

Taking Action: Students as Global Citizens

Project flow chart

Motivation

Planning

Starting
PBL
process

Resources

Planning
solutions

Publishing
&
presenting

Reflection



1 MOTIVATION

What was your (teacher) motivation for joining the project?

Initially the motivation for joining the project was to find out more about PBL. The challenge of being able to put something together with the students and to actually make a difference in someone's life was ultimately the goal of both the teacher and students.

2 PLANNING

How did you (teacher) plan – for immersion, explicit teaching, etc.?

We were fortunate to have the opportunity to use Lutheran World Service as a starting point. This enabled us to generate interest from the students and immerse them in what it would be like to be a refugee. (See attached flyer in the [resource collection](#) from Australian Lutheran World Service.)

3 STARTING PBL PROCESS

Teacher/student negotiation around driving question/problem, student voice and choice

Initially, it was thought we would look at the issue of water; however, as the Syrian refugee crisis was constantly in the media, the students decided that this was something they would like to pursue. They wanted to “Welcome the Stranger” into their community. The subject of refugees was so topical that the students were motivated and keen to develop their driving question around this issue. All students involved wanted to find out more about refugees and how we could help them settle into our country. See details on the ([click resources button in flipbook](#))

4 RESOURCES

Who and what (eg, guest speakers, One World or Taking Action booklets, use of 21st skills, etc.)?

The students were immersed with a “Welcoming the Stranger” Day. Julie Krause, a guest speaker from Australian Lutheran World Service in Adelaide, attended our college and set up the day, which included a registration process whereby the students were given a registration card; they were fingerprinted and chose a country of origin from a list provided. Julie Krause then spoke with the students about refugees, defined what a refugee was, showed individual stories from refugees who have come to Australia and explained what life is like for people, in particular children, in refugee camps. The students were provided with their first meal, a dry biscuit, on registration. The day progressed with students developing compassion for people worldwide by building a “long drop loo”, making a soccer ball with limited resources, collecting water and rations and looking at individuals and their stories.

The General Capability of ICT played a large part in this project as Western Australia was yet to welcome Syrian refugees into our communities. Following the “Welcoming the Stranger” Awareness Day, much of the research and teaching was done from resources from the internet ([click resources button in flipbook](#))

5 PLANNING SOLUTIONS

Student innovation, creative problem-solving, etc.

The students came up with some good ideas (such as a smile), generated from the Awareness Day, about how they could “Welcome the Stranger” into their community. An example was welcoming people with just a smile and realising the impact this can have on a person's day. This Inquiry process was prompted by authentic examples drawn from the media, such as the Syrian refugee crisis and the European response. Students demonstrated this idea by making a video, showing how a smile is infectious and how it can make a difference to someone's day. This was done over several days by filming as students entered the school gate and interviewing them and capturing their facial expressions.

Links to student work – as examples of the process of HASS Skills. Diagram left with link to Australian Curriculum Here on Flow chart and also on Resources page Awareness Day, much of the research and teaching was done from resources from the internet ([click resources button in flipbook](#))



6 PUBLISHING AND PRESENTING

This project was shared with the wider school community via the school newsletter and a presentation at a chapel service.

7 REFLECTION

Teacher, student and community responses

Student reflections:

Steph. S

Originally we were going to raise awareness about the shortage of water in less privileged countries. But then, scattered across the news, were refugees fleeing from their homes that were no longer safe to live in. These people, in that much danger, how could we ignore it? So, we changed from water to refugees. But why? Because people, like you and me, were running away from their homes to a strange place they have never been to before. Families were walking miles and miles for hours on end to a place they had no idea about because they couldn't live in their homes any more. Their lives were hard enough as it is. So let's put this in to a bit more detail. Less privileged people were having to drink dirty water, eat less than one meal a day, live in the same clothes all day, every day and that's if they had any clothes. They were famishing, dehydrated, living in harsh, dirty environments and many people were dying. And on top of that, little that they had was being destroyed, along with the shelter they had. The few that had homes, had them torn to the ground. These people could no longer stay there. So, they would walk for hours and hours to get to refugee camps. These camps were giving refugees food, water and homes. But there were problems; these camps were meant to hold hundreds of people but were holding thousands. So we had an awareness day.

Mika's “WELCOMING THE STRANGER” AWARENESS DAY REFLECTION

The “Welcoming the Stranger Awareness Day” was very informative because it showed me what life is like for refugees and how different their lives are to ours. Our group focussed on the story of Lina, she is roughly our age. Her responsibilities are far more than ours. We usually want things and she struggles to have her everyday needs met. We should be appreciative of how lucky we are instead of taking it for granted. I learned there are lots of things I could do to help such as volunteering, donations etc. Overall, I learned that we are very lucky and live in a safe, clean environment. We should be “WELCOMING THE STRANGERS” into our communities. No one chooses to become a refugee, anyone can become a refugee; refugees are people like you and me.

Teacher reflection:

Leanne Winters

The Awareness Day and the whole project was an insightful and informative experience for both myself and the students involved. Initially, comments made about refugees included “they are like the convicts in the olden days” or “they are all terrorists – we are not sure we want them here”. Through research, exposure and reflection the students developed empathy, understanding and compassion for people who were coming to Perth. What the students got from this experience was amazing. They were engaged, enthusiastic, willing to try new things and excited. They tried different ways of presenting information and failed, teaching them to persist and challenge themselves as well as to develop a sense of resilience. The students also developed leadership skills as this was a totally student-driven project so some students really demonstrated their leadership skills, their passion and their tolerance.