statistical data.

Aim

These activities aim to provide students and teachers with relevant, up-to-date facts about current issues in Australia.

They can be photocopied for class use and used individually or as an entire resource.

Learning outcomes

Students will develop:

- a stronger understanding of issues concerning asylum seekers and refugees, migrants and multiculturalism and Aboriginal and Torres Strait Islander peoples
- analytical and research skills, including internet research skills
- critical literacy skills, particularly in relation to representations of issues central to social, economic and political debate
- an understanding of the importance of numeracy skills during research and when studying society and culture

Activities/resources

1. What's it like to be a refugee?

- Activity sheet: What's it like to be a refugee?

2. Refugees in the media

- Activity sheet: Refugees in the media

3. Readers' theatre and storytelling

- Activity sheet: *Readers' theatre* and storytelling
- Script: "*I'm going to Australia*" by Herman van Haren

4. Statistics – Migration in Australia

- Activity sheet: Statistics – migration in Australia

5. The facts – Aboriginal and Torres Strait Islander peoples

- Activity sheet: The facts – Aboriginal and Torres Strait Islander peoples

6. Aboriginal and Torres Strait Islander – web activity

- Activity sheet: Aboriginal and Torres Strait Islander peoples – web activity

These activities are supported by the *Face the Facts* publication and Glossary available at: www.humanrights.gov.au/racial_discrimination/face_facts/index.html

Teaching strategies

1. What's it like to be a refugee?

The following activities will help students to:

- identify reasons why people become refugees
- explore the circumstances in which refugees flee their homes
- encourage empathy with refugees
- promote understanding of the spontaneous exodus experienced by many fleeing their home countries
- encourage students to empathise with their flight
- foster debate about priorities in a survival situation.

Step 1

Using the activity sheet *What's it like to be a refugee?*, students are encouraged to explore the meaning of the words 'refugee' and 'asylum seeker' and brainstorm the reasons why people might seek asylum and become refugees. A follow up discussion is useful here to assist students in developing an understanding of the concepts 'refugee' and 'asylum seeker'. Key questions to break down the definitions provided in *Face the Facts* could include:

Q1: Are refugees the same as migrants?

Encourage students to explore this question by looking at push and pull factors that cause people to migrate. Push factors may cause people to leave their homelands while pull factors attract people to new countries. Explain that the push factors are more important for refugees than for migrants.

Q2: Are refugees all people who flee from dangerous situations?

Assist students in understanding that while there are many reasons people may be forced to leave their homeland (for example war, or environmental disasters like floods or earthquakes), refugees are fleeing because of a well-founded fear of specific kinds of persecution related to their: race, religion, nationality, membership of a particular social group or political opinion.

Teachers may wish to explore difficult terms like 'well-founded fear' (i.e. there has to be a real chance of being persecuted) or 'persecution' (ie a serious punishment or some significant disadvantage inflicted by a government or by individuals or a group that the government cannot or will not control). Teachers may also wish to explore in more detail the reasons for fleeing persecution by providing specific individual or group examples. For example:

Race:	Albert Einstein fleeing Nazi Germany in 1933.
Religion:	The Dalai Lama fleeing Tibet after the Chinese take-over in 1950.
Nationality:	Bosnian refugees from the former Yugoslavia Membership of a particular social group/ Tamils fleeing Sri Lanka after 1948.
Political opinion:	Lenin fleeing Tsarist Russia in 1900.

Q3: Who decides who is a refugee?

Refer to *Face the Facts Question 3.1 – who are asylum seekers?* and explore the concept of asylum pointing out:

- refugees seek asylum outside their country of usual residence or origin
- governments of individual countries and organisations like the United Nations High Commissioner for Refugees determine who is a refugee
- everyone has a right to seek asylum from persecution – this is a fundamental human right set out in the Universal Declaration of Human Rights (Article 14)

- no country can forcibly return refugees to a territory where they face persecution – this is set out in Article 33 of the United Nations Convention and Protocol Relating to the Status of Refugees and is known as the principle of ‘non-refoulement’.

Step 2

Divide students into small groups and ask them to create the story of an imaginary family who are seeking asylum using the factual information identified in the previous step as a starting point.

Encourage students to consider how the situation could occur and the circumstances that could lead to the decision to seek asylum in another country.

Depending on classroom objectives and resources, teachers may wish to explore first-person testimonies during this activity. There is a range of useful information available online including:

Road to Refuge: Developed by the BBC, this site explores the stories of refugees from around the world, using first-person testimonies and in-depth interviews. http://news.bbc.co.uk/hi/english/static/in_depth/world/2001/road_to_refuge/

Scattered People: Developed through a partnership between Lifeline Brisbane, the Refugee Claimants Support Centre, and Brisbane City Council, this site includes the stories of refugee claimants and their response to seeking asylum in Australia. <http://brisbane-stories.powerup.com.au/scatteredpeople/>

Step 3

After students select their reason for seeking asylum, each group undertakes the role play activity detailed below ‘Seeking Refuge – What will you take with you?’

Note: It may be wise to provide a sample small suitcase, or something of equal size, to minimise the ‘will it/won’t it fit’ arguments.

Seeking refuge – what will you take with you?

1. You have half an hour before you must leave your home. Work out the list of things that you would like to take with you. All members of your group must agree about what’s on the list.
2. You are allowed to take one small suitcase with you. You cannot take anything that doesn’t fit. You cannot take anything that has to be carried separately. You cannot ask family members to carry anything for you. Revise the list of things so that it will fit in your suitcase. Everyone in your group must agree about what’s on the list.
3. After you have finalised your list, identify ONE item you would keep if you had to leave all else behind.
4. After your group has finalised your list, report back to the class on the situation you imagined which forced you to become a refugee and explain the items you have included on your list and why.

After completing their group lists, teachers facilitate compilation of a class list of items deemed most valuable by students divided into sections with headings such as ‘clothes’, ‘food’, ‘luxuries’.

Discuss making decisions under pressure, reasons for personal choices and emotions evoked by the decision-making process.

To consolidate understanding;

- re-introduce the meaning of the term ‘refugee’
- highlight the value of items that assist refugees to survive the trip and support a successful claim for asylum in a foreign country (items like threatening letters, newspaper articles, photographs or identity cards).

