

# SYDNEY LEARNING ADVENTURES

## Mana-Nura (Take Back Country)

Teacher Resource Pack





## Acknowledgements

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### Welcome - Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people of the Eora Nation, on whose land our excursions take place. We recognise the continuous connection all First Australians have with country, community, water, and sky. Sydney Learning Adventures pays its respect to Elders past, present and emerging.

The education and teachers' learning materials for this program were developed by Place Management NSW Aboriginal staff in consultation with the Metropolitan Local Aboriginal Land Council (MLALC), the Aboriginal Education Consultative Group (AECG), and the Aboriginal Studies Association (ASA) whose support and guidance we gratefully acknowledge. Their advice, expertise and input were invaluable and assisted in the development of the Aboriginal Education Programs.

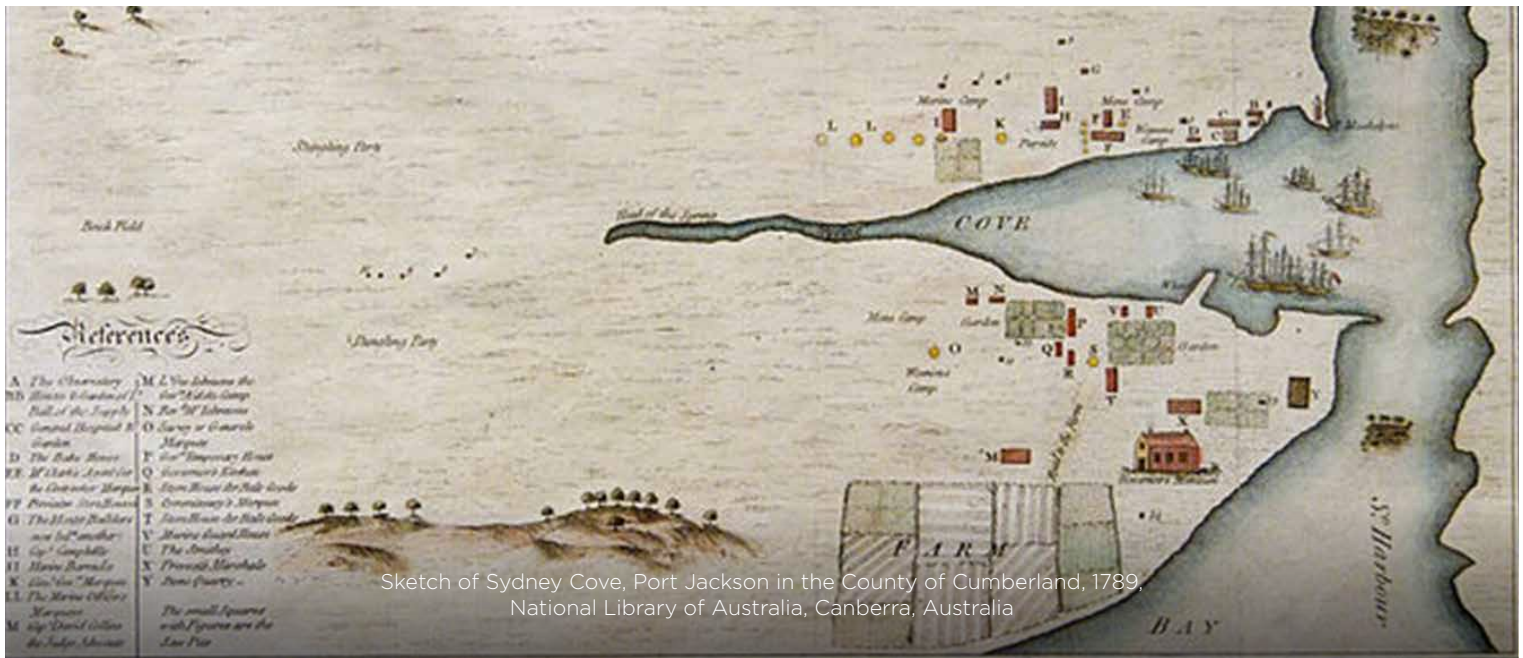
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### Disclaimer

This resource pack contains names and images of Aboriginal and Torres Strait Islander people now deceased. It also contains links to sites that may use images of Aboriginal and Torres Strait Islander people now deceased.





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## Your Learning Experience

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Mana-Nura is a Sydney Learning Adventures, Aboriginal education program targeted at Stage 5 and Stage 6 students. Mana-Nura means Take Back Country in the language of the Gadigal people of the Eora nation, the original inhabitants of the Sydney basin. Aboriginal people have been in this land for many thousands of years, and they share a recent (just over 200 years) history with non-Aboriginal Australians.

Students will learn about the local history of the area from an Aboriginal perspective.

Students will be able to develop an appreciation of Aboriginal identity and experiences through learning about Aboriginal political history, hear stories of strong Aboriginal role models both past and present.



# Curriculum Links

## Stage 5 (Year 9-10)

Topic	<b>Stage 5: Personal &amp; Family Histories</b>
Outcomes	<b>A Student:</b> <ul style="list-style-type: none"><li>• communicates stories of their own family heritage and the heritage of others <b>HTe-1</b></li><li>• demonstrates developing skills of historical inquiry and communication <b>HTe-2</b></li></ul>

### Content

#### The different structures of families and family groups today, and what they have in common (ACHHK002)

##### Students:

- identify and record similarities and differences between families, eg the number of children in the family, family languages spoken at home, number of adults in the immediate family
- compare and contrast various family groups through photographs and stories and identify differences between past and present
- engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups

