



Refugees - The Journey of Hong Hai



Annabel Harwood
Teacher Designer



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This Learning Element is published by Common Ground Publishing for the Teacher as designer project, a joint project of Common Ground Publishing, The Le@rning Federation, the Primary English Teaching Association and RMIT, Victoria. The Teacher as designer project, brought together 12 primary teachers from Queensland, NSW, ACT, Victoria, Tasmania and South Australia to write learning elements. Teachers integrated new digital content from The Le@rning Federation into their Learning Elements using the Learning by Design approach to pedagogy developed by Mary Kalantzis and Bill Cope. Learning Elements resulting from the project are available on the partner websites:

Common Ground: <http://tad.CGPublisher.com>
The Le@rning Federation: www.thelearningfederation.edu.au
Primary English Teaching Association (PETA): www.peta.edu.au

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LEARNING FOCUS



Knowledge Domain

SOSE/Literacy

Scope of Learning

Refugees

Learning Level

Year 5

Prior Knowledge

That Australia is a multi-cultural society

WHAT WE'RE LEARNING



Our Subject

SOSE/Literacy

Our Topic

Refugees

Our Class

Year 5

What We Already Know

That Australia is a multi-cultural society

KNOWLEDGE OBJECTIVES



As a result of completing this Learning Element the students will learn about the journey of the Hong Hai and geographical features of Vietnam and Australia.

- They will gain an understanding of the rich multi-cultural mix of Australian society and where some of our immigrants have come from.
- They will have the opportunity to put a human face to the concept of refugee.
- They will develop some insights into the complexity of the issues surrounding refugees including:
 1. Reasons why people flee their homelands
 2. What they endure on the journey to Australia
 3. Their aspirations and dreams of Australia and a new start.
 4. What Australia stands to gain by welcoming new citizens.
 5. Why Australia needs to have policies regarding the control of the number of people coming here.

FINDING OUT



As a result of completing this lesson, you will learn about the journey of the Hong Hai and geographical features of Vietnam and Australia.

- You will gain an understanding of the rich multi-cultural mix of Australian society and where some of our immigrants have come from.
- You will have the opportunity to put a human face to the concept of refugee.
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 - What Australia stands to gain by welcoming new citizens.
 - Why Australia needs to have policies regarding the control of the number of people coming here.

KNOWLEDGE PROCESSES



experiencing
the new

In the few weeks leading up to this unit of work, read *Boy Overboard* (Morris Gleitzman) and *Onion Tears* (Diana Kidd) to the class as serial stories. Discuss issues as they arise, during the reading of the books.

experiencing
the new

As a class look at TLF Learning Object # 779 - Journey of the *Hong Hai* using the Smart board or digital projector. Together, investigate how the Learning Object runs, what information is contained in it and as a group, read some of the text.

In pairs, work through the whole journey, read all the text, listen to the words the captain says, fill in the sheets and answer questions (attached).

Group discussion about the answers to the last 2 questions.



KNOWING THINGS



experiencing
the new

In the few weeks leading up to this unit of work, we will read *Boy Overboard* (Morris Gleitzman) and *Onion Tears* (Diana Kidd) We will discuss issues as they arise in relation to the books.

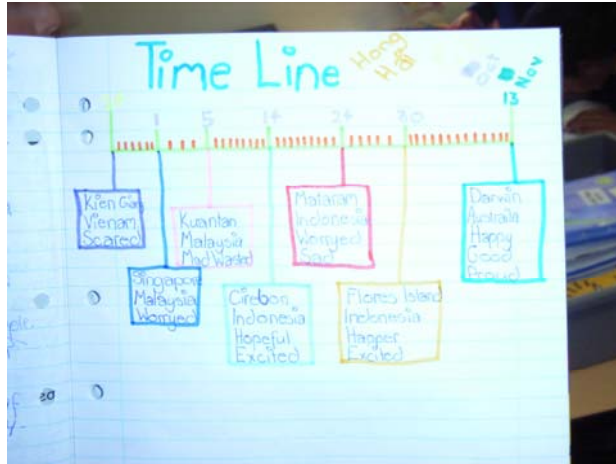
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As a class we will look at TLF Learning Object # 779 - Journey of the *Hong Hai* using the Smart board or digital projector. Together, we will investigate how the Learning Object runs, what information is contained in it and as a group, read some of the text.