Step 4

Students work individually to create a more detailed story of their refugee family (using the lists that students have created and the scenario they imagined at the beginning of the activity).

This could include a written testimony, an imaginary diary of their journey to Australia, artwork, or an audio recording of their refugee’s story. Encourage students to research the stories of real asylum seekers to gather ideas.

2. Refugees in the media

The *Refugees in the Media* activity is designed to assist students to explore the representation of refugees in the media, particularly in relation to news and current affairs reporting in newspapers, and to look at the language used in describing them.

Throughout this activity, teachers should encourage students to refer to *Face the Facts – Questions and Answers about Asylum Seekers and Refugees* for clarification of terminology and statistical information included in the newspaper articles they explore.

Step 1 – Class discussion

The role of the media in helping shape public opinion in relation to refugee and asylum seekers and many other issues has long been debated. The Australian Journalist Association’s Code of Ethics describes the role of journalists as:

Respect for truth and the public’s right to information are fundamental principles of journalism. Journalists describe society to itself. They convey information, ideas and opinions, a privileged role....

To explore these concepts, lead students in a class discussion about how refugees and asylum seekers are portrayed in the news and current affairs media and how the use of language by the media can affect attitudes towards various minorities in the community. The following question may be useful as a discussion starter: Australia is one of the most diverse nations in the world.

Q1. Is this reflected in how news and current affairs journalists report on refugees and asylum seekers? Or do journalists, editors and newspaper proprietors actually shape public perceptions and opinions?

During the discussion, get students to respond to the questions/discussion points on their activity sheet.

To conclude the discussion, lead the class in a brainstorming activity to identify some of the common words and phrases used in newspapers to describe asylum seekers and refugees. The list could include: boat people, illegal aliens, unauthorised arrivals, queue jumpers, illegal immigrants, genuine refugees, unauthorised immigrants, detainees, prisoners and/or terrorists.

Step 2 – Auditing the news

During this activity, students access at least two newspaper articles focussing on refugees and asylum seekers, sourced from at least two different publications.

The articles should have been published around the same time and must relate to similar issues on refugees and asylum seekers – eg. teachers may provide a selection of articles relating to refugees, immigration, detention centres or alternatively identify a collection of articles which are appropriate to the class for students to analyse.

The National Library has developed a useful portal with links to most Australian newspapers – both in major cities and regional areas. Available at: http://www.nla.gov.au/npapers/npapers_state.html.

Students are asked to access selected newspaper articles and identify key words used to describe refugees and asylum seekers. A table has been included in the worksheet to assist students with their audit.

During this step, encourage students to think critically about the ways in which refugees and asylum seekers are portrayed in the media. It is important to highlight the ways the language they have identified in their audit influences the reader to perceive the text in particular ways.

Follow up the newspaper audit with a short class discussion to debrief. Ask students the following questions:

- *What is your evaluation of the media's recent coverage of refugees and asylum seekers?*
- *How do the words you have discovered in your audit influence the reader? Do they have a positive or negative effect on the reader's attitudes?*
- *How does language assist the reader in making judgements and assumptions about the issues discussed in the articles you have read?*

Step 3 – Rewriting the news

During this activity, students are asked to write their own newspaper article using the language they have discovered during their audit.

Task: Write a 300 word story on an Iraqi family who were forced to flee their homeland due to ethnic persecution and have arrived ('illegally') in Australia seeking refuge. Present your story in newspaper format – include a headline that describes your story.

Once complete, encourage students to share their newspaper articles with others – either via peer review or publication. Teachers may wish to extend this activity by working with the class group to develop a website to publish the stories or design and publish a newspaper which can be included in the school library or distributed to others.



3. Readers' theatre and storytelling

Exploring the stories of migrants and their journey to Australia is an engaging way for students to gain an understanding of migration and the importance of multiculturalism in Australian society.

The following activity has been designed to assist students in exploring the history of migration in Australia since the 1940s and includes both a *Readers' Theatre* and *Oral History* activity. The Commission thanks Herman van Haren for sharing his personal story of migration to Australia, which has been provided for use during the *Readers' Theatre* stage of this activity.

Encourage students to explore *Face the Facts – Questions and Answers about Migrants and Multiculturalism* before commencing the activities.

Step 1 – Who are migrants?

What is migration? In the first step, students work individually to discover definitions, using *Face the Facts – Questions and Answers about Migrants and Multiculturalism* and the *Face the Facts Glossary* to inform their answers. A table has been included in the worksheet to assist students in identifying important information.

Engage students in a short class discussion to follow-up where any areas of confusion can be clarified. During the discussion it is important to highlight the changes in both the number of settlers in Australia and the countries of origin since the 1940s. If appropriate, teachers may also wish to explore the origins of class members and their families' stories of migration to Australia.

Readers' Theatre teaching strategy

1. Form groups according to the number of characters in the story. Supply a complete copy of the script for each member of the group. Students are allocated a character role and read the script through together to get an overall understanding of the storyline.
2. On the second reading, students highlight their specific reading sections.
3. Groups rehearse their scripts and decide on a minimum of props and costumes to support their performance. It is recommended that the props be limited to one item for each group member so that the group has to prioritise what is important to convey meaning in their script.
4. Groups perform by reading their scripts aloud in front of their peers. The setting should be kept to a minimum. The best arrangement is one where the group forms a semi circle and actions are limited.

As students perform, they should try to maintain eye contact with the audience.

This is possible if they have had sufficient rehearsal time to become less reliant on reading the script closely. It is recommended that groups are scheduled to perform over a period of days rather than in one sitting.

Step 2 – Readers' Theatre

Exploring the stories of migrants to Australia through *Readers' Theatre* is a form of minimalist theatre. Through group interaction around the text, students gain an understanding of the important elements of story, oral expression, and the role of characters, as well as knowledge of a real-life migration story.

Readers' Theatre is a fun strategy for exploring texts, using limited actions and does not require elaborate sets, costumes or props. *Readers' Theatre* is also a powerful reading strategy. It has the support of a group and the group provides the necessary encouragement for those who are less

confident when reading aloud. The group rehearses the script prior to performing it and any assistance with unfamiliar words is provided at the time of need.

Additional resources

When exploring migration in the classroom, teachers may also wish to draw on SBS's *Tales from a Suitcase* series, which was originally aired in 1996, and explores the stories of migrants and their journey to Australia.