### Historical Concepts and Skills

#### Key inquiry questions:

- What is my history, how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

#### Concepts

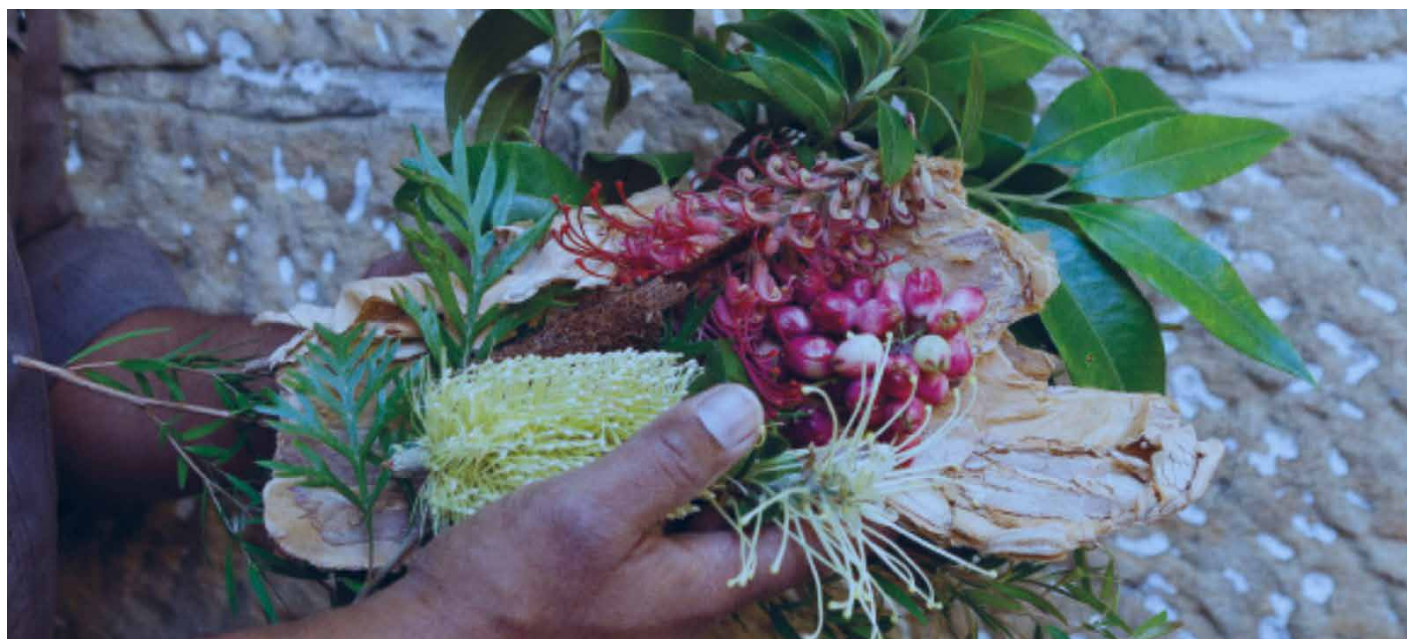
- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

#### Skills

- Comprehension
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

#### Suggested Site Studies include:

- A museum visit
- A virtual historical site
- A virtual archaeological site



## Stage 5 (Year 9-10)

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Topic	<b>Aboriginal Languages K-10 Syllabus: Stage 5</b>
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### Content

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#### Using Language – Listening and Responding

Students learn about:

- the importance of listening and observing.
- the variety of contexts which familiar words can be identified.
- appropriate ways to respond using language and gesture.

Students learn to:

- listen actively to aid comprehension.
- identify and respond to key words and phrase in context, eg songs, rhymes, dance, actions and games.
- associate language with known actions, objects or ideas, eg this is a kangaroo.
- identify the purpose of short-spoken texts, such as greetings, requests, statements, eg hello, look out, good.
- respond to greetings, questions, commands in verbal and nonverbal ways in familiar social interactions such as games, role-plays, classroom instructions, eg sit down ey!

#### Using Language – Reading and Responding

Students learn about:

- the relationship between printed text and corresponding sounds and meanings.
- different ways of showing comprehension.

Students learn to:

- recognise symbols, words and phrases of the language in print, eg as labels, captions and in charts.
- demonstrate comprehension, eg by answering questions, matching words to pictures, actions, bingo.

#### Using Language – Speaking

Students learn about:

- the importance of correct pronunciation, intonation and stress for effective communication.
- appropriate forms of verbal and nonverbal behaviour in social interaction.
- working in teams to communicate effectively with others.

Students learn to:

- develop pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context.
- participate in social exchanges with teacher and peers, eg greetings, introducing self and others.
- use the language in classroom activities, eg songs, games, role-plays.

### Outcomes

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A student recognises and responds to words, phrases and simple sentences in Aboriginal languages **1.UL.1**

A student identifies and responds to features of written Aboriginal languages **1.UL.2**

A student uses known words in Aboriginal languages to interact in everyday **1.UL.3**

## Content

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### Making Linguistic Connections

Students learn about:

- the variety of languages that are used in the community.
- familiar concepts that are expressed across languages and cultures.

Students learn to:

- aware of the various sounds and symbols of languages in the community.
- recognise the diverse ways in which familiar concepts are expressed, eg greetings.

Students learn about:

- elements of the spoken language.
- key features of nonverbal communication.
- symbols and features of the written language.

Students learn to:

- recognise and reproduce sounds in Aboriginal languages.
- use nonverbal communication such as gestures and facial expression in role-play and mime, eg lip pointing, varieties of handshakes.
- recognise symbols and features of the written language as representations of sound, eg digraphs – ng, rr, dh.

### Moving Between Cultures

Students learn about:

- cultural characteristics of the local community
- characteristics that all people share as well as some of the differences.
- visible representations of cultural identity.

Students learn to:

- identify local places of cultural significance, eg shops, restaurants, places of worship.
- recognise ways in which people express their culture, eg music, dance, food, games, celebrations.
- recognise symbols of identity, eg flags, maps, geographical locations, traditional dress, landmarks.

Students learn about:

- significant aspects of the culture in social interaction.
- symbols and practises that reflect places and events of importance to Aboriginal communities.
- similarities and differences between local communities' lifestyles and those of other Aboriginal and/or non-Aboriginal communities.

Students learn to:

- recognise specific customs and traditions in social interactions, eg greetings, gestures, shaking hands.
- explore cultural symbols and practices, eg through games, stories, songs, craft and realia.
- compare aspect of lifestyles, including food, family, gender roles.

## Outcomes

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A student recognises the diversity of language systems

### 1.MCL.1

A student explores ways in which meaning is conveyed in Aboriginal languages. **1.MCL.2**

A student demonstrates awareness of cultural diversity.

### 1.MBC.1

A student identifies cultural practises in Aboriginal communities and relates these to personal experiences.