In pairs, the class will work through the whole journey, read all the text, listen to the words the captain says, fill in worksheets and answer the questions that are given to you.

We will have a group discussion about the answers to the last 2 questions.





experiencing
the new

Guest speaker—Tamsen from Tibet. He spoke about the music and art of Tibet and what it is like moving to a new country. Students asked prepared questions.

applying
appropriately

Collect several newspaper articles about the issue of asylum seekers and mandatory detention to provide for the students. Read some of them and discuss as a class being careful to present balanced, non-political information. Students choose and summarise one article, then write a paragraph giving their opinion. They write 5 questions a journalist might ask to gather further information.



experiencing
the new

Guest speaker—Tamsen from Tibet. Our guest will speak about the music and art of Tibet and what it is like moving to a new country. You will be asked to come to the presentation with prepared questions.

applying
appropriately

We will read some newspaper articles about the issue of asylum seekers and mandatory detention. As a class you will be asked to present balanced, non-political information. You will choose and summarise one article, then write a paragraph giving your opinion. Finally you will write 5 questions a journalist might ask to gather further information.

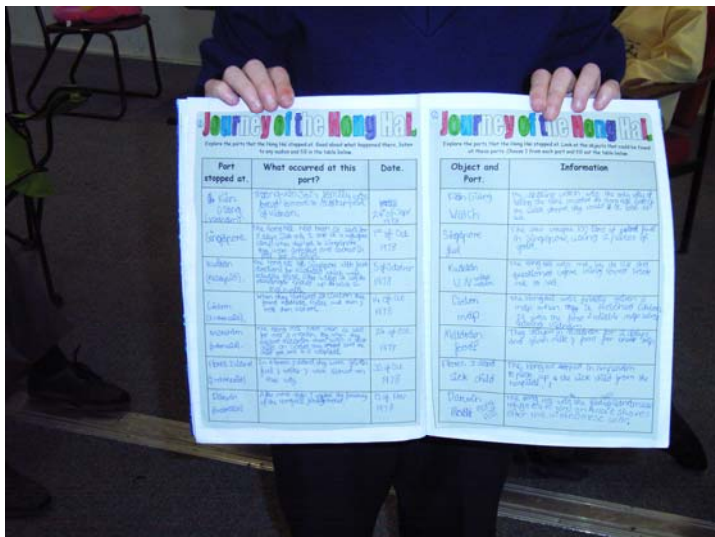
In a group discussion, students draw connections between the experiences described in *Onion Tears* and *Boy Overboard* and those in the newspaper article. Are there similar experiences? What are the differences? Discuss the differences between fact and fiction. Explore the possible audience and purpose of the books. Might the writers be raising issues or just telling a story?

Have a debate on the topic:
Should Australia have an “Open Door” policy.

In a group discussion, you will draw connections between the experiences described in *Onion Tears* and *Boy Overboard* and those in the newspaper article. Are there similar experiences? What are the differences? Discuss the differences between fact and fiction. Explore the possible audience and purpose of the books. Might the writers be raising issues or just telling a story?

The class will have a debate on the topic:
Should Australian have an “Open Door” policy?