Alternatively, teachers may prefer to access the *Tales from a Suitcase* book, which was published in 2001. The book brings together a collection of stories that reveal the migrant experience and highlight how multiculturalism has influenced Australian society.

Publication details are as follows:

Tales from a Suitcase by Will Davies and Andrea Dal Bosco

Published by Thomas C. Lothian, Melbourne, 2001. ISBN: 0 7344 0237 6 A

The *Readers' Theatre* script focusing on Herman van Haren's story of migration to Australia in the 1950s (as told to his daughter Rita van Haren) has been included for use. However, if appropriate, teachers may wish to assist students in developing *Readers' Theatre* scripts based on their own family's story.

Step 3 – Oral history

Working in groups, students are asked to brainstorm a list of elements of storytelling. (Teachers may wish to explore text types and story-telling more explicitly at this stage.) Elements to be identified include:

- the difference between oral and written traditions
- elements of fiction such as character, plot, theme and style
- dramatic techniques of suspense, conflict and climax
- the importance of eye contact and use of the voice, body, and facial expressions.

After identifying some of the important elements of storytelling, students work in their groups to write and present a recent real-life story of migration to Australia – either personal or based on research – for presentation to their classmates. Students must create the story and devise a presentation that communicates the story in an effective way.

It could be presented as:

- *Readers' Theatre* performance, where each student plays a role or series of roles
- a puppet show, where students play out the action of the story
- an exhibition of old photographs or artwork which explore a story of migration to Australia.

Step 4 – Classroom discussion

To consolidate this activity engage students in a class discussion about multiculturalism and diversity in Australia, using *Question 2.8 – What is Multiculturalism?* as a starting point. Areas of discussion could include:

- the main principles of the Australian Government's policies on immigration
- the impacts of migration in Australia from a range of perspectives including economic, social and environmental
- citizenship rates for overseas-born people resident in Australia.

4. Statistics – migration in Australia

This activity has been designed to assist students in accessing the statistical information included in *Face the Facts – Questions and Answers about Migrants and Multiculturalism*. During this activity students will gain skills in gathering, analysing and presenting statistical information.

Step 1 – Identifying the facts

Working individually, students are asked to explore *Face the Facts – Questions and Answers about Migrants and Multiculturalism* to gather the facts about migration and multiculturalism. A series of questions have been included in the worksheet to assist students to extract information from the text.

Step 2 – Charts and tables

During Step 2, students are asked to work in small groups to produce graphs and tables that display the statistical data. Students are asked to present the following:

- a line chart which illustrates the changes in settler arrivals in Australia from 1988 – 2008
- a pie chart which illustrates the percentages of religious identification in Australia in the 2006 census

Step 3 – Diversity survey

During Step 3, students explore the issue of diversity via a survey of their classmates' cultural heritage. A survey form has been included in the worksheet. However, teachers may wish to encourage students to explore additional questions to gain a broader statistical 'picture' of diversity in their class group.

Step 4 – Collating the data

After collecting their data, students collate it and create a series of charts or tables to illustrate their findings, including:

- the main countries your classmates were born in
- the main countries your classmates parents were born in
- the main countries your classmates grandparents were born in
- the main languages your classmates speak at home.

Step 5 – Classroom discussion

To conclude the activity, ask students to report back on their findings. Compare the findings of each group with the statistics in *Face the Facts – Questions about Migrants and Multiculturalism*.

Additional resources

For further statistical data on Migration and Multiculturalism in Australia visit: Australian Bureau of Statistics website at: <http://www.abs.gov.au>

5. The facts – Aboriginal and Torres Strait Islander peoples

This activity is designed to assist students in accessing the information included in *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples* to identify some of the important issues facing Indigenous peoples today, and to identify how statistical information can be used to support an argument or proposal. This activity can be used in the classroom when adequate computer resources are available or alternatively set as a homework or individual assignment where more appropriate.

Step 1 – Before/during/after reading activity

This B-D-A activity is designed to assist students in accessing information in *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples*. The before/during/after reading activity is based on the K-W-L (what I know, what I want to know, and what I learned) strategy.

1. Students begin by brainstorming and listing in the ‘before column’ everything they know about Aboriginal and Torres Strait Islander peoples. A series of headings have been included to assist students with their responses. This step can be done individually, with partners, in small groups or the whole class can participate at once. However, it is important to always have students share and debate this information as a group before moving to the next step.
2. After brainstorming, students read *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples*, writing brief notes on the new information they find in the ‘during column’. This can also be done individually, with partners, or in small groups – depending on classroom dynamics and objectives. When students locate information in the text that agrees with statements they wrote in their ‘before’ column, they place a tick next to those statements to indicate that their background knowledge was correct.
3. In the next step (after reading), students briefly summarise the new information they have learned in the ‘after column’.
4. Next, group or whole-class discussion should take place to revisit the ‘before reading’ statements that were listed on the worksheet and to share the information they have discovered and clarify any areas of confusion that may have arisen. The aim of this discussion is to establish what students already know about Aboriginal and Torres Strait Islander peoples.
5. Each student must then identify three questions or issues they have identified during the B-D-A activity for further research.

Step 2 – Identifying the facts about Aboriginal and Torres Strait Islander peoples

Using the questions they identified during the B-D-A activity, students must locate the facts. The focus of this investigation should be on statistical information that supports or challenges each student’s assumptions about Indigenous issues.

Useful statistics are available in *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples*. However, students should also be encouraged to use their research skills to discover additional facts.

A table has been included in the worksheet to assist students in recording information discovered during their research.

Step 3 – Using statistics to develop a report, proposal or argument

During this step, students must reflect on the information they have discovered and evaluate whether the data they have discovered is sufficient to construct a report, proposal or argument. At this stage, teachers should work with students to finalise their report topics and assess the information they have gathered. The following instructions have been included in the worksheet.

Student instructions

Statistics are a powerful tool and can be used to provide the basis of strong arguments for change. Governments, community groups and individuals can all use statistics to make decisions about how to: best allocate resources; to identify those groups most in need and provide effective services in the community; to propose change or development to address social issues; or simply to satisfy one's curiosity.