### 1.MBC.2

## Stage 5 (Year 9-10)

Topic	Science Stage 5: Living World, Physical World, Earth and Space
Inquiry & Focus Questions – Knowledge & Understanding	<p><b>LIVING WORLD</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• What do we notice about living things?</li><li>• How can living things be used to meet our needs?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate ideas. <b>STe-1WS-S</b></li><li>• explores the characteristics, needs and uses of living things. <b>STe-3LW-ST</b></li></ul> <p><b>PHYSICAL WORLD</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• What causes objects to move in different ways?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate ideas. <b>STe-1WS-S</b></li><li>• identifies how daily and seasonal changes in the environment affect human and other living things. <b>STe-6ES-S</b></li></ul> <p><b>EARTH &amp; SPACE</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How do daily and seasonal change affect the environment?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate ideas. <b>STe-1WS-S</b></li><li>• identifies how daily and seasonal changes in the environment affect human and other living things. <b>STe-6ES-S</b></li></ul>

### Content Focus and Outcomes

#### LIVING WORLD

Students:

- recognise that living things have basic needs including air, food and water **(ACSSU002)**
- compare the basic needs of some plants and animals
- participate in guided investigations to identify living things and the external features of plants and animals in the local environment **SciT**
- communicate findings of observations of living things in their environment **SciT**
- recognise that plants and animals can be used as food, or materials (fibres) for clothing and shelter **(ACTDEK003)**
- explore a range of foods obtained from plants and animals, for example:
  - customary Aboriginal and Torres Strait Islander foods
  - foods from a range of cultures, eg African, American, German, Indian, Japanese
- explore everyday items that are designed and produced from fibres sourced from plants and animals, for example: **DesT**
  - fabrics and yarns used for clothing
  - wood products used for shelters

### Values, Attitudes and Skills

#### Values and Attitudes

Students:

- value the importance and contribution of science and technology in developing solutions for current and future personal, social and global issues and in shaping a sustainable future
- appreciate the importance of using evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- value developing solutions to problems and meeting challenges through the application of Working Scientifically, and Design and Production skills.

#### Skills; Working Scientifically

##### Planning and conducting investigations

- make observations using senses through participation in guided scientific investigations
- record observations using drawings, simple digital recording methods, oral descriptions and/or simple visual representations **(AC SIS011)**
- work cooperatively with others to investigate ideas
- develop safe skills when using materials and equipment

##### Communicating

- share observations and ideas based on guided investigations **(AC SIS012)**

##### Design and Production

##### Identifying and defining

- identify and describe needs or opportunities for designing
- identify the technologies needed to achieve designed solutions **(ACTDEP005)**



## Content Focus and Outcomes

### PHYSICAL WORLD

Students:

- observe the way a variety of familiar objects move, for example: **(ACSSU005)**
  - sliding
  - rolling
  - spinning
  - bouncing
- observe the effects of push and pull forces on familiar objects, for example: **(ACSSU033) SciT**
  - changes in motion, eg starting, stopping, changing speed or direction
  - changes in shape, eg stretching, breaking
- participate in guided investigations to explore how particular objects move on land, water and/or in the air, and how these objects are affected by forces **(ACTDEK002) SciT**

### EARTH & SPACE

Students:

- identify daily and seasonal changes that occur in our environment, such as day and night, and changes in the weather, for example: **(ACSSU004) ComT, SysT**
  - daily temperature variation
  - monthly rain, snow or frost
- explore how living things respond to regular changes in their environment, for example:
  - animals that migrate or hibernate
  - changes in human behaviour and clothing
- observe, ask questions about and describe changes in objects and events **(ACSHE013) SciT**

## Values, Attitudes and Skills

### Questioning and predicting

- pose questions about familiar objects and events
- respond to questions about familiar objects and events **(ACIS014)**

### Processing and analysing data

- engage in discussions about observations
- represent ideas based on results of investigations **(ACIS233)**



Aboriginal Embassy under a beach umbrella, Canberra, 27 January 1972.  
Left to Right- Michael Anderson, Billie Craigie, Bert Williams and Tony Coorey.

## Stage 5 (Year 9-10)

Topic	Geography: Stage 5 – People Live in Places
Key Inquiry Questions – Knowledge and Understanding	<p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• What are places like?</li><li>• What makes a place special?</li><li>• How can we look after the places we live in?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• identifies places and develops an understanding of the importance of places to people <b>GEE-1</b></li><li>• communicates geographical information and uses geographical tools <b>GEE-2</b></li></ul>

### Content Focus and Outcomes

#### Important places

Students:

- investigate the importance of places they live in and belong to, for example: **(ACHGK002, ACHGK004)**
  - identification of places they live in and belong to **GS VR**
  - discussion of why places are special and how people care for them **F**
  - explanation of why people need to take care of places

#### Aboriginal and Torres Strait Islander places

Students:

- investigate the Countries/Places important to Aboriginal or Torres Strait Islander Peoples, for example: **(ACHGK003)**
  - identification of an Aboriginal or Torres Strait Islander site, Country or Place
  - discussion of why the site, Country or Place is important

#### Locating places

Students:

- investigate how the location of places can be represented, for example: **(ACHGK001)**
  - location of familiar and local places on maps **M ST**
  - description of the location of place

### Concepts, Tools and Skills

#### Concepts

**Place:** the significance of places and what they are like eg places students live in and belong to and why they are important.

**Space:** the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in eg location of a place in relation to other familiar places.

**Environment:** the significance of the environment in human life, and the important interrelationships between humans and the environment eg how and why places should be looked after

#### Inquiry Skills

##### Acquiring geographical information

- pose questions and make observations **(ACHGS001)**
- record geographical data and information **(ACHGS002)**

##### Processing geographical information

- represent data using charts or graphs **(ACHGS003)**
- draw conclusions based on discussions of observations **(ACHGS004)**

##### Communicating geographical information

- present information **(ACHGS005)**
- reflect on their learning **(ACHGS006)**

#### Tools

**Maps – M** - pictorial maps

**Fieldwork – F** - observing and recording data

**Spatial technologies – ST** - virtual maps

**Visual representations – VR** - photographs, illustrations, story books, multimedia

## Stage 6 (Year 11-12)

Topic	<b>History Stage 6 – Present and Past Family Life</b>
Outcomes	<b>A student:</b> <ul style="list-style-type: none"><li>communicates and understanding of change and continuity in family life using appropriate historical terms <b>HT1-1</b></li></ul>

### Content

- Differences in family structures and roles today, and how these have changed or remained the same over time (**ACHHK028**)
- Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications (**ACHHK030**)

Students:

- Compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences
- Investigate the roles of present family members and compare with the roles of earlier generations using a range of sources
- Discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources
- How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (**ACHHK029**)

Students:

- Identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated
- Define and use terms relating to times, sequencing objects or photographs from the past, eg *then* and *now*, *past* and *present*, *a long time ago*

