

Society and Environment

Level 5

Strand: Society and Cultures

Key Idea: Students investigate how and why societies and cultures develop and change over time. They explore the effects of these changes on individual and group identities.

Learning Outcome:

5.7. Critically examines through research and justifies personal views on particular social, political and economic beliefs, concepts, policies and practices.

Key Competencies:

KC1 Collect, analyse and organising information.

KC2 Communicating ideas and information.

KC4 Working with others in teams.

Enterprise and Vocational Education:

Hospitality, tourism and social work.

Lesson Background

Participants of the QTP Casual Teacher Program provided by CEASA during a two-day mini-course on 17 & 18 November 2001 designed this lesson. The lesson was planned within the SACSA framework and introduces issues surrounding immigration as a means of exploring the above-mentioned Key Idea.

Lesson Rationale and the Way Forward

The proposed lesson is introductory only and is designed to launch the student toward the Learning Outcome. By itself it cannot, and was never designed to, achieve the Learning Outcome, it is the first step on a journey to this outcome.

The lesson plan (page 2 Activities) and has been broken down in a step-wise manner. Points/questions are posed within the plan to help focus student attention upon Key Idea issues.

The proposed lesson requires:

- Each student should be provided with a copy of the newspaper article “The silent taxi driver” and this is provided on page 3.
- A wall chart/poster size copy of a world map. This is not provided.

EL's	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	CRITERIA FOR ASSESSMENT	ASSESSMENT STRATEGY	WHO WILL ASSESS	SACSA OUTCOME	RECORD OF ASSESSMENT
T, C, I, Id	<ol style="list-style-type: none"> Students will develop empathy toward people from other cultures. Students will have an understanding of immigration. 	<p>Raise the awareness of what "immigration" means/involves to different people.</p> <ol style="list-style-type: none"> Read newspaper story (attached) "The silent taxi driver": to illustrate the perspective and experience of an immigrant. Discussion: Questions worthy of discussion stemming from the newspaper article might include: <ul style="list-style-type: none"> Why do you think Mr. Khehwati moved away from family and home to live in a foreign country? Why do you think he was prepared to move so far away from his home? <p><i>(Use a world map to show the location of Afghanistan relative to Australia).</i></p> <ol style="list-style-type: none"> Focus discussion onto the local/school community by inviting students to: <ul style="list-style-type: none"> Comment on personal or family stories of moving to live in foreign countries. Relate immigration stories of acquaintances or locals. How well do you know these people? Comment on reasons as to why people migrate to Australia. What difficulties could they experience? <p><i>This section of the lesson may best be explored by the student as a member of a small group that reports back to the wider class.</i></p> <p><i>(Use a world map to show the location of countries under discussion relative to Australia).</i></p> <ol style="list-style-type: none"> Set homework: Bring newspaper cutting regarding immigration to next lesson. 	<p>Newspaper article, "The silent taxi driver": From The Advertiser, November 17, 2001. (Scanned copy attached)</p> <p>Poster size map of the world. (Not provided in this package)</p>	<p>Class and group participation including listening, sharing ideas, elaborating and explaining.</p>	<p>Observation</p>	<p>Teacher</p>	<p>5.7 Critically examines through research and justifies personal views on particular social, political and economic beliefs, concepts, policies and practices.</p>	<p>None.</p>



AT HOME: Halim Khelwati, with his family, keeps quiet when passengers mention terrorism and boat people.

Picture: TRICIA JOHNSON

The silent taxi driver

By REBEKAH DEVLIN

SINCE the New York terrorist attacks on September 11, taxi driver Halim Khelwati does not tell passengers his nationality.

Equally, since the boat people and Tampa incident, he sits silently when passengers complain about being over-run with refugees.

"People don't know, but they don't try and find out about Islam," he said.

Mr Khelwati has been in Australia for 13 years since fleeing Afghanistan to avoid joining the army.

His wife, Najeya, 25, followed just five years ago, as did his parents Mir, 74, and Hajira, 61. Mr Khelwati, 37, now has an Australian daughter, Medinah, who turns two tomorrow.

Mr Khelwati understands the con-

cerns of some Australians on the boat people issue: "If you let them in, where do you stop?" he said at his north-eastern suburbs home yesterday. "But these people are desperate, they will try anything. It doesn't matter what you do, it won't stop them.

"The best way to stop them coming is to have peace in Afghanistan."

Mr Khelwati said boat people were duped into thinking Australia would welcome them.

"The smugglers tell them: 'As soon as you get there you will get a job and earn \$2000 a week'," he said.

Mr Khelwati drives a taxi 12 hours a day to provide for his family. He received government benefits for three months after arriving but vowed never again to rely on them.

The Way Forward!

Future lessons/activities (not detailed here) that continue to develop the Key Idea might include:

- Discussions regarding legal/illegal immigrants.
- The breakdown of Australian ethnic, social, economic and political groups on the basis of geographic and population distribution.
- Excursions such as to the Migration Museum, Gouger St food market, or visit a mosque, synagogue or church.
- Correspond with the Immigration Department for information; apply for a passport.
- Write a report about the rights/wrongs of treatment of asylum seekers. Justify your opinions.
- Investigate customs and festivals.