Now that you have located some statistical information about each of the questions/issues you have identified, select one area to investigate further. There are many issues/questions you could explore including:

Indigenous population

How many Aboriginal and Torres Strait Islander peoples are there in Australia? Where do they live?

Indigenous health

Compare statistics on the health of Indigenous and non-Indigenous peoples.

Housing

Compare statistics on home ownership for Indigenous and non-Indigenous peoples.

Employment

Compare statistics on the levels of unemployment of Indigenous and non-Indigenous people.

There are many other areas you could investigate. Use *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples* to identify other areas which interest you.

Step 4 – Presenting your report

To complete this activity, students must report on their findings, using statistics and other facts to support their argument. Students should be encouraged to share their reports with classmates. This could include publication of the reports in hard copy or on a website.

6. Aboriginal and Torres Strait Islander peoples – web activity

This web activity is designed to lead students through a series of steps to enable them to locate, analyse and synthesise information about Aboriginal and Torres Strait Islander peoples and the reconciliation process in Australia in order to construct a response and reflect on their learning. They will also develop valuable skills in web research and writing proposals.

This activity can be used in the classroom when adequate computer resources are available, or alternatively, set as a homework or individual assignment where more appropriate.

Step 1 – Class discussion

Building on the knowledge students have identified in the B-D-A activity, teachers should engage students in a short classroom discussion to clarify the definitions they have discovered. During the discussion it is important to establish a working definition of the word 'reconciliation' and the importance/relevance of reconciliation in Australia today.

During the discussion teachers should ensure that students have gained an awareness of:

- some of the important events in Australia's history in relation to reconciliation including Reconciliation Week and 'Sorry Day,' the establishment of the Council for Aboriginal Reconciliation, and the National Apology

- the history of government policies on Aboriginal and Torres Strait Islander peoples including the separation of Indigenous children from their families, self-determination, and native title
- what a Reconciliation Action Plan is.

Step 2 – Online research and proposal writing

Using *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples* as a starting point, students are asked to work together to undertake online research on the reconciliation process in Australia.

During this activity, students must access a range of different web resources to gather information to present in their report.

Following the class discussion, students form small groups and take on the role of committee member. Each group must use online resources to research the reconciliation process in Australia. The following outline has been included on the *Aboriginal and Torres Strait Islander Peoples – web activity worksheet*.

Scenario

You are a member of a committee established to report back on the reconciliation process in Australia to your local council.

1. Identify important events during the reconciliation process at both a local and national level.
2. Plan an event or some other form of celebration to mark the importance of reconciliation between Indigenous and non-Indigenous peoples in your community (use your findings to justify your decisions).
3. Present a short proposal to your local council. Include the background information you identified in questions 1 and 2 to support your proposal.

Step 3 – Planning a reconciliation event

In the final step, students are asked to plan a reconciliation event for their local community. During this stage, students must identify how the issue of reconciliation relates to them and their community and addresses some of the issues that were identified in Steps 1 and 2.

Using their research as a starting point, students must plan an event (or some other form of celebration) for their community that highlights the importance of ongoing reconciliation between Indigenous and non-Indigenous people.

Some key questions to assist students in structuring the presentations are provided:

- *How does your proposal promote reconciliation in the Australian community?*
- *How will you consult with local Indigenous peoples when planning your event?*
- *How will you involve the local Indigenous community in your event?*
- *Where will you stage the event?*
- *What form will the event take?*
- *What special guests have you arranged and why?*
- *How will you advertise it?*
- *Will the Indigenous community/the non-Indigenous community accept the event?*

Students should be encouraged to be creative when planning their event and could organise:

- an art exhibition which explores ideas about reconciliation
- a sculpture or some other community art project to be installed in your local park or mall

- an Indigenous cultural day, where traditional foods and customs are observed
- a statement about reconciliation which can be displayed in your classroom or school
- a photo collection with images which illustrate important events in the reconciliation process in Australia.

Dependent upon learning objectives and resources available, teachers may wish to undertake to hold a reconciliation event at their school to conclude this activity.

Additional resource

A useful resource for exploring the issue of reconciliation is: <http://www.reconciliation.org.au/i-cms.isp>.

What's it like to be a refugee?

Activity sheet

1. Working individually, read *Face the Facts – Questions and Answers about Refugees and Asylum Seekers* to gather the facts about refugees and asylum seekers. After you have finished reading, answer the questions below.

a. What is a refugee?

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b. What is an asylum seeker?

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Discuss your answers with your classmates.

2. Create the story of an imaginary family of asylum seekers (compare the information you have gathered above) using the questions in the text box below.

a. Why are they fleeing?

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b. How many family members are there?

c. What is their country of origin?

d. Other relevant information?

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You may wish to explore real-life personal stories of asylum seekers to help you to create your imaginary family. Useful information is available at:

Road to Refuge

Developed by the BBC, this site explores the stories of refugees from around the world, using first-person testimonies and in-depth interviews. http://news.bbc.co.uk/hi/english/static/in_depth/world/2001/road_to_refuge/

Scattered People

Developed through a partnership between Lifeline Brisbane, the Refugee Claimants Support Centre, and Brisbane City Council, this site includes the stories of refugee claimants and their response to seeking asylum in Australia. <http://brisbane-stories.powerup.com.au/scatteredpeople/>



Use *Face the Facts – Questions and Answers about Asylum Seekers and Refugees*, as a starting point for your research and explore the real-life stories of asylum seekers to gather ideas for your story.

3a. Imagine that you (and your group) are one of the family members seeking asylum in another country (parents, children, grandparents etc). What would you take with you?

Seeking refuge – what will you take with you?

You have half an hour before you must leave your home.

Work out the list of things that you would like to take with you. Think carefully about the items you include on your list:

- what will you need to survive the journey?
- what will you need when you arrive?
- what personal items will you take with you?

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You are allowed to take one small suitcase with you. You cannot take anything that doesn't fit. You cannot take anything that has to be carried separately. You cannot ask family members to carry anything for you. Revise the list of things so that they will fit in your suitcase. Everyone in your group must agree about what's on the list.

After you have finalised your list, identify ONE item you would keep if you had to leave all else behind.

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Explain why this item is important.

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3b. After your group has finalised your list, report back to the class on the situation which forced you to become a refugee and explain the items you have included in your suitcase and why.