### Historical Concepts and Skills

#### Key inquiry questions:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

#### Concepts

- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

#### Skills

- Comprehension
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

#### Suggested Site Studies include

- A museum visit
- A virtual historical site
- A virtual archaeological site





## Stage 6 (Year 11-12)

Topic	Science K-6: Stage 1 - Living World, Material World, Earth and Space
Inquiry & Focus Questions - Knowledge and Understanding	<p><b>LIVING THINGS</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• What are the external features of living things?</li><li>• How do humans use plants and animals?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate and compare ideas <b>ST1-1WS-S</b></li><li>• uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST1-2DP-T</b></li><li>• describes observable features of living things and their environments <b>ST1-4LW-S</b></li><li>• identifies how plants and animals are used for food and fibre products <b>ST1-5LW-T</b></li></ul> <p><b>MATERIAL WORLD</b> <b>Inquiry and Focus questions:</b></p> <ul style="list-style-type: none"><li>• What changes occur when materials are combined?</li><li>• How do the properties of materials determine their use?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate and compare ideas <b>ST1-1WS-S</b></li><li>• uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST1-2DP-T</b></li><li>• identifies that materials can be changed or combined <b>ST1-6MW-S</b></li><li>• describes how the properties of materials determine their use <b>ST1-7MW-T</b></li></ul> <p><b>PHYSICAL WORLD</b> <b>Inquiry &amp; Focus questions:</b></p> <ul style="list-style-type: none"><li>• What are the different forms of energy around us and how can we detect them?</li><li>• How are forces used for a purpose?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate and compare ideas <b>ST1-1WS-S</b></li><li>• uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST1-2DP-T</b></li><li>• describes common forms of energy and explores some characteristics of sound energy <b>ST1-8PW-S</b></li><li>• investigates how forces and energy are used in products <b>ST1-9PW-ST</b></li></ul> <p><b>EARTH &amp; SPACE</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How can we investigate the observable changes that occur in the sky and on the land?</li><li>• What are Earth's resources and how do we use and care for them?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate and compare ideas <b>ST1-1WS-S</b></li><li>• recognises observable changes occurring in the sky and on the land and identifies Earth's resources <b>ST1-10ES-S</b></li></ul>

### Content Focus & Outcomes

#### LIVING THINGS

##### External features of living things

Students:

- Describe the external features of a variety of living things (**ACSSU017**)
- Identify and group plants and animals using their external features, for example: **SciT SysT**
  - native and introduced plants and animals
  - worms, insects, fish, reptiles, birds and mammals

##### Plants and animals used for food and fibre

Students:

- identify some plants and animals that are grown and used for food production (**ACTDEK003**) **SysT**

### Values, Attitudes and Skills

Students:

- value the importance and contribution of science and technology in developing solutions for current and future personal, social and global issues and in shaping a sustainable future
- appreciate the importance of using evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- value developing solutions to problems and meeting challenges through the application of Working Scientifically, and Design and Production skills.

## Content Focus & Outcomes

- explore the plants and animals used in customary practices of Aboriginal and Torres Strait Islander Peoples
- explore the tools, equipment and techniques used to prepare food safely and hygienically for healthy eating **(ACTDEK003) SysT**
- investigate ways people use scientific and technological knowledge and skills to sustainably grow plants and animals to produce fibre for clothing and/or shelter **SciT**

### MATERIAL WORLD

#### Materials can be combined and changed

Students:

- investigate how materials can be changed by bending, twisting and stretching **(ACSSU018) DesT SysT**
- investigate how different materials can be combined **(ACSSU031)**

#### Materials are used for a specific purpose

Students:

- identify a range of natural materials available locally or through trade used by Aboriginal and/or Torres Strait Islander Peoples for a specific cultural purpose **DesT SysT**
- design and evaluate a product, demonstrating understanding of the suitability of materials for a purpose.

### PHYSICAL WORLD

#### Energy comes in different forms that can be detected

Students:

- produce and describe different sounds, for example:
  - by blowing, scraping, striking, shaking
  - by observing musical instruments from different cultures
- explore how the volume and pitch of a sound can be changed **SciT**
- identify sound, light, heat, electricity and movement as forms of energy **(ACSSU020)**
- explore sound, light and heat from various sources, using the senses **(ACSSU020) SciT**

#### Forces and energy in products

Students:

- explore how technologies use forces to create movement in products **(ACTDEK002) SysT**
- design and develop a product that uses one or more forms of energy to create change **DesT SysT**

### EARTH & SPACE

#### Changes in the sky and on the land

Students:

- record the observable changes that occur in the sky and on the land, for example: **(ACSSU019) SysT**
  - patterns in the position of the Sun across a day
  - the appearance of the Moon and stars at night
  - changes in the shape of the Moon
- identify how seasonal changes in our daily lives affect living things **SciT**
- collect data related to short-term weather events and long-term seasonal patterns, to inform others using appropriate communication techniques **SciT**
- observe, ask questions about and describe changes in objects and events **(ACSHE021, ACSHE034) SciT**

## Values, Attitudes and Skills

### Skills Focus;

#### Working Scientifically

##### Planning and conducting investigations

- explore and answer questions through participation in guided scientific investigations **(ACSIS025, ACSIS038)**
- collect data from observations
- record observations accurately and honestly using observational drawings, labelling, informal measurements and digital technologies **(ACSIS026, ACSIS039)**
- compare observations with those of others **(ACSIS041, ACSIS213)**
- develop collaboration skills to effectively conduct investigations
- make safe choices when using materials and equipment

##### Processing and analysing data

- use a range of methods to sort and collate information
- represent information using drawings and simple tables, including digital representation methods **(ACSIS027, ACSIS040)**

##### Design and Production

###### Researching and planning

- generate ideas for design solutions for a defined purpose
- consider sustainable use of resources in planning design solutions.
- develop design ideas in response to defined brief
- record design ideas using labelled and annotated drawings including simple digital graphic representations **(ACTDEP006)**

###### Producing and implementing

- effectively manage a variety of tools
- manipulate a range of materials for a purpose
- consider safety, sustainability and time constraints when producing solutions **(ACTDEP007)**
- segment and sequence steps for making designed solutions
- collaborate to develop designed solutions
- perform strategic roles within a group to solve a problem **(ACTDEP009)**

## Content Focus & Outcomes

### Earth's resources

Students:

- identify and explore the use of a variety of Earth's resources including water and soil **(ACSSU032)**
- identify how Aboriginal Peoples care for Earth's resources on-Country, for example:
  - ochre
  - fish
  - seeds

## Stage 6 (Year 11-12)

Topic	Geography Stage 6: Features of Places
Key Inquiry Questions - Knowledge and Understanding	<p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• What are the features of, and activities in, places?</li><li>• How can we care for places?</li><li>• How can spaces within a place be used for different purposes?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• describes features of places and the connections people have with places <b>GE1-1</b></li><li>• identifies ways in which people interact with and care for places <b>GE1-2</b></li><li>• communicates geographical information and uses geographical tools for inquiry <b>GE1-3</b></li></ul>

## Content Focus & Outcomes

### Features of places

Students:

- investigate features of places and how they can be cared for, for example: **(ACHGK005)**
  - description of the natural and human features of places **ST VR**
  - discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait
  - consideration of how a place can be cared for eg a park, farm, beach, bushland

### Weather and seasons

Students:

- investigate the weather and seasons of places, for example: **(ACHGK006)**
  - description of the daily and seasonal weather patterns of a familiar place - comparison of the daily and seasonal weather patterns of places **GS**
  - examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars **VR**
  - discussion of how weather can affect places and activities eg leisure, farming

### How places are organised

Students:

- investigate activities that occur within places, for example: **(ACHGK007, ACHGK008)**
  - discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall **VR**
  - examination of why various activities in an area are located where they are eg school, shops **MF**

## Concepts, Tools and Skills

### Concepts

**Place:** the significance of places and what they are like eg places students live in and belong to and why they are important. **Space:** the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in eg location of a place in relation to other familiar places.

