

## Cricket Smart **Teacher Resource**



**CRICKET**  
AUSTRALIA

## **AUSTRALIA AS A NATION**

### Fawad Ahmed – A Case Study

Immigration and multi-culturalism is always a topical issue. This unit uses the story of a professional Australian cricketer to explore the issue of immigration.

Students will examine the case study of Fawad Ahmed, a talented cricketer who left Pakistan in 2010 and migrated to Australia as a refugee. His hometown is in Northwest Pakistan, an area affected by unrest.

He sought refugee status because he was receiving threats in Pakistan for playing cricket,

coaching women in cricket and promoting western values. Refugee status was granted in November 2012.

Fawad has now settled in Australia and is a professional cricketer. He has quickly become an integral part of the Victorian State side and was selected to tour England as part of the 2015 Ashes squad.

Through Fawad's story, students will gain a better appreciation of the importance of migration and the benefits it brings to Australia.

# Teacher Resource

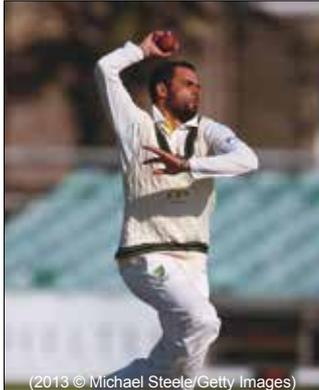
## Year Level 6

### Learning Area History and Geography

# AUSTRALIA AS A NATION

## Fawad Ahmed – a case study

### Resource Descriptor



Australia was originally settled by Aboriginal and Torres Strait Islander peoples. Since the First Fleet, many people have migrated to Australia. In this unit, *Australia as a Nation*, students will examine the case study of Fawad Ahmed, a talented cricketer who left Pakistan in 2010 and migrated to Australia as a refugee. His hometown is in Northwest Pakistan, an area affected by unrest.

He sought refugee status because he was receiving threats in Pakistan for playing cricket, coaching women in cricket and promoting western values. Refugee status was granted in November 2012.

Fawad has now settled in Australia and is a professional cricketer. He has quickly become an integral part of the Victorian State side and was selected to tour England as part of the 2015 Ashes squad.

Students will examine the migration story of Fawad Ahmed, the reasons for migrating to Australia, the challenges encountered and the opportunities afforded in Australia.

Students will examine another migration story and compare the two stories. Through considered analysis and in reflecting that all migration stories have challenges, students will make a judgement on who had the more challenging journey.

### Unit Objectives

In completing this unit, students will:

- Understand push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees) by examining the life story of Fawad Ahmed and the reasons why he migrated to Australia
- Explore individual narratives, e.g. primary sources relating to Fawad Ahmed (for example letters, documents and historical objects); interview and record an oral history; dramatise the journey and circumstances of arrival based on the sources
- Describe cultural practices related to family life, beliefs and customs of newly-arrived migrant groups in comparison to those of the communities in which they settled within Australia
- Compare stories of migration to their own family history or that of a close family friend
- Investigate the challenges faced when settling in Australia and analyse the contributions made by migrants to Australian Society

## Major Assessment Task

### A migration story – who had the more challenging journey?

Students produce an illustrated biography of a family member or close family friend, who migrated to Australia in the 20<sup>th</sup> or 21<sup>st</sup> Century.

The final pages of the student workbook contains a **Double Bubble Map** analysing the similarities and differences between the migration story of a family member or close family friends and that of Fawad Ahmed. This should support the fact that migration continues for many reasons and takes many forms.

Students will formulate interview questions during class time for the person they will interview. They will conduct the interview, record the process and use the information from the interview as the basis for their biography.

Illustrations may be in the form of photographs, if the person is willing to share them. In some cases, it may be appropriate to use images from other sources. Students will present their work in a form which enhances the story.

Finally, students will have to decide who had the more challenging migration experience, Fawad Ahmed or the person they interviewed.

For examples of one type of illustrated biography see [www.acara.edu.au/curriculum/worksamples/Year\\_6\\_History\\_Portfolio\\_Above.pdf](http://www.acara.edu.au/curriculum/worksamples/Year_6_History_Portfolio_Above.pdf) exercises 2 and 4.