4. Using the lists your group has created and the scenario you imagined at the beginning of the activity, work individually to create a more detailed story about your refugee family.

You could present it as a:

- written testimony
- an imaginary diary of your refugee's journey to Australia
- artwork
- an audio recording of your refugee's story.

Notes

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Refugees in the media

Activity sheet

The role of the media in helping shape public opinion in relation to refugee and asylum seekers and many issues has long been debated.

The Australian Journalists' Association's Code of Ethics describes the role of journalists as:

Respect for truth and the public's right to information are fundamental principles of journalism. Journalists describe society to itself. They convey information, ideas and opinions, a privileged role...

1a. Is this reflected in how news and current affairs journalists report on refugees and asylum seekers? Or do journalists, editors and newspaper proprietors actually shape public perceptions and opinions about refugees and asylum seekers? Discuss the language used in newspaper articles to describe refugees and asylum seekers with your classmates.

Consider the following points:

- *Language is a crucial tool for legitimising political agendas. Has the language used in recent media reports and commentaries on refugees and asylum seekers positioned the reader to accept certain political agendas or viewpoints?*
- *Newspapers often use labels and titles to describe people, places and events. For example, a person can be referred to as an 'illegal' or an 'asylum seeker.' The use of positive or negative words or words with a particular connotation can strongly influence the reader.*
- *Who are the spokespeople for the issues relating to refugees and asylum seekers in the news? Is one group represented more often than others? Who has the dominant 'voice'?*
- *How do the 'mainstream media' portray activist groups who are campaigning about refugee and asylum seeker issues?*
- *What kinds of 'experts' have you read, seen or heard quoted speaking about refugees and asylum seekers recently? Has the media offered 'experts' on all sides of the debate?*
- *Has the recent media coverage of refugees and asylum seekers encouraged negative attitudes towards these groups within Australian society? How can this be assessed?*
- *Has the news media been accurate, fair, responsible and effective in recent coverage of refugee issues in Australia? Why/why not?*
- *If the media is said to be a reflection of society, it follows that different forms of media are written to appeal specifically to particular audiences. Do broadsheets such as the Sydney Morning Herald or tabloid newspapers such as The Daily Telegraph present refugees issues in a different manner to each other?*

1b. At the end of your discussion, write a list of words which have been used to describe refugees and asylum seekers in recent newspaper articles you have read.

Terminology – language to describe refugees and asylum seekers	
Refugees	
Asylum seekers	

After you have identified your list, use *Face the Facts – Questions and Answers about Asylum Seekers and Refugees* to find definitions and clarify any areas of confusion.

2. Undertake an audit of at least two newspaper articles about issues relating to refugees and asylum seekers. The articles you explore should come from different newspapers and should relate to a similar event or issue. For example explore several articles about refugees or a immigration detention centre.

A table has been included below to assist you with your audit. Identify words used to describe refugees and asylum seekers in the articles you have read

Newspaper audit	Article 1		Article 2	
	Positive	Negative	Positive	Negative
Sort the words you have discovered into two categories; positive and negative words				
What perspectives and attitudes towards refugees and asylum seekers does the article create for the reader?				
How do the images included with the article affect your perceptions of the articles you have read? Do the images influence meaning?				
Is the article fair? Does it present both sides of the debate?				

3. Write your own newspaper story about refugees and asylum seekers. Imagine the following scenario and use the information you discovered in your newspaper audit to inform your writing.

Imagine you are a journalist.

Write a 300 word story on an Iraqi family who were forced to flee their homeland due to ethnic persecution and have arrived ('illegally') in Australia seeking refuge. Present your story in newspaper format – include a headline that describes your story.

Handy hints

- Consider the results of your newspaper audit when writing your story.
- Use the information you have discovered in the statistics to make sure your facts are correct.
- Use correct terminology and include statistics to back up your story where appropriate.
- Explore newspapers and the internet to gather details from real life stories to include in your article.
- Keep in mind the terms you use to describe this family and the message you are trying to get across to your readers.
- Explore the internet, newspapers and magazines to find an appropriate image to accompany your story.
- How does the image influence your readers?
- Think carefully about the language you use in your headline.
- Consider how the headline positions your reader.

Notes

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Readers' theatre and storytelling

Activity sheet

1. Read *Face the Facts – Questions and Answers about Migrants and Multiculturalism* to gather facts about migration and multiculturalism. Answer the following questions:

a. What are immigrants? Who migrates to Australia?

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b. Define the term 'immigrant'. Explore the *Face the Facts Glossary* to gather the facts.

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c. Where do migrants come from? Identify two main countries of origin during 2007/08. Explore *Face the Facts – Questions and Answers about Migrants and Multiculturalism* to gather some statistics to back up your answer.

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2. Your teacher will provide you with a *Readers' Theatre* script focussing on Herman van Haren's story of migration from the Netherlands to Australia in 1953.

a. Working in groups of seven – according to the number of characters in the story, read the script through together to gain an overall understanding of the storyline, with each member of your group taking on a character role. Discuss the script and clarify any areas of contention/confusion.

b. Read the script together a second time. Focus on your specific reading sections and note any elements of characterisation – think about how you will present your character when your group performs.

c. Rehearse your group performance. Decide on a minimum of props and costumes to support your performance. There is a limit of one item for each character. Remember to focus on what is important to convey meaning in the script and your character, rather than what colour you will wear! How you use your voice will be most important.

d. Perform the script aloud in front of your classmates. Try to maintain eye contact with the audience and use your voice/ body to convey meaning.



3a. Discuss some of the important elements of storytelling with your classmates. Identify the important elements of various stories you have read.

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3b. Work with your group to adapt and present a recent real-life story of migration to Australia, either personal or based on research. After you have created your story, think about the elements and characters you have included and devise a method for presenting it to your classmates.

It could be presented as:

- Readers' Theatre performance, where each student plays a role or series of roles
- a puppet show, where students play out the action of the story using puppets (a range of puppeting techniques could be used)
- an exhibition of old photographs or artwork which explore a story of migration to Australia
- a family history, which includes details of a story of migration to Australia.



4. Discuss multiculturalism and diversity in Australia.

a. What are the impacts of immigration on Australian society? Consider:

- the main principles of the Australian Government’s policy on immigration and citizenship
- the impacts of migration in Australia from a range of perspectives including economic, social and environmental
- citizenship rates for overseas-born people resident in Australia. Use the information included in *Face the Facts – Questions and Answers about Migrants and Multiculturalism* to inform your discussion.