**Environment:** the significance of the environment in human life, and the important interrelationships between humans and the environment eg how and why places should be looked after

**Interconnection:** no object of geographical study can be viewed in isolation eg local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.

**Scale:** the way that geographical phenomena and problems can be examined at different spatial levels eg various scales by which places can be defined such as local suburbs, towns and large cities

### Inquiry Skills

#### Acquiring geographical information

- pose geographical questions **(ACHGS007, ACHGS013)**
- collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations **(ACHGS008, ACHGS014)**

#### Processing geographical information

- represent data by constructing tables, graphs or maps **(ACHGS009, ACHGS015)**
- draw conclusions based on the interpretation of geographical information sorted into categories **(ACHGS010, ACHGS016)**





Photo credit: Kon Karampelas, pexels.com

## Concepts, Tools and Skills

### Communicating geographical information

- present findings in a range of communication forms (**ACHGS011, ACHGS017**)
- reflect on their learning and suggest responses to their findings (**ACHGS012, ACHGS018**)

### Tools

#### Maps - M

- pictorial maps

#### Fieldwork - F

- observing and recording data

#### Spatial technologies - ST

- virtual maps

#### Visual representations - VR

- photographs, illustrations, story books, multimedia

# Schedule for The Day

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Meet the guide/s at Tallawoladah Place for the 2-hour walking tour through The Rocks, Sydney.

## Locations

Tallawoladah Place  
Bligh & Barney Reserve  
Campbell's Cove  
Hickson's Reserve  
Dawes Point  
Cnr George St & Kendall Lane  
Mural, Kendall Lane  
The Rocks Discovery Museum

The route will change depending on number of guides allocated to run the program.



## Tour components

### Tallawoladah Place – MCA Lawn

Students will:

- hear an Acknowledgement of Country while being introduced to the program

### Bligh & Barney Reserve

Students will:

- investigate the reasons colonisation occurred and why the location of the settlement is chosen
- think through the reactions of the Gadigal people to the arrival of the First Fleet
- look through the native plants in the reserve discussing the uses of some of the plants as, food sources, medicines, educational tools and more and the impact of the arrival of the First Fleet

### Campbell's Cove

Students will:

- learn of the importance of the harbour to the Gadigal people and the role it had in their daily life and how it differs to today's use of the harbour
- look at significant sites in the harbour and their uses in sustainability, initiations, customs, food sources and more and how this way of life was changed through colonisation, thinking through affect on the Gadigal people of the time

### Hickson's Reserve

Students will:

- view an artist's rendition of a whale engraving while talking on the whale dreaming and its significance to the Gadigal people and how the whaling industry and development conflicted with these beliefs
- consider the impact of colonisation on the Gadigal people and how the dispossession and displacement affected them
- discuss the resistance of the colony from the first conflict to frontier wars, massacres, and more and the warriors who led these

### Dawes Point

Students will:

- talk on the significance of the site, archaeologically and in relation to Lt. William Dawes who with Patyegarang recorded the Gadigal language
- explore their notions of the resistance of colonisation and when that started before delving into the first conflict between Gadigal and the settlement and the evolution of the conflict from warfare to protests



### Cnr George St & Kendall Lane

Students will:

- touch and see the impact of colonisation in the archaeology, the early colony using shells from shell middens in buildings
- view a sandstone statue depicting the three types of people who came to begin the colony, discuss the lack of Gadigal representation, while also looking at the importance of the sandstone to the Gadigal
- look into what ochre is, interpret the meaning of the paints, styles, colours and symbols used, then interpret an image of Balooderry painted in ochre and the meanings

### Mural, Kendall Lane

Students will:

- view an artist's visual representation of the development of The Rocks
- go through a timeline of social and political events that have and continue to impact Aboriginal Australia

### The Rocks Discovery Museum

Students will:

- discuss the difference between history and archaeology and different sources used in each and find what they tell us about our past
- examine Aboriginal artefacts and see what they can teach us about Aboriginal peoples' past. Looking at materials, design, durability and enduring technologies.
- explore the life of David Unaipon an inventor, scholar, writer, and more, and how his fascination with the aboriginal technologies led to the invention of 11 patents
- review program content, having the opportunity to expand on and/or question information discussed throughout

Conclude program



# Significant Events

Some significant events that marked a change or highlights important moments in Aboriginal social and political history.