## Alignment to the Australian Curriculum

### Australian Curriculum Content Descriptions

#### History – Knowledge and Understanding

**ACHHK115:** Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war

#### History – Skills

**ACHHS117:** Sequence historical people and events

**ACHHS118:** Use historical terms and concepts

**ACHHS119:** Identify questions to inform an historical inquiry

**ACHHS120:** Identify and locate a range of relevant sources

**ACHHS121:** Locate information related to inquiry questions in a range of sources.

**ACHHS124:** Develop texts, particularly narratives and descriptions, which incorporate source materials

**ACHHS125:** Use a range of communication forms (oral, graphic, written) and digital technologies

## Geography – Knowledge and Understanding

**ACHGK031:** The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region

**ACHGK032:** Differences in the economic, demographic and social characteristics between countries across the world

**ACHGK034:** Significant events that connect people and places throughout the world

## Geography – Inquiry and Skills

**ACHGS040:** Develop geographical questions to investigate and plan an inquiry

**ACHGS041:** Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources

**ACHGS045:** Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate

## General capabilities

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

## Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability



## Activity 1: Push and Pull migration factors

It is important for students to grasp the concept of immigration **push and pull factors**. People often migrate to other countries because of the adverse circumstances in their home countries. Some migrate to seek a better life for themselves or their families. **Push and pull factors** encourage people to leave their home countries. They include events, ideas, situations and they influence people's decisions to move.

Diagram 1: Immigration – Push Factors



Diagram 2: Immigration – Pull Factors



### Task 1

#### Reasons for Fawad Ahmed's migration to Australia

- View with students the interview with Fawad Ahmed on [www.cricketsmart.cricket.com.au](http://www.cricketsmart.cricket.com.au). This provides a great introduction.
- Students write their findings on the **T-Chart** (Table 1, p.4 of the Student Resource).

To find out how to complete a **T-Chart** scan the QR Code or use the URL.

[www.itcpublications.com.au/qr/tchsau](http://www.itcpublications.com.au/qr/tchsau)



- Facilitate which resources your students can find in order to fill out the chart in as much detail as possible.
- Students **MUST** record the other sources they use for this activity as this is needed for Activity 3 (identifying primary and secondary sources).

## Task 2

### General reasons for migrating to Australia

- Explore the reasons people choose to migrate to Australia. Students will use the **T-Chart** to create Table 2 to record the findings, including any that apply from Table 1.
- Provide a selection of stimuli for students to peruse in order to promote thinking.

This may include:

- The internet
- Newspaper articles
- Biographies
- Text books with paragraphs

## Task 3

### Major reasons for migrating to Australia

Using the list, students rank the reasons people migrate to Australia. Some of the main reasons include:

1. Career/working opportunities
2. Refugee resettlement – Australia resettled over 180,000 people from war-torn Europe between 1945-1954
3. Quality of life – relatively high standard of living and favourable climatic conditions
4. World-class education systems and health systems
5. Open Immigration program – Australia implemented a large scale immigration program, targeting Europeans post-World War II
6. Living conditions in existing country such as the cold climate, crowded cities, pollution and political unrest
7. High cost of living in existing country, such as property and petrol
8. Family and friends already moved to Australia
9. Difficult to access high paying jobs in the existing country
10. Long tradition of welcoming emigrants – English speaking and various visa options for skilled migrants

## Activity 2: Exploring Pakistan – through primary and secondary sources

The specific learning outcome for this activity is to investigate/experience the way historians use primary and secondary sources to find out more about life in Pakistan, especially for Pakistani women.

### Process:

#### I do:

teacher models the investigation by asking the questions about one of the sources. Explicit teaching about what makes a primary source and what makes a secondary source.

#### We do together:

view the You Tube video 'Born in Pakistan' (DIMITRA, May, 2012)

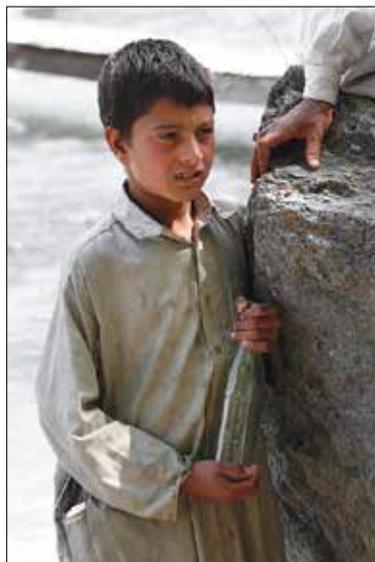
[www.youtube.com/watch?v=IVvKiKU99qo](https://www.youtube.com/watch?v=IVvKiKU99qo). Pause the video every 3-4 minutes so that students can record/discuss the content.