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b. Identify three positive ways in which multiculturalism has influenced your community, at a school, local or national level.

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“I’m going to Australia”

by Herman van Haren

Script

The Commission thanks Herman van Haren for sharing his personal story of migration to Australia, which has been provided for use during the *Readers’ Theatre* stage of this activity.

Readers’ key

- Reader 1 – Herman van Haren, the central character
- Reader 2 – Narrator and Moeder van Haren (Herman’s mother)
- Reader 3 – Narrator and Vader van Haren (Herman’s father)
- Reader 4 – Narrator, Philips man, Australian official and waitress
- Reader 5 – Narrator, Vader Hendriks (Herman’s father-in-law) and an Australian
- Reader 6 – Narrator and Opoe (Herman’s grandmother)
- Reader 7 – Narrator, air steward and Australian official

“I’m going to Australia,” I announced to my parents.

“God Heer Jesus!” exclaimed my mother, as she crossed (blessed) herself.

My father was more perceptive, “What is Vader Hendriks up to?”

I was only 19 years old and it was 1953. I was already married to Joke Hendriks and Ellen, our first daughter, was five months old. Vader Hendriks had in fact decided to migrate to Australia over a card game with old Vader Kirkels, the father of one of his sons-in-law. Their plan was to make their fortune by establishing a chicken farm in Australia.

In the Netherlands at the time, migration was encouraged because the Dutch Government was concerned about a post-war population explosion. Canada, New Zealand and Australia were inviting migrants. Canada was closest and most popular but when they said no more, many travelled to New Zealand.

It was attractive to Nederlanders because of a connection by name to a province of the Netherlands called Zeeland (land by the sea). Australia was appealing because the basic wage was higher at £10–£15 and they had a 40 hour working week. The Netherlands still had a 48 hour week. The Hendriks settled on Australia and I had married into the decision.

I was working for Philips at the time and my supervisor told me, “Don’t go. We need you here. We have plenty of work for you.” But I thought I knew better.

“It will be good for you, young man,” was Vader Hendriks’ way of persuading me to go. His plan was for all of his eight children and their families to go. Only one stayed behind but another returned to the Netherlands later.

When I told my Grandmother, Opoe, I told her confidently, “I’m only going for five to ten years.” She said, “You can’t do that to your mother.”

But I stressed, “I’ll be back.” She lived for 10 more years and I never did get back for her. It was going to be 19 years before I returned.

My mother did take it very badly. She had lost one child when he was only a baby and she did not want to lose another, even if it was an adult child. “I don’t think I will come to the airport,” she decided. It would be too much for her. When we called in to say goodbye, I remember my mother, my sisters Rina and Joke, and my brother Theo, lined up in the hallway. Theo, who was only 10, started to scream at the thought of losing his older brother, the one he idolised. When I looked into my mother’s eyes, I realised the pain I was causing my family in leaving them.

My father sat next to me on the train from Eindhoven to Amsterdam. As we travelled he said, "I'm afraid this will be the last time that I will see you and Joke and Elleke." The stress was very great and much later I heard that he had a kidney attack on the journey home.

But we were full of our adventure and the excitement of our first plane flight soon dominated our thoughts. When we travelled to Australia, we flew rather than sailed. It was like a holiday as we flew for three to four hours per day due to fuel restrictions and stayed in hotels at night in cities like Rome, Damascus, Karachi, Calcutta and Singapore. Luckily we were sponsored migrants; we were assessed before we left the Netherlands and the trip, well nearly all of it, was paid for by the Dutch Government.



We left Amsterdam for Rome on Tuesday, 5 May 1953, the day before I turned 20 years of age. It was a Dutch chartered plane with 80–90 migrants on board. The first leg of the journey was very eventful as the plane was struck by lightning. The plane took a dive and everyone seemed to be vomiting into the little bags, but not me! The hostess tried to calm us down, "Don't worry, the captain has everything under control." As I watched Ellen's basket swinging from side to side above us, I wasn't feeling too confident.

In Rome we stayed in a hotel near the Citadel Vaticano. We walked around St Peter's and later toured past the Colosseum. Even from the bus I could see they were idiotic drivers in Italy! The next day we travelled from Rome to Damascus, Thursday was Damascus to Karachi, Friday was Karachi to Calcutta and Saturday Calcutta to Singapore. We stayed in Singapore for two nights and got to see more of the sights. On Monday we travelled from Singapore to Fremantle with a fuelling stop in Jakarta.

The plane was full of Dutch migrants and we made many friends. One couple offered to look after Ellen to give us a break. I will always remember the woman as she spoke fluent Haarlem slang and I didn't realise at first that she was in fact English and had married a Dutch sailor. The giveaway was that she didn't always use the correct form of *het* and *de*, the definite article. I also remember walking to the cockpit of the plane and listening to an Australian news broadcast on the radio. It made me feel confident about landing as I thought, "I can understand Australian."

When we landed in Fremantle, we were taken by bus to some Nissan huts or at least some kind of migrant centre. It was May and although the days seemed very hot, it was quite cold at night. The huts were warm and comfortable but we knew our holiday was over – we weren't in a hotel! Nevertheless, we had our own private room and a communal bathroom.

The next day some Australian officials approached me, "Are you Herman van Haren?" I nodded. "Are you a fitter and turner?" I nodded. "We have a job for you here."

Finally, I spoke (I had learned some English at school and had been studying before I left). "No, I have family in Wollongong, near Sydney, and that's where we're going."

"Well, we will only pay your fare to the first place you can land and that's Melbourne. You will be on your own from Melbourne. You would do better to stay here where you can be sure of work."

They had persuaded the Dutchman and his English wife to stay with the promise of a plumbing job. I was more assertive; I knew our passage had been booked to Melbourne and I still had our £50 landing money. Nevertheless, I started to look at the Australian coins I had. They were so strange – a shilling, guinea, half-penny. I tried to work out their value and knew we had to economise.

As we travelled to Melbourne by plane, I felt confident we would be okay. I thought, “I’ll get there, I’ve got £50 landing money and when we arrive in Melbourne, I’ll get a taxi from the airport in Essendon into town and pay for a hotel.”