Year	Event
<b>1938</b>	<p><b>Day of Mourning and Protest</b></p> <p>26 January 1938 was the 150th anniversary of the landing of the First Fleet. The name Day of Mourning comes from a protest meeting convened by Jack Patten, President of the Aborigines' Progressive Association. The meeting was titled Australian Aborigines Conference: Sesqui-centenary: Day of Mourning and Protest, which was held in The Australian Hall, Sydney on Wednesday 26 January 1938. Mr Patten read the following resolution at the meeting:</p> <p>(Mr. Patten): <i>"I will read the resolution as on the notice paper convening this Conference: We, representing the Aborigines of Australia, assembled in conference at the Australian Hall, Sydney, on the 26th day of January, 1938, this being the 150th Anniversary of the Whiteman's seizure of our country, hereby make protest against the callous treatment of our people by the white men during the past 150 years, and we appeal to the Australian nation of today to make new laws for the education and care of Aborigines, we ask for a new policy which will raise our people to full citizen status and equality within the community."</i></p> <p><a href="http://aiatsis.gov.au/archive_digitised_collections/dayofmourning/26jan.html">http://aiatsis.gov.au/archive_digitised_collections/dayofmourning/26jan.html</a></p>
<b>1938-1948</b>	<p><b>Category of 'Australian Citizenship'</b> is granted at the Commonwealth level to all Australians, including Aboriginal and Torres Strait Islanders.</p>
<b>1962</b>	<p><b>The Commonwealth Electoral Act</b> is amended to give the vote to all Aboriginal and Torres Strait Islander people.</p>
<b>1963</b>	<p>The Yolngu people's <b>Yirrkala Bark Petitions</b> became the first traditional documents recognised by the Commonwealth Parliament.</p>
<b>1963-1965</b>	<p><b>The Freedom Ride</b></p> <p>In February 1965, a group of University of Sydney students organised a bus tour of western and coastal New South Wales towns. Their purpose was threefold.</p> <ul style="list-style-type: none"><li>• To draw public attention to the poor state of Aboriginal health, education and housing.</li><li>• To point out and help to lessen the socially discriminatory barriers which existed between Aboriginal and white residents.</li><li>• To encourage and support Aboriginal people themselves to resist discrimination.</li></ul> <p>The students had formed into a body called Student Action for Aborigines (SAFA) in 1964 to plan this trip and ensure media coverage.</p> <p><b>Charles Perkins</b> was elected president of SAFA. The group included Ann Curthoys who would later write a history of these events, Jim Spigelman who would later become Chief Justice of the Supreme Court of New South Wales and Darce Cassidy, an arts student who was also a part-time reporter for the ABC.</p>
<b>1966</b>	<p><b>The Wave Hill walk-off</b> - Vincent Lingiari leads a walk-off from the cattle station at Wave Hill in the Northern Territory, protesting inadequate wages and poor conditions. The walk-off drew attention to the fact that the Aboriginal people were working on the land of their ancestors, Gurindji land. The walk off was a significant event in the struggle for defining Aboriginal land rights at a Commonwealth level.</p>
<b>1967</b>	<p><b>The 1967 Referendum</b></p> <p>On 27 May 1967 a Federal referendum was held to determine whether two references in the Australian Constitution, which discriminated against Aboriginal people, should be removed. This referendum saw the highest YES vote ever recorded in a Federal referendum, with 90.77% of Australians voting for change.</p> <p>More information can be found at: <a href="http://www.naa.gov.au/collection/fact-sheets/fs150.aspx">http://www.naa.gov.au/collection/fact-sheets/fs150.aspx</a></p>

<b>1972</b>	<b>Aboriginal Tent Embassy</b> The embassy was established on 26 January 1972, by four Aboriginal men: Michael Anderson, Billy Craigie, Tony Coorey and Bertie Williams. They arrived in Canberra from Sydney and planted a beach umbrella on the lawn in front of Parliament House (now Old Parliament House).  The establishment of the embassy was done in response to the McMahon Coalition Government's refusal to recognise Aboriginal land rights and became a unifying symbol for Aboriginal people across Australia.
<b>1975</b>	The <b>Racial Discrimination Act</b> is passed by Federal Parliament.
<b>1976</b>	The <b>Aboriginal Land Rights (Northern Territory) Act</b> is passed by Federal Parliament. This Act recognised Aboriginal people as traditional land owners for the first time in Commonwealth legislation.
<b>1980+</b>	Royal commission to investigate the causes of <b>Aboriginal Deaths in Custody</b> .
<b>1985</b>	<b>Uluru</b> is handed back to the traditional owners, the Anangu people of Central Australia. They were handed back the parklands under the condition that it be leased to National Parks on a 99-year lease.
<b>1988</b>	<b>The Burunga Statement</b> , calling for rights for all Aboriginal and Torres Strait Islander people is presented to Prime Minister Bob Hawke
<b>1988-1991</b>	The <b>Council for Aboriginal Reconciliation</b> is established and marks the beginning of the formal process of reconciliation.
<b>1992</b>	On 3 June the High Court of Australia hands down its <b>Mabo</b> decision, recognising the special relationship that Aboriginal and Torres Strait Islander people have with the land. The Court decrees that Australia was never Terra Nullius.
<b>1993</b>	Federal Parliament passes the <b>Native Title Act</b> recognising native title and providing a process by which native title rights can be established.
<b>1997</b>	The <b>Bringing Them Home Report</b> on Australia's Stolen Generation is launched at the National Reconciliation Conference.
<b>2000</b>	<b>Corroboree 2000 Bridge Walk:</b> Over 250,000 people walked across the Sydney Harbour Bridge, in support of Reconciliation. The event highlighted the issue that there had been no apology by the (then) Australian Government to the Stolen Generations.
<b>2005</b>	Reconciliation Australia launches the <b>Reconciliation Action Plan</b> program to support and encourage organisations to sign up their own tailored commitment to reconciliation.
<b>2006</b>	The <b>Close the Gap</b> campaign to achieve equality in health and life expectancy for Aboriginal and Torres Strait Islander peoples
<b>2007</b>	The <b>Northern Territory National Emergency Response</b> (also referred to as the "intervention") was a package of changes to welfare provision, law enforcement, land tenure and other measures, introduced by the Australian Federal Government under then Prime Minister, John Howard to address allegations of child sexual abuse and neglect in Northern Territory Aboriginal communities.
<b>2008</b>	<b>"The apology"</b> : On 13th February Prime Minister, Kevin Rudd tabled a motion in parliament apologising to Australia's Indigenous peoples, in particular, the Stolen Generations, their families and communities for laws and policies which had 'inflicted profound grief, suffering and loss on these our fellow Australians.'
<b>2009</b>	Australia supports the United Nations <b>Declaration on the Rights of Indigenous People</b> . Previously Australia had been one of only four nations who opposed the Declaration
<b>2010</b>	The Australian Government appoints an expert panel to lead discussions on the recognition of Aboriginal and Torres Strait Islander peoples in the <b>Constitution</b>
<b>2012</b>	An <b>Act of Recognition Bill</b> introduced in the House of Representatives, ensuring that constitutional recognition of Aboriginal and Torres Strait Islander peoples will remain on the agenda in the next term of Government
<b>2017</b>	20-year anniversary of the <b>Bringing Them Home Report</b> being tabled. Two non-government agencies carry out an assessment of the response.

