

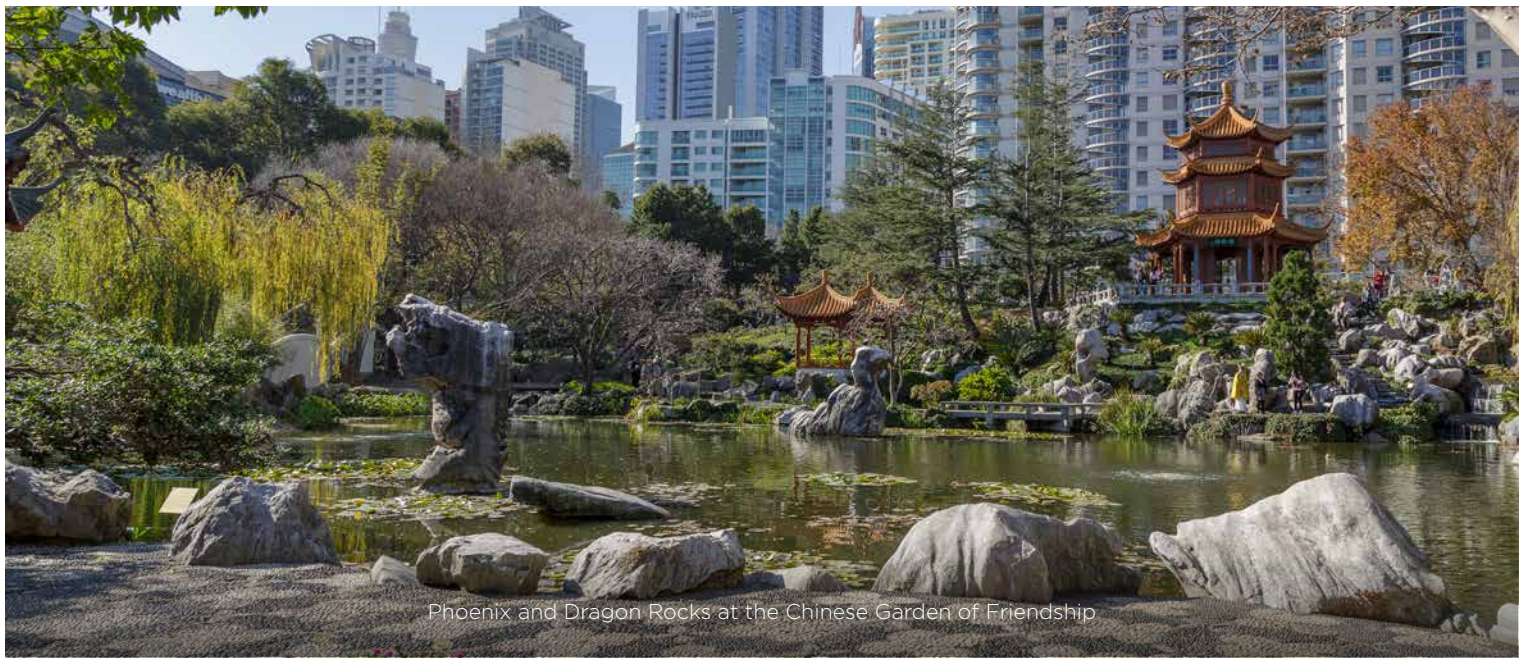
# SYDNEY LEARNING ADVENTURES

## Double Dragons

Teacher Resource Pack

Primary Program | Stage 2 and Stage 3 History and Geography





## Acknowledgements

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### Welcome – Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people, on whose land, Tumbalong, 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 Double Dragons program has been designed for Sydney Learning Adventures and the Chinese Garden of Friendship.

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Aboriginal and Torres Strait Islander people should be aware that this document may contain images and names of deceased persons in photographs and/or printed material.



Students exploring the Chinese Garden of Friendship

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## Your Learning Experience

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Double Dragons is a Sydney Learning Adventures' program that allows Stage 2 and 3 students to immerse themselves in contemporary Chinese-Australian culture. Students will explore Chinatown to find out when and what prompted the Chinese people to migrate to Australia and how they have adapted and flourished as a community. Stage 3 students will further explore the difficulties that the community faced during their migration history to Australia. As we walk through Chinatown and the Chinese Garden of Friendship, students will learn about Chinese culture, their values and beliefs represented in the landscape and environment. Whilst enjoying the marvels of the Chinese Garden of Friendship, our experienced and enthusiastic Education Guides will lead students on a quest to solve riddles and piece together the ancient legend of the Chinese zodiac. This program provides strong, multi-disciplinary curriculum links and has an emphasis on immersive, interactive, hands-on learning.

# Curriculum Outcomes Overview and Key Inquiry Question

The Double Dragons program covers content, skills and concepts from the Stage 2 and Stage 3 History, Geography, Science, English and Mathematics curricula through addressing the key inquiry questions:

Stage 2 Key Inquiry Question:

**How have Chinese individuals and groups contributed to changes in our community over time?**

Stage 3 Key Inquiry Question:

**How has Australia's Chinese community contributed to Australian society and what key challenges have they experienced as individuals and as a community?**

Students will engage with the curricula outcomes while participating in 2 activities during the Double Dragons program. These activities are:

1

## Tour of Chinatown

This component includes walking through Chinatown and stopping at different sights to point out important cultural aspects represented in the area. Students will learn about the nature of first contact of Aboriginal and/or Torres Strait Islander people with South-East Asian countries, celebrations and commemorations of significance for Chinese culture (e.g. Chinese New Year, Moon Festival), lucky colours and numbers in Chinese culture, special food and meals as well as cultural practices being performed throughout their everyday life in line with their value for a long, healthy life. This will be further enhanced for Stage 3 students who will further explore the effect of that first contact between Aboriginal and Torres Strait Islander people, and other important events on Chinese communities in Australia at the time such as the Gold Rush, White Australia Policy and Restriction Act 1901.