I knew we had to go on no matter what they offered me. The idea was to go to the family who were already there and expecting us.

When we arrived in Melbourne, we walked down the steps of the plane. As I stood there with Joke and Elleke, I noticed some of the young people on board were running into the arms of husbands and lovers. Everyone seemed to be greeted by someone and we just stood there, alone and forlorn. For a fleeting moment, I missed my parents. Joke was experiencing the same emotions and started to cry. “Don’t worry, you will soon be with your sister.”

I knew I had to look for a taxi but two migration officials, a man and a woman, had spotted us and approached us.

“What’s the matter, luv? Don’t worry, we’ll put you up for the night.” They bundled us into a taxi.

“They told us in Perth that we would be on our own.”

“Of course we’ll look after you until you reach your destination. We know that you want to travel to your family.”

They organised a room at the hostel for us with communal dining and bathrooms. It was a small flat in a temporary building. There weren’t many people around at the time as it was a short-term receiving centre. I thought I was in Melbourne as I wasn’t aware of suburbs and so I don’t know where we were exactly. However, I remember going for a walk from the hostel and noticing the iron roofs and fibro and wooden houses. The only wooden houses I had ever seen in Eindhoven were the ones that had come from Sweden for temporary accommodation after the war.

After a few nights, we caught the train to Sydney. The train was booked and paid for by the migration officials, right through to Wollongong in NSW. We left Melbourne on Thursday, 14 May at 6:00pm and the train shovelled us to Albury where we changed trains because of the different railway gauge. The Victorian train seemed very modern compared to the NSW train with its old compartments and doors that wouldn’t quite close.

As the dawn broke, I became aware of what seemed to me at the time funny looking trees (gum trees) or “rare bomen”. They grew in clusters with so much land around them stripped and bare. It was so unlike the rich pastureland of the Netherlands with many poplars in thickly wooded areas.

The compartment encouraged you to look closely at your other travelling companions. There was one man, a Yugoslav, who stared straight ahead, not making any eye contact. He probably lacked confidence to speak English but it seemed to me he was temperamental and I felt a real negativity towards him. There was another migrant in the compartment, a Scotsman. He said a lot but I couldn’t understand a word he said, unlike an Australian next to me who started to converse with me.

“Have you heard of Menzies?”

“In the books I read, he is the head of government,” I replied.

He saw I was a migrant, particularly because I was speaking in broken English. I’m sure I attracted conversation because of my youth, my blonde curly hair and Elleke’s unique travelling basket. This Australian continued to tell me about Australian politics, particularly the different political parties of the Liberals, the DLP and Labor.

As the train chuffed on, I said to the Aussie, "I have to send a telegram. How do I do that?"

He told me where to go from Central Station in Sydney. We arrived in Sydney at 11:00am the next day. It was a Thursday. I walked out from the station thinking, "I wonder where Wim is?"

Wim was Joke's older brother by two years and he had been the first member of the Hendriks family to migrate to Australia. We thought he lived in Sydney not realising Rockdale, where he was, was quite a distance from Central. He had written to his parents saying he was working in an office when in fact he was washing spare parts in a garage. When the family wrote that we were coming, he actually wrote back, advising us not to come. Perhaps if he had told the truth about how hard it was for many migrants to get work, we may have reconsidered.

When I got to the post office I wrote out the telegram to Joke's sister and her husband, Nellie and Jan Kirkels. They had been the second members of the family to migrate and were expecting our telegram so they could meet us at Wollongong station. At first I wrote out the telegram in Dutch but the postmaster insisted that it had to be in English or it would not be transmitted. So I wrote it again.

It read:

JAN & NELLIE KIRKELS
PURR PURR AVE, LAKE ILLAWARRA SOUTH VIA WOLLONGONG NSW
I ARRIVE WOLLONGONG 1700 HOURS FRIDAY 15 MAY 53

HERMAN

After sending the telegram, we decided to have lunch in the railway restaurant at Central Station. On the menu they had sardines in tomato sauce, served with salad, which we ordered. When the time came to pay, I had to ask the waitress to explain what was written on the bill. She told me, "You owe six and thr'pence h'penny." This meant nothing to me, so I offered a handful of money.

We boarded a steam train to Wollongong at 3.15pm. We nearly choked when the train entered a tunnel through the mountains along the way. It was after five o'clock when we got there and Jan and Nellie Kirkels, their son Hans and Vader Kirkels were at the station to greet us. It was the first time they had seen Elleke and they were besotted by her.

All six of us then got on the old blue Dion's bus which was headed for Kiama via Port Kembla, Lake South and Shellharbour. Our destination was Lake South where Vader Kirkels, Jan and Nellie lived in a garage they had built themselves, as temporary accommodation while they built their house. They were using building materials they had brought with them on the boat from the Netherlands. We had finally arrived at our destination.

Glossary of Dutch words

Haarlem slang	Local dialect of the people of the Haarlem area in the northern part of the Netherlands
Opoë	Great Grandmother
Vader	Father
God Heer Jesus!	God Lord Jesus!
Moeder	Mother
Rare Bomen	Strange trees

Statistics – migration in Australia

Activity sheet

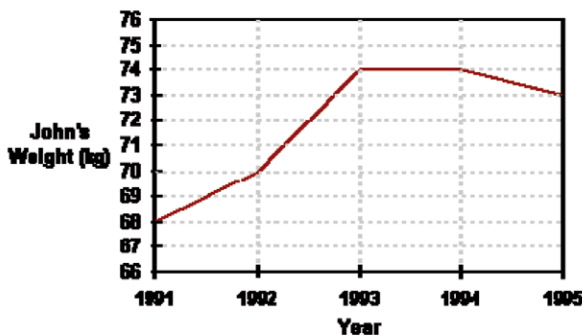
1. Read *Face the Facts – Questions and Answers about Migrants and Multiculturalism* to gather facts about migration and multiculturalism. After you have finished reading, answer the questions below.