# Glossary of Terms

Term	Definition
<b>Aboriginal &amp; Torres Strait Islander people</b>	Aboriginal and Torres Strait Islander peoples are the original occupants of Australia including the Indigenous people of the Torres Strait Islands off Northern Queensland.
<b>Artefact</b>	Something made or given shape by humans, typically has cultural or historical interest.
<b>Assimilation</b>	A policy requiring all people living in a community, regardless of their cultural background or country of origin, to adopt the same manner of living as the dominant culture.
<b>Australia Day</b>	Celebrations held on 26 January to commemorate the arrival of the First Fleet at Sydney Cove and the raising of the British flag by Captain Arthur Phillip.
<b>Baiaime - The Rainbow Serpent</b>	Baiaime (or Baayaami, Baayama, Biame or Byamee) was the Creator god (Sky Father) in the Dreaming stories of a number of Aboriginal people of south-eastern Australia including the; Eora, Wonnarua, Gamillaroi, Darkinjung and the Wiradjuri Nations. The story tells of how he came down from the sky and shaped the land, creating the rivers, mountains and the bushlands. Then he gave the people their Lores, language, traditions, songs, symbols and culture. He also created the first initiation site, the Bora, where boys are initiated into manhood. When finished he returned to the sky.
<b>Colonisation</b>	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised
<b>Conservation</b>	The process of protection and preservation of the natural and heritage features of the environment.
<b>Country/Land</b>	In the context of Aboriginal peoples, is used to describe a specific area of a nation or clan including physical, linguistic and spiritual features.
<b>Deadly</b>	In the context of Aboriginal peoples, it is used to describe something that is 'awesome' or 'great'
<b>Dispossession</b>	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
<b>Dreaming and The Dreaming</b>	"The Dreaming" is the belief of many Aboriginal groups that Aboriginal people have been in Australia since the beginning of time. During the Dreaming, ancestral spirits came up out of the earth and down from the sky to walk on the land where they created and shaped its land formations, rivers, mountains, forests and deserts. These were created while the ancestors travelled through the land. They also created all the people, animals and vegetation that were to be a part of the land and laid down the patterns their lives were to follow. It was the spirit ancestors who gave Aboriginal people the lores, customs and codes of conduct, and who are the source of the songs, dances, designs, languages, and rituals that are the basis of Aboriginal religious expression, or spirituality. These ancestors were spirits who appeared in a variety of shapes and forms. When their work was completed the ancestral spirits returned to the earth, the sky, the animals, land formations, and rivers. The ancestors-beings are 'alive' in the spirit of Australian Aboriginals through their songs, dances, art and language.
<b>Elder(s)</b>	Key persons and keepers of various knowledge within Aboriginal communities; (a) Elders in respect of kinship and as overseers of many Dreaming Tracks, i.e. they are the 'Boss over Country'; (b) Elders in respect of being matriarchal and patriarchal leaders of large extended family networks; and (c) Elders in respect of knowledge acquired and services given within the community.

<b>Term</b>	<b>Definition</b>
<b>Harmony Week</b>	A national week commemorated in Australia that celebrates Australia's cultural diversity and promotes intercultural understanding and peace.
<b>Heritage</b>	That which belongs to an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the built or natural environment.
<b>Indigenous People</b>	This term is used when referring collectively to the first people of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
<b>Invasion</b>	The forced takeover of land.
<b>Land Rights</b>	The continuing struggle of Indigenous Australians to regain possession of their lands.
<b>Mabo</b>	(See <b>Native Title</b> ) Eddie Koiki Mabo, whose Murray Island land claim led the High Court to recognise, for the first time, that a form of land title existed prior to Australia's occupation by Great Britain in 1788. The judgement, made in 1992, is usually referred to as Mabo
<b>Martial Law</b>	Military government involving the suspension of ordinary law. Martial law was exercised in 1816 (NSW) and in 1824 (Tasmania). Martial law in Australia, declared that Aboriginal people could be shot on sight, armed or unarmed, if they were found within a certain distance to homes or settlements. Military government involving the suspension of ordinary law. Martial law was exercised in 1816 (NSW) and in 1824 (Tasmania). Martial law in Australia, declared that Aboriginal people could be shot on sight, armed or unarmed, if they were found within a certain distance to homes or settlements.
<b>Mob</b>	'Mob' is a colloquial term identifying a group of Aboriginal people associated with a particular place or country. It is used to connect and identify who an Aboriginal person is and where they are from. 'Mob' can represent your family group, clan group or wider Aboriginal community group.
<b>NAIDOC Week</b>	National Aborigines and Islanders Day Observance Committee (NAIDOC) starts first Sunday in July until the following Sunday. It has roots in the Day of Mourning 1938 a protest marking 150 years of colonization. It became a week-long celebration in 1975 each year celebrating a different theme in which we recognize and celebrate the achievements of Aboriginal and Torres Strait Islander people.
<b>Native Title</b>	'Native Title' is the name given by the High Court to Indigenous property rights recognised by the court in the Mabo judgement (3 June 1992). The Mabo judgement overthrew the concept of terra nullius - that the land of Australia had belonged to no one when the British arrived in 1788. The judgement found that a native title to land existed in 1788 and may continue to exist; provided it has not been extinguished by subsequent acts of government and provided Indigenous groups continue to observe their traditional laws and customs. The High Court's Wik judgement (December 1996) decided an issue left unresolved by the Mabo judgement when it determined that native title could coexist with other rights on land held under a pastoral lease.
<b>Ochre</b>	A natural clay pigment ranging in colour from yellow to deep orange or brown used to create a type of paint.
<b>Protection (Era)</b>	A government policy towards Aboriginal peoples which sought to protect them from the effects of violence, disease and exploitation as a result of European settlement. It was based on a belief that Aboriginal peoples were doomed to extinction and should be given some protection to live out their last years in peace.
<b>Racism</b>	The belief in the superiority of one race of people over others.
<b>Rationing</b>	Government-imposed restrictions on the allowance of people's food, clothing and fuel in both World Wars for the purpose of maintaining the nation's war effort.



Term	Definition
<b>Reconciliation</b>	A Commonwealth initiative to promote understanding between Aboriginal and Torres Strait Islander peoples and the wider community and to address Aboriginal and Torres Strait Islander disadvantage.
<b>Referendum</b>	Under the Australian Constitution, a referendum is used by a government to formally seek the opinion of the people on a particular issue or change to the Constitution. To succeed, a referendum must attract a majority of voters voting 'Yes' and a majority of States also voting 'Yes'.
<b>Self-Determination (Era)</b>	The effective participation of Aboriginal peoples in all decision-making that affects their rights and freedoms.
<b>Significance</b>	The importance assigned to a particular aspect of the past such as events or sites.
<b>Songlines</b>	A traditional song or story recording a journey made during the Dreamtime.
<b>Stolen Generations</b>	Aboriginal children taken from their families as part of the assimilation policy of various governments.
<b>Sustainability</b>	The ongoing capacity of the Earth to maintain life, including the needs of the present, without compromising the ability of future generations to meet their needs.
<b>Terra-Nullius</b>	(See <b>Native Title</b> ) A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the invasion and colonisation of Australia.
<b>Yabun</b>	Yabun means to sing and dance in the Gadigal language. There is festival held in Sydney on Australia Day/Survival Day to commemorate the survival of Aboriginal people and culture.



Aborigines Day of Mourning, Sydney, 26 January 1938



## The Rocks Discovery Museum

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The Rocks Discovery Museum is housed in a restored 1850's sandstone warehouse and tells the story of The Rocks from pre-European days to the present. It is home to a unique collection of images and archaeological artefacts found in The Rocks with exhibits that are highly interactive, using touchscreens and audio-visual elements to bring the history of the area alive.

