

60 Years for Year 6

A Historical Walking Challenge for primary schools' year 6

Big Question: What were the challenges of becoming a modern Hobart in the early 1900s?

Summary of activity

60 Years for Year 6 will challenge you, you will need to apply your knowledge and understanding of Hobart's history (listen carefully) and your inquiry skills to pose questions, reflect, and communicate to resolve the scenarios with which you are faced. Creativity, team work, problem solving and negotiation skills will serve you well and ensure you can thrive in Hobart's transformation from colony to state during 1890 to 1950.

60 Years for Year 6 is an engaging and highly interactive excursion opportunity designed for students in year 6. Students will be presented with scenarios at strategic locations around Hobart CBD to leave with a first-hand experience of the challenges faced by a range of historic characters in Hobart during the period 1890 - 1950.

All students are given a character. Each student will determine what impact their particular character had on each scenario and will actively role-play their character's response. The Game Facilitator will reveal information at key locations allowing the students to learn about the development of Hobart from a British colony then make connections on how these developments present opportunities or challenges to their specific character. The excursion is led by experts in Hobart's history and is flexible enough to meet your needs.

60 Years for Year 6 is aligned to meet outcomes in the Australian Curriculum in HASS for year 6.

Humanities and Social Sciences Outcomes

60 Years for Year 6 is aligned to meet outcomes in the Australian Curriculum in History and Civics and Citizenship for years 6 in Knowledge and Understandings, and Inquiry Skills for year 6.

General Capabilities Outcomes

Critical and Creative Thinking is essential for students to experience all the scenarios presented in the time period allowed for the game. As stated in the curriculum throughout this experience students will implement exactly these outcomes – *“...imagining probable, possible and preferred outcomes in relation to social, environmental, economic and civic sustainability and issues in context. They think creatively about appropriate courses of action and develop plans for personal and collective action. They develop enterprising behaviours and capabilities to imagine possibilities, consider alternatives, test hypotheses, and seek and create innovative solutions, and think creatively about the impact of issues on their own lives and the lives of others.”*

Personal and Social Capabilities are demonstrated for students taking part in the 60 Years for Year 6 activity. As stated in the curriculum throughout this activity students will implement exactly these outcomes – *“As students gain understanding about human experience, past and present, and about their own interconnectedness to people and places across local and global settings, they identify issues and others’ perspectives which inform reflective practice, empathy, communication skills, teamwork and advocacy.”* And, *“Through working collaboratively in the classroom, in the field and in virtual contexts, students develop their interpersonal and social skills, learning to appreciate the different insights and perspectives of other group members, developing skills to plan, problem-solve, negotiate and lead. Historical, geographical, civic and economic studies inform students’ personal identity and sense of belonging and offer opportunities to consider ways of contributing to their communities.”*

Background Learning – pre-excursion details

60 Years for Year 6 can be completed at any time throughout your unit of inquiry – beginning, middle or end. The excursion is led by experts in Hobart’s history and is flexible enough to meet your needs. We have 2 skilled Facilitators and prefer to have a maximum of 15 students per group. This way we can run the activity for a maximum of 30 students concurrently.

On booking you will receive a request for a list of the names of the participants which you will need to split into 3 categories:

- The more capable and resilient students: for the key character roles
- The middle bunch
- Students who will have the most difficulty with understanding/resilience/impulse control

This will allow for the character roles to be allocated most effectively, especially for the key role of Governor, Premier & The Press who have the major roles, supported by the Game Facilitator.

Apart from this, there is no further prep work needed by the teachers.

Logistics and Pricing

Start: outside the Henry Jones Art Hotel, 25 Hunter St Hobart **Finish:** Salamanca Place

When: By appointment – **2 hours** walking excursion with mid-way toilet and snack break

Cost: \$20 per student includes GST, participating adults – no charge

By foot: please wear comfortable walking shoes and suitable clothing to be outdoors for 2 hours – please check the weather conditions and dress appropriately.

Bookings and Further Information

Email: robyn@colonialquest.com.au

Australian Curriculum Connections

Year 6 Australian Curriculum Connections in Humanities and Social Sciences

| Knowledge and Understanding |
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| <p><i>History</i></p> <p>Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134 - Scootle) Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135 - Scootle) Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136 - Scootle) The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137 - Scootle)</p> |
| Inquiry Skills |
| <p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122 - Scootle) Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127 - Scootle) Work in groups to generate responses to issues and challenges (ACHASSI130 - Scootle) Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131 - Scootle) Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132 - Scootle)</p> |