Colonial Quest

A Historical Walking Challenge for primary schools' years 3 to 5

Big Question: What were the challenges of living in Hobart in the early 1800s?

Summary of activity

Colonial Quest *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 the way through to achieve your Quest in time. Creativity, team work, problem solving and negotiation skills will serve you well and ensure you can thrive in Hobart in the early 1800s.*

Colonial Quest is a fun and highly interactive excursion opportunity designed for all students in years 3 to 6. Students and Teachers will be immersed in a quest to leave with a first-hand experience of the challenges faced by early settlers and convicts in Hobart in the early 1800s.

All students, supervising Teachers and adults are each given a character. Each character will determine how to improve their situation in the colony to achieve their *Quest*. The Game Facilitator will reveal information at key locations allowing the students to learn about the development of the settlement, 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.

Colonial Quest is aligned to meet outcome in the Australian Curriculum in HASS for years 3 to 5.

Humanities and Social Sciences Outcomes

Colonial Quest is aligned to meet outcomes in the Australian Curriculum in History and Civics and Citizenship for years 3 to 5 in Knowledge and Understandings and Inquiry Skills for all years 3 to 5.

General Capabilities Outcomes

Critical and Creative Thinking is essential for students to achieve their Quest in the time period allowed for the game. As stated in the curriculum throughout this game 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 to achieve their Quest in time. As stated in the curriculum throughout this game 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

Colonial Quest 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 Game Facilitators and prefer to have a maximum of 15 students per group. This way we can run the Colonial Quest 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 who has the major role, 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

Curriculum Connections

Year 3 Australian Curriculum Connections in Humanities and Social Sciences

Knowledge and Understanding	
History	*Civics and Citizenship*
How do people contribute to their communities, past and present?	How are decisions made democratically?
How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community(ACHASSK063 - Scootle)	The importance of making decisions democratically (ACHASSK070 - Scootle) Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071 - Scootle)

Inquiry Skills
Pose questions to investigate people, events, places and issues (ACHASSI052 - Scootle)
Locate and collect information and data from different sources, including observations (ACHASSI053 - Scootle)
Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056 - Scootle)
Draw simple conclusions based on analysis of information and data (ACHASSI058 - Scootle)
Interact with others with respect to share points of view (ACHASSI059 - Scootle)
Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060 - Scootle)

Year 4 Australian Curriculum Connections in Humanities and Social Sciences

Knowledge and Understanding	
History	*Civics and Citizenship*
Why did the Europeans settle in Australia?	How can local government contribute to community life?
Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085 - Scootle)	How has my identity been shaped by the groups to which I belong?
	The role of local government and the decisions it makes on behalf of the community (ACHASSK091 - Scootle)
	The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093 - Scootle)

Inquiry Skills
Pose questions to investigate people, events, places and issues (ACHASSI073 - Scootle)
Locate and collect information and data from different sources, including observations (ACHASSI074 - Scootle)
Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077 - Scootle)
Draw simple conclusions based on analysis of information and data (ACHASSI079 - Scootle)
Interact with others with respect to share points of view (ACHASSI080 - Scootle)
Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081 - Scootle)

Years 5 Australian Curriculum Connections in Humanities and Social Sciences

Knowledge and Understanding
History
What do we know about the lives of people in Australia's colonial past and how do we know?
How did an Australian colony develop over time and why?
How did colonial settlement change the environment?
What were the significant events and who were the significant people that shaped Australian colonies?
Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106 - Scootle)
The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107 - Scootle)
The impact of a significant development or event on an Australian colony (ACHASSK108 - Scootle)
The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109 - Scootle)
The role that a significant individual or group played in shaping a colony (ACHASSK110 - Scootle)

Inquiry Skills
Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094 - Scootle)
Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099 - Scootle)
Work in groups to generate responses to issues and challenges (ACHASSI102 - Scootle)
Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103 - Scootle)
Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104 - Scootle)
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097 - Scootle)