KNOWLEDGE OUTCOMES

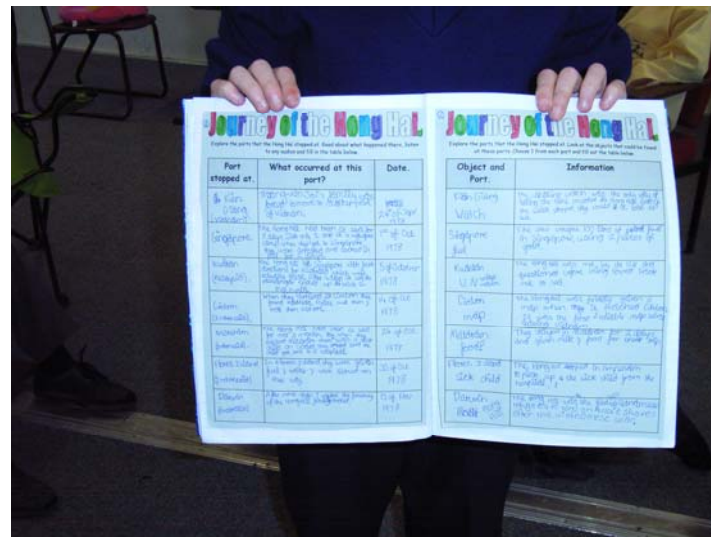


While the students are working on the Learning Object #779 - Journey of the *Hong Hai*, the teacher circulates and observes the students evaluating their understanding via discussion. The 5 questions answered in workbooks and the worksheets could be assessed.

At the end of the learning element, students respond to the following:

You are Australia's minister for immigration and you have to work out what rules should be followed when refugees arrive and want to stay.

HOW WELL HAVE YOU LEARNT?



You will be observed and evaluated on your understanding of TLF Learning Element # 779 - Journey of the *Hong Hai*.

The 5 questions that you answered in your workbooks and the worksheets may also be assessed.

At the end of the learning element, you will be asked to answer the following:

You are Australia's minister for immigration and you have to work out what rules should be followed when refugees arrive and want to stay.



Follow-on activities and learning experiences might include:

Read *Girl Underground* by Morris Gleitzman, which is a sequel to *Boy Overboard*.

Use the next TLF Learning Object, # 684 - Journey of the *Hong Hai* - Design a museum exhibition.

Organise an International Banquet where students bring food representing countries from around the world to share for lunch. Invite parents to join us and view displays of the work from this unit. Students show the guests the Learning Object - Journey of the *Hong Hai*.



What might we learn about next?

Read *Girl Underground* by Morris Gleitzman, which is a sequel to *Boy Overboard*.

Use the next TLF Learning Object, # 684 - The Journey of the *Hong Hai* - Design a museum exhibition.

Organise an International Banquet where students bring food representing countries from around the world to share for lunch. We could invite parents to join us and view displays of the work from this unit. We could show our guests the Learning Object - Journey of the *Hong Hai*.



About this Learning Element:

Refugees - The Journey of the *Hong Hai*

This learning element will offer students a chance to gain an understanding of the rich multi-cultural mix of Australian society and where some of our immigrants have come from. They will have the opportunity to put a human face to the concept of refugee. They will develop some insights into the complexity of the issues surrounding refugees.

By visiting a selection of stopping points on the 52-day journey of the *Hong Hai*, students can re-create the dramatic and extraordinary journey of this Vietnamese fishing vessel. The actual journey occurred in 1978 and was the first case of refugee 'boat people' landing on Australia's shores.

Knowledge Domain
SOSE/Literacy

Learning Level
Year 5

About the Author

Author: Annabel Harwood

Affiliated Organisation: Teacher Designer

Short Biography:
Annabel Harwood is a teacher at the Goulburn Valley Grammar School.



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WORKSHEET 2

Journey of the *Hong Hai*

Explore the ports that the Hong Hai stopped at. Look at the objects that could be found at these ports. Choose 1 from each port and fill out the table below.

Name of Port & Object	Information

WORKSHEET 2

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Name of Port & Object	Information

WORKSHEET 3

Journey of the *Hong Hai*

Now that you have discovered all about the journey the asylum seekers took from Vietnam on the *Hong Hai*, we would like you to complete the following tasks. This is your chance to demonstrate that you have an understanding of what life was like for these people.

Complete the following activities in your SOSE book.

1. Create a timeline showing the journey. Make sure you indicate where each port was and when they stopped there. Use at least one emotional word to show how the refugees were feeling at each port. EG worries, excited, frightened or hopeful.
2. List 20-30 interesting words that you found on the learning object.
3. Why do you think people would choose to make such a dangerous and difficult journey?
4. What would be their hope and dreams for what could happen in their new country?
5. List 5 benefits refugees gain from coming to a new country.
6. List 5 benefits their new country gains from accepting refugees.

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