# First Contacts

# Pre-visit activities and post excursion resources

Successful excursions have direct links to current classroom learning. Pre-visit activities carried out prior to the excursion will help students better understand their excursion content and provide connectedness and relevance to classroom learning.

To help students understand the History concepts during their incursion, you may like to complete some of the pre-visit and follow-up activities below.

## **Student Pre-visit activities**

1. Viewing the ***My Place For Teachers*** website at: <http://www.myplace.edu.au/home.html> and view the following film clips to examine aspects of the daily life of Aboriginal and colonial children. Have students choose one child and describe ways the child’s life would be different to their own.
* **Pre 1788** – Before Time - Barangaroo: Barangaroo and her friends are warned not to go near Mumuga country, and they discuss the nature of the Mumuga <http://tinyurl.com/p7cbdss>
* Episode 23 | 1788: Waruwi. Waruwi is an Aboriginal girl looking after her Nana while the rest of her extended family is away from camp. It's just for a day but what a day it turns out to be. <http://tiny.cc/dfxa6y>
* **1798** – Sam, a convict boy, is assigned an owner and introduced to his chores <http://tinyurl.com/p7cbdss>
* View *City Of Sydney’s* ***Barani - First Contact*** virtual exhibition and discuss with students what happened to the Traditional Gadigal Clan who lived in ‘the area prior to European contact <http://www.sydneybarani.com.au/>
1. Discussing traditional Aboriginal people’s lifestyles and how they used the environment
2. Inviting members from the local Aboriginal community to school to talk about their traditional culture
3. Reading traditional Aboriginal Dreamtime stories
4. Discussing the role of Convicts in Australian history and why they were sent to Australia
5. Reading books such as *My Place* by Nadia Wheatley or *Papa and the Olden Days* by Rachel Tonkin that deal with the concepts of change and the passage of time
6. Inviting parents or grandparents to come and talk to the class about their childhood recollections
7. Playing and comparing examples of Aboriginal, Colonial and modern day music

**Follow up Activities**

1. Have children write a story on what life would be like for either a convict or a traditional Gadigal Aboriginal Person at the time of First Contact.
2. Make a table showing different ways traditional Aboriginal children, convict children and modern children interacted with their environment under heading: food, water, shelter, waste, sewage, typical personal items etc