In pairs, students research the suggested areas of life in Pakistan. Alert students to view the following resources:

- Search 'Humaira Bachal' for information on this amazing young woman who has started a school for girls in her village

#### You do:

students work independently to write a short description of the experience of life in Pakistan.





## Activity 3: Fawad Ahmed – journey and circumstances

### Activity 3:

#### Task 1a: Resource materials

This activity provides secondary source material (a printed news report) about Fawad Ahmed. Students use the space under the article to list the sources they have used to find information about Fawad Ahmed.

Discuss which sources students found and used in Activity 1. Discuss whether they qualify as primary sources or secondary sources.

### Activity 3:

#### Task 1b: Migration terms

Refer to the **Alpha Ladder** template in the Student Resource (p.9) to students at the beginning of the unit.

See how to use an **Alpha Ladder** here. Scan the QR code or use the URL.

[www.itcpublications.com.au/qr/alpsau](http://www.itcpublications.com.au/qr/alpsau)



This list of terms and definitions will grow throughout the unit. Ensure that your students have time to record new terms as they arise.

Students keep these lists at the back of their book. They become handy references for revision.

The main terms for this unit are located in the glossary on p.14 of this Teacher Resource.

### Activity 3:

#### Task 2 and Task 3: Cricketing nations and Fawad Ahmed's home nation in detail

Students will need an atlas or online map and access to information and images of Pakistan. They will need to find other sources in order to complete their map. (See Student Resource pp.10-12.)

### Activity 3:

#### Task 4: Fawad Ahmed's timeline

Create a timeline of Fawad Ahmed's life journey from Pakistan to Australia for display in the classroom.

Split the class into groups of four students maximum.

Students are to discuss the many resources they have consulted for researching Fawad Ahmed's life.

In groups, they use the resources to build the timeline.

Students add dates to the large timeline, taking turns, group by group.

### Activity 3:

#### Task 5: Recent history of Pakistan

Once your class has a timeline of Ahmed's life on the wall, use the website below to cross reference major events from the recent history of Pakistan with those events experienced by Fawad. <http://www.bbc.com/news/world-south-asia-12966786>

### Activity 3:

#### Task 6: Challenges of settling in a new country

Having discovered some of the factors that influenced Fawad Ahmed's decision to move from Pakistan, students now investigate what challenges he encountered when he actually arrived in Australia. (See Student Resource p.13.)

Suggested sources:

- Go to [www.cricketsmart.cricket.com.au](http://www.cricketsmart.cricket.com.au) and view the video of Fawad Ahmed

## Activity 4: Teaching about Biographies

This activity introduces the idea that we can record the stories of a life and that as biographers, we have a responsibility to report our facts correctly and represent our subjects with respect.

Students use the **Double Bubble Map** (see Student Resource p.14) to compare the life of Fawad Ahmed with their own life. They may choose to interview a relative or close family friend instead of recording their own life here.

Find some similarities and differences.

To find out how to complete a **Double Bubble Map**, scan the QR Code or use the URL.

[www.itcpublications.com.au/qr/dbmsau](http://www.itcpublications.com.au/qr/dbmsau)



## Activity 5: How do we ask probing questions?

### Round Robin

The assessment task is about flexing your students' research muscles and giving them the opportunity to create something lasting out of their interaction with someone who has experienced migration.

This brainstorming activity gets the whole class involved in generating great questions to use in an interview with a migrant to Australia. (See Student Resource p.15.)

The **Round Robin** is a super tool for generating many ideas in a relatively short period of time. The beauty of it is that everyone is working away at the same time!

To find out how to complete a **Round Robin**, scan the QR Code or use the URL.

[www.itcpublications.com.au/qr/rrtau](http://www.itcpublications.com.au/qr/rrtau)



Once students have gathered questions, test some of the questions in front of the class. Have them interview you (no preparation required!). The main aim of this part of the activity is to show how effective a question can be or to highlight the poor ones, should there be any!

The **Round Robin** process means that the whole class 'owns' the list of questions it has generated, so no one should be made to feel uncomfortable if their question is shown to be inadequate.

