

Lesson Plan

HHVR LESSON PLAN

Migration to Australia

Learning Area	Humanities and Social Sciences	Kit	AR/VR Education Kit
Year Level	Year 5	Duration	1x 60 minute lesson

Introduction/Description

Throughout the 1800s, people from all over the world migrated to Australia for a plethora of reasons. Exploring the 'how' and 'why' of migration helps students to build empathy and to gain a deeper understanding of our country's history.

Learning Intentions

In this lesson, students will learn the reasons why people migrated to Australia throughout the 1800s, particularly the Gold Rush in Ballarat (VIC) in 1851 and the German Lutheran migrants in Hahndorf (SA) in the 1830s.

Task Summary


Students will view a hand-held virtual reality (HHVR) video tour of Sovereign Hill in Ballarat (VIC) and conduct research about the German migrants in South Australia using the [German Lutheran Migration Story in AR on CoSpaces](#). Students will present their findings using the Student Digital Notebook.

Preparation

Students are expected to:

- Be familiar with using HHVR headsets and student devices.
- Have experience in accessing AR experiences using the *CoSpaces* app.
- Have a basic understanding of the concept of migration and push & pull factors.

Teachers should make sure that:

- All hardware has been charged and sanitised.
- Student Devices have the most recent updated version of *Youtube* installed.
- Slide Deck has been checked and the teacher has accessibility.
- A copy of the  Migration to Australia Student Digital Notebook has been distributed to students and they have downloaded/

- made a copy for themselves.
- Students have been divided into pairs or groups depending on how many devices and HHVR Headsets are available.

Suggested Rotation Format:



	Group 1	Group 2	Group 3
Rotation 1	HHVR	AR	Notebook
Rotation 2	AR	Notebook	HHVR
Rotation 3	Notebook	HHVR	AR

Resources


Hardware

- HHVR Headsets
- Mobile Devices
- Student Laptops
- Headphones
- Internet Access
- Smartboard/TV

Tasks/Presentations

-  Migration to Australia Teaching Deck
-  Migration to Australia Student Digital Notebook
- Student Digital notebook
- [VR Safety Poster](#)

VR Experiences

-  A 360 tour of Sovereign Hill in Ballarat, Australia
8 minutes
Follow Michael as he discovers Australia's Gold Rush in the 1850s. In this 360 video, Michael will take you on a tour of Sovereign Hill at Ballarat in Victoria.

AR Experiences

- [German Lutheran Migration Story - CoSpaces](#)

Learning Sequence

Part 1

1

(10 mins)

Introduction

- Invite students to [think / pair / share](#) for the question on Slide 2 of the [Migration to Australia Teaching Deck](#) 'Why would people from other countries move to Australia?'
- As students share their ideas with the class, encourage them to decide whether it is a 'push' or 'pull' factor ('push' meaning they are forced to leave their home country, 'pull' meaning they choose to leave their home country for better opportunities).
- Talk through the push and pull factors on Slide 3 of the [Migration to Australia Teaching Deck](#) to give students a deeper understanding of the concept.

2

(45 mins)

Development

Introduce the stations students will engage in, as shown on Slide 4 of the [Migration to Australia Teaching Deck](#) .

Station based learning

Station-based Learning in 10-15 min interval rotations

Station 1 - HHVR

Students watch [A 360 tour of Sovereign Hill in Ballarat, Australia](#) using a student device and HHVR headset. After viewing, students can answer the questions on slide 3 of the [Migration to Australia Student Digital Notebook](#) .

- Why did people migrate to Ballarat in 1851?
- Was this a push or pull factor?
- Which countries did the migrants come from?
- What challenges do you think they would have come across?

Station 2 - AR

Students explore the [German Lutheran Migration Story - CoSpaces](#) using a student device. After viewing, students can complete a '[See / Think / Wonder](#)' on slide 4 of the [Migration to Australia Student Digital Notebook](#) .

Station 3 - Photo Response

Students will find a series of photographs on slide 5 of the student digital notebook. They need to choose one of these photographs and respond to the following questions on slide 6 of the

[Migration to Australia Student Digital Notebook](#) :

- Describe what you see in the photograph.
- What do you think is happening?
- How do you think the people in the photograph might be feeling?
- What question would you like to ask the people in the photograph?

3

(5 mins)

Conclusion

- Invite students to find a partner and take turns sharing their photo responses on slide 6 of the [Migration to Australia Student Digital Notebook](#) .

Modifications

Adaptations

- If limited student devices are available, students can view the [German Lutheran Migration Story - CoSpace](#) using a laptop or iPad.
- For Station 3: Photo Response, instead of writing their response, students could post a video recording of their ideas onto SeeSaw / Class Dojo / Flip if available.
- For the AR experience, if any students are struggling readers, pair them up with a student who can read the information aloud with them.

Extension Ideas

- *English*: students write a narrative from the perspective of a person migrating to Australia from one of the countries covered in this lesson.
- *Arts*: students create a drama performance telling the story of a migrant.
- *Mathematics*: students work out how long it would take for migrants to travel to Australia from various countries.
- *HASS*: research into an additional migration story e.g. Highland Clearances, Irish Potato Famine, Afghan Cameleers in the Northern Territory.

Curriculum Connections

Australian Curriculum	NSW Curriculum
<p>Version 8.4</p> <p>Year 5 - Humanities and Social Sciences</p> <p>History <i>The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)</i></p> <p>Year 6 - Humanities and Social Sciences</p> <p>History <i>Stories of groups of people who migrated to Australia since Federation (including from ONE</i></p>	

country of the Asia region) and reasons they migrated (ACHASSK136)

Version 9

Year 5 - Humanities and Social Sciences

History

The role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony (AC9HS5K03)

Year 6 - Humanities and Social Sciences

History

the motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region (AC9HS6K03)

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures
Asia and Australia's Engagement with Asia
Sustainability

Capabilities

- ✓ Literacy
- Numeracy
- ✓ ICT Capability
- Critical and Creative Thinking
- Personal & Social Capability
- ✓ Ethical Understanding
- ✓ Intercultural Understanding