An interactive journey of discovery through four exhibits includes stories of the traditional land owners, establishment of the English colony and the time when sailors, whalers and traders made the area their home through to the 1970's union-led protest which preserved this unique part of Sydney.

For more information and bookings, please call on (02) 9240 8680 or email [therocksdiscoverymuseum@property.nsw.gov.au](mailto:therocksdiscoverymuseum@property.nsw.gov.au).

# Map of The Rocks

Meeting point:

Tallawoladah Place Lawns harbourside of the Museum of Contemporary Art



# Suggested Teaching & Learning Resources

## Texts

Attenbrow, Val. *Sydney's Aboriginal Past*, UNSW Press, Sydney, 2002

Attwood, B. and Markus, A. *The Struggle for Aboriginal Rights: A Documentary History*. Allen and Unwin, 1999

Behrendt Larissa. *Home*, University of Queensland Press, 2004

Challis, K. and Smith, B. *Tales from Sydney Cove*. The Helicon Press.

Chatwin, Bruce. *The Songlines*, Picador, London, 1987

Endangered Language Project and SOAS Library Special Collections, School of Oriental and African Studies - 2009.

Gamage, Bill. *The Biggest Estate on Earth. How Aborigines Made Australia*. Allen and Unwin - 2012

Grenville, Kate. *Searching for the Secret River*, Text Publishing, Melbourne

Grenville, Kate. *The Secret River*, Text Publishing, Melbourne, 2005

Grenville, Kate. *The Lieutenant*, Text Publishing, Melbourne, 2008

Hinkson, Melinda. *Aboriginal Sydney*, Aboriginal Studies Press, Sydney 2001.

Hughes, Robert. *The Fatal Shore*, Pan Books, London 1987

Langton, M. and Perkins, R.(Eds) *First Australians - An Illustrated History*, The Miegunyah Press, 2008.

Lindqvist Sven. Terra Nullius. *A journey through No One's Land, Granta Macquarie Aboriginal Words*, Macquarie Press, reprinted 2005

Parbury, Nigel. *Survival: A History of Aboriginal Life in New South Wales*, Ed2. Department of Aboriginal Affairs, 2005.

Pascoe, Bruce. *Dark Emu - Aboriginal Australia and the Birth of Agriculture*. 2019.

Pascoe, Bruce. *Young Dark Emu - A Truer History*. 2019.

Smith, Keith Vincent. *Bennelong*, Kangaroo Press, Sydney, 2001

Sveiby Karl-Erifand and Skuthorpe, Tex. *Treading Lightly*, Allan and Unwin, 2006

Stewart, K. and Percival, B. *Bush Foods of New South Wales*. Botanic Record and an Aboriginal History, 1997.

Troy, J. *The Sydney Language - AIATSIS and Australian Dictionaries Project* Canberra, 1993

Turbet, Peter. *The Aborigines of the Sydney District Before 1788*, Kangaroo Press, Sydney 2001

*William Dawes' Notebooks on the Aboriginal Language of Sydney, 1790-1791* - Hans Rausing

Wright Alexis. *Carpentaria*, Giramondo, 2007

## Websites

Aboriginal Studies Association	<a href="http://www.aboriginalstudies.com.au">www.aboriginalstudies.com.au</a>
Aboriginal Education Consultative Group	<a href="http://www.aecg.org.au">www.aecg.org.au</a>
Barani	<a href="http://www.sydneybarani.com">www.sydneybarani.com</a>
City of Sydney	<a href="http://www.cityofsydney.gov.nw.au">www.cityofsydney.gov.nw.au</a>
Creative Spirits	<a href="http://www.creativespirits.info">www.creativespirits.info</a>
NSW Aboriginal Land Council	<a href="http://www.alc.org.au">www.alc.org.au</a>
Metropolitan Local Aboriginal Land Council	<a href="http://www.mlalc.org.au">www.mlalc.org.au</a>
Wild about Whales	<a href="http://www.wildaboutwhales.com.au">www.wildaboutwhales.com.au</a>
Dharug Dhalang	<a href="http://www.dharug.dhalang.com.au">www.dharug.dhalang.com.au</a>
Reconciliation Australia	<a href="http://www.reconciliation.org.au">www.reconciliation.org.au</a>
Australian Institute of Aboriginal and Torres Strait Islander Studies	<a href="http://www.aiatsis.gov.au">www.aiatsis.gov.au</a>
Aboriginal History	<a href="http://www.aboriginalhistory.org">www.aboriginalhistory.org</a>
Australian Museum Online	<a href="http://www.amonline.com.au">www.amonline.com.au</a>
The Rocks Discovery Museum	<a href="http://www.therocks.com">www.therocks.com</a>
Department of Aboriginal Affairs	<a href="http://www.daa.nsw.gov.au">www.daa.nsw.gov.au</a>



National Library of Australia	<a href="http://www.nla.gov.au">www.nla.gov.au</a>
State Library of NSW	<a href="http://www.slsw.gov.au">www.slsw.gov.au</a>
SNAICC	<a href="http://www.snaicc.org.au">www.snaicc.org.au</a>
NSW Heritage Office	<a href="http://www.heritage.nsw.gov.au">www.heritage.nsw.gov.au</a>
Yulunga: Traditional Indigenous Games	<a href="http://www.sportaus.gov.au/yulunga">www.sportaus.gov.au/yulunga</a>

### Aboriginal Book Publishers

**Black Ink Press** (Townsville, Queensland)

**Magabala Books** (Broome, Western Australia)

**IAD Press** (Alice Springs, Northern Territory)

**Aboriginal Studies Press** (Canberra, Australian Capital Territory; you can also find their books at **Fishpond**)

**Keeaira Press** (Southport, Queensland)

**JB Books** (Marleston, South Australia)

**Budburra Books** (Murgon, Queensland)

**Koori Curriculum** (Sydney, New South Wales)

**Riley Carrie Resources** (West Woombye, Queensland)

# Contact us

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## Your Booking

If you have any questions regarding your booking, please contact Sydney Learning Adventures on (02) 9240 8552 or email [tours@property.nsw.gov.au](mailto:tours@property.nsw.gov.au).

## The Rocks Discovery Museum

### Address:

2-8 Kendall Lane, The Rocks NSW 2000

### Trading hours:

10:00am - 5:00pm

### Admission:

Entry is free

Bookings essential for self-guided tours

### Recommended time allowance for self-guided tours:

30 mins for Stages 1-3,

45 mins for Stages 4-6

For more information on the programs that Sydney Learning Adventures offers, visit our website:

[www.sydneylearningadventures.com](http://www.sydneylearningadventures.com)