Your task as the interviewee is to take on the role of a migrant to Australia and simply answer the questions. Don't give any more information than the question requires. Don't help the interviewer by gushing information.

### **Now is the chance to teach the difference between an open and closed question.**

*Open questions or 'fishing questions' are those for which you do not know a specific answer. They allow the person to give as much detail as they like.*

*Closed questions, or 'shooting questions' hit their target and generally require a short response, often "yes" or "no". They can be very useful questions, but should be used sparingly in this context.*

- Emphasise that for this assessment piece, the students need to get as much information as possible, so the questions need to be as open as possible.
- Students revisit the questions in front of them and check them, re-phrasing those that are unhelpfully 'closed'.

## Activity 6: Comparing migration stories

Students compare Fawad Ahmed with a family member or close family friend who migrated to Australia.

**Note:** If students do not have ready access to someone who has recently migrated to Australia, you may like to suggest a significant Australian such as:

- Harry Seidler
- Gustav Nossal
- Frank Lowy
- Fiona Wood
- Maha Sinnathamby

A useful tool for this is the **Double Bubble Map**. See the Student Resource sheet (p.16) for the outline of a Double Bubble Map.

To see a **Double Bubble Map**, scan the QR Code or use the URL.

[www.itcpublications.com.au/qr/dbmsau](http://www.itcpublications.com.au/qr/dbmsau)



## Activity 7: Comparing a family member or close family friend's story with that of Fawad Ahmed. Who had the more challenging journey?

Use the **Decision-Making Matrix** in the Student Resource (p.17) to focus thinking about this question.

To see a **Decision-Making Matrix**, scan the QR Code, or use the URL.

[www.itcpublications.com.au/qr/dbmsau](http://www.itcpublications.com.au/qr/dbmsau)



## Completing the Assessment Task

Students will already have the **Double Bubble Map** ready for inclusion in their assessment piece. They also have completed the work for the decision about whose transition was more challenging.

The presentation of an illustrated biography is the last stage of this assessment.

Consider displaying a number of different illustrated biographies so students have some experience with the genre.

Digital resources for production of the text with illustrations include:

## Presentation Tools

- Apple: <http://www.teachthought.com/technology/15-presentation-tools-for-teachers-from-edshelf/>
- Online: <http://www.educatorstechnology.com/2012/05/list-of-20-free-tools-for-teachers-to.html>
- Powtoon
- PowerPoint
- Prezi

The illustrated biographies should include:

- The immigration story of a family member or close family friend
- A comparison of the two immigration stories using the completed **Double Bubble Map** from Activity 6
- A decision with justification on who had the more challenging migration story, Fawad Ahmed or the family member/close family friend. Students use the completed **Decision-Making Matrix** from Activity 7



## Glossary

Term	Meaning
<b>biography</b>	A detailed account of a person's life by another.
<b>chronological order</b>	The arrangement of things in order of time.
<b>emigration</b>	The act of leaving one's country, especially native country, in order to settle in another.
<b>immigration</b>	The movement of people into another country with the intention of settling there permanently. For example, people relocating to Australia.
<b>migration (human)</b>	The movement of people from one region to another with the intention of settling into the new location. For the purposes of this unit, it refers to people relocating to Australia and leaving Australia to settle in another country.
<b>primary source</b>	A document or object which was written or created during the time under study and has not been altered or distorted in any way.
<b>pull factors</b>	Conditions in a location or country that encourage people to immigrate to it.
<b>push factors</b>	Conditions in a location or country that encourage people to emigrate from it.
<b>refugee</b>	A person who is living outside their home country due to persecution on account of race, religion or political opinion.
<b>secondary source</b>	A secondary source interprets or analyses the primary source. Secondary sources are one or more steps removed from the event and usually cite or comment on the primary source.
<b>women's rights</b>	The rights and entitlements for women, often legislated. These include such things as the right to vote, to work, to serve in the military, equal pay and to hold public office.

Whilst the glossary is provided mainly for teacher information, some of the words in this list could be introduced as spelling and/or vocabulary activities for students.



The **Milo T20 Blast School Cup** is a fast, fun T20 competition that captures all the excitement of the KFC T20 Big Bash League and is perfect activity to get the students involved in.



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- \* Distribute information about upcoming cricket programs



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