<p>How many people migrate to Australia? Explore <i>Question 2.1 – How many people migrate to Australia</i> to gather the facts.</p>	
<p>Where do migrants come from? Identify the main countries of origin in 2007–08. Gather statistics to back up your answer.</p>	
<p>Who can migrate? Identify the categories which migrants can enter Australia under? Use <i>Question 2.3 – Who can migrate?</i> to gather the facts.</p>	

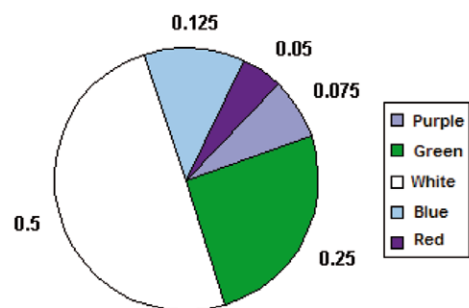
2. Create a series of charts and tables to illustrate the statistics you have identified. Use a graphics package to present your statistics in accessible format which is clear and easy to read.

You must create the following:

- a line chart which illustrates the changes in settler arrivals in Australia from 1998–2008
- a pie chart which illustrates the percentages of religious identification in Australia in the 2006 census



Example of a line chart



Example of a pie chart

3a. How diverse are Australians? Identify the percentage of Australia's population born overseas based on statistics in the 2006 census.

Write down one of the three most common ancestries that people identified. Explore *Face the Facts – Questions and Answers about Migrants and Multiculturalism* to gather statistics to back up your answer.

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3b. Conduct a diversity survey in your classroom to explore the origins of your classmates and their families. Your survey could include the following questions:

1. Where were you born?			
2. Where was your mother born?			
3. Where was your father born?			
4. Where were your grandparents born?			
5. Do you or members of your family speak languages other than English at home?			

You may also wish to include questions in your survey which record the ages of your classmates and their families when they migrated to Australia; the dates your classmates or their families migrated to Australia; or the reasons your classmates or their families migrated to Australia.

4. Collate the data you have gathered during your survey and create a series of charts or tables to illustrate your findings (on graph paper), including:

- the main countries your classmates' were born in;
- the main countries your classmates' parents were born in;
- the main countries your classmates' grandparents were born in; and
- the main languages your classmates' speak at home. Select the best format to represent the information you are communicating in a clear and useful manner.

5. Report back to the class on your findings. Compare the findings of each group with the statistics in *Face the Facts – Questions about Migrants and Multiculturalism*.



The facts – Aboriginal and Torres Strait Islander peoples

Activity sheet

1. Use the table below and the material in *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples* to learn more about Aboriginal and Torres Strait Islander peoples.

Before	During	After
Before you start reading – list important things you know about Aboriginal and Torres Strait Islander peoples	During reading – briefly note the new information you have learnt about Aboriginal and Torres Strait Islander peoples	After reading – write a summary of the new things you have learned

From your reading, write down three main questions or issues about Aboriginal and Torres Strait Islander peoples. These questions will be used later on during your research.

1.
2.
3.

2. Explore *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples* to find some statistics that relate to the questions/issues you identified above.

You may also wish to explore the statistics available online including: Australian Bureau of Statistics website at: <http://www.abs.gov.au/>

Write the statistics you have discovered below.

1.
2.
3.

3a. Statistics are a powerful tool and can be used to provide the basis of strong arguments for change. Governments, community groups and individuals can all use statistics to make decisions about how to: best allocate resources; to identify those groups most in need and provide effective services in the community; to propose change or development to address social issues; or simply to satisfy one's curiosity.

Now that you have located some statistical information about each of the questions/issues you have identified, **select one area to investigate further**. There are many issues/questions you could explore including:

- **Indigenous population:** how many Aboriginal and Torres Strait Islander peoples are there in Australia? Where do Indigenous people live?
- **Indigenous health:** compare statistics on the health of Indigenous and non-Indigenous people.
- **Housing:** compare statistics on home ownership for Indigenous and non-Indigenous people.
- **Employment:** compare statistics on the levels of unemployment of Indigenous and non-Indigenous people.

There are many other areas you could investigate. Use *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples* to identify other areas that interest you.



3b. Create a research report on your chosen topic. Is the data you have discovered sufficient to construct a report, based on the question/issue you have selected? If required, undertake additional research to fill in the gaps.

4. Write a report on your findings, using statistics and other facts to support your argument (additional paper may be necessary). Share your report with your classmates.

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Aboriginal and Torres Strait Islander peoples – web activity

Activity sheet

1. Make a list of what you have learnt about Indigenous issues from your reading of *Face the Facts – Questions and Answers about Aboriginal and Torres Strait Islander Peoples*:

- some of the important events in Australia’s history in relation to reconciliation including Reconciliation Week and ‘Sorry Day’, the establishment of the Council for Aboriginal Reconciliation and the National Apology
- the history of government policies on Aboriginal and Torres Strait Islander peoples including the separation of Indigenous children from their families, self-determination, and native title
- what a Reconciliation Action Plan is.

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2. Working in small groups, take on the role of committee member in the following scenario:

Scenario

You are a member of a committee established to report back on the reconciliation process in Australia to your local council.

1. Identify important events during the reconciliation process at both a local and national level.
2. Plan an event or some other form of celebration to mark the importance of reconciliation between Indigenous and non-Indigenous peoples in your community (use your findings to justify your decisions).
3. Present a short proposal to your local council. Include the background information you identified in questions 1 and 2 to support your proposal.

Consider the following issues during your research:

- Aboriginal peoples and Torres Strait Islanders are the traditional owners of Australia
- Indigenous cultures have unique relationships to the land, sea and waterways
- some past government policies that applied to Aboriginal peoples and Torres Strait Islanders have led to present day social problems for Indigenous communities.

Some important issues to consider when planning the reconciliation event include:

- *How does your proposal promote reconciliation in the Australian community?*
- *How will you consult with local Indigenous peoples when planning your event?*
- *How will you involve the local Indigenous community in your event?*
- *Where will you stage the event?*
- *What form will the event take?*
- *What special guests have you arranged and why?*
- *How will you advertise it?*
- *Will the event be accepted by both the Indigenous community and by the non-Indigenous community? Explain how you could work towards this.*

Be creative when planning your event. You could organise:

- an art exhibition which explores ideas about reconciliation
- a sculpture or some other community art project to be installed in your local park or mall
- an Indigenous cultural day, where traditional foods and customs are observed
- a statement about reconciliation which can be displayed in your classroom or school
- a photo collection with images which illustrate important events in the reconciliation process in Australia.