## 2

### Riddle at the Chinese Garden of Friendship

Before commencing the riddle activity, students will hear about the history and significance of the Chinese Garden of Friendship. Students will then take turns in interpreting a map of the Chinese Garden of Friendship and help the group navigate to the special places within the Garden where they will make a short stop with their guide in order to solve a riddle. While solving riddles, they will also discover how the Garden magnificently and symbolically embodies the values of Chinese culture. The riddle activity will finish when we find an ancient book that tells a legend of how the Chinese zodiac came to life. Students will discover their own sign in the Chinese horoscope and hear about personality traits that are represented by their sign. Your students will have an opportunity to make an origami rat, either in the Chinese Garden of Friendship or back in the classroom.



*Links between our program activities and the NSW syllabus outcomes are outlined in the following tables. Please note that all programs will be modified to cater for the specific Stage group visiting. Teachers will be consulted prior to the start of the program.*

# Stage 2 Curriculum Outcomes – History

Topic	<b>Australian History: Community &amp; Remembrance, First Contacts</b>
Outcomes	<b>HT2-1</b> identifies celebrations and commemorations of significance in Australia and the world <b>HT2-2</b> describes and explains how significant individuals, groups and events contributed to changes in the local community over time <b>HT2-3</b> describes people, events and actions related to world exploration and its effects <b>HT2-4</b> describes and explains effects of British colonisation in Australia <b>HT2-5</b> applies skills of historical inquiry and communication

## Program Activities

### 1. Tour of Chinatown

Students will:

- learn about beliefs and superstitions such as lucky numbers, colours and charms
- apply their knowledge of those beliefs by observing how the Chinese people integrate them in their everyday life as we walk through Chinatown
- identify celebrations significant to Chinese culture such as Chinese New Year and Moon Festival
- explain how these significant celebrations brought change to Sydney and Australia in general, e.g. events and festivals, looking at the shops in Chinatown and their products
- identify special delicacies in shop front displays and hear how they are collected, prepared as meals and their meaning to Chinese people
- appreciate how lucky we are to learn about Chinese culture and have access to these special foods in our local communities without having to travel overseas
- learn about the connections between the First Fleet and China
- name commodities and inventions used today that originated from China
- hear a story about a significant Chinese immigrant, Mei Quong Tart and his experience in the colony



Mei Quong Tart, courtesy of Mitchell Library, State Library of New South Wales.

## Historical Concepts and Skills taught

### Historical Concepts:

#### Continuity and change

Students will:

- appreciate an incredible longevity of Aboriginal culture in Australia
- recognise how multiculturalism developed in Australia over time
- develop an understanding of how living conditions in the past were dependant on what was available at the time

#### Cause and effect

Students will:

- appreciate how, thanks to Chinese immigrants, we can learn about their culture in Chinatown in Sydney
- discuss why the British decided to colonise Australia in relation to China
- understand why the Chinese people established Chinatown and how it would've helped newly arrived Chinese immigrants to adjust being surrounded by a different culture and language

#### Perspectives

Students will:

- understand the difficulties that new Chinese immigrants would have faced upon their arrival
- see the past through the eyes of the people living at that time by being immersed in their place, identity and time

#### Empathetic understanding

Students will:

- appreciate how lucky we are to be able to learn about a new culture here in Sydney
- recognise the importance of Chinatown to the Chinese people
- respect the difficulties that new immigrants would have faced having arrived in a new country without family, friends or any knowledge of the language and culture

## Program Activities

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- discover the Chinese Garden of Friendship through its history
- learn about the meaning behind creating and establishing the Chinese Garden of Friendship
- recognise the longevity of Chinese people's contributions to local community through an example of the Chinese Garden of Friendship
- explore values and beliefs characteristic of Chinese culture throughout the Garden
- hear a legend about the creation of Chinese Horoscope that entails the Jade Emperor and twelve animals

## Historical Concepts and Skills taught

### Significance

Students will:

- learn about the importance of Chinese New Year and the Moon Festival
- understand the importance of establishing and having Chinatown, a suburb that reminds the people of home and gives local community an opportunity to immerse themselves in a different culture

### Historical Skills:

#### Comprehension: chronology, terms and concepts

Students will:

- use new historical terms and concepts to answer questions posed during the program
- demonstrate comprehension by using information explained in the program to express opinions and discuss issues

#### Analysis and use of sources

Students will:

- understand that we need a range of historical sources to gain a more complete picture of the past
- use primary sources shown during the program to pose analytical questions and form their own opinion

#### Research

Students will:

- pose a range of questions using primary sources and landmarks seen during the tour of Chinatown
- inform their knowledge about Chinese culture through observation and discussion

#### Explanation and communication

Students will:

- develop a narrative about contributions and experiences of Chinese community in Australia using information heard and features observed during the tour, including primary sources



Students looking at Chinese traditional delicacies



# Stage 2 Curriculum Outcomes – Geography

Topic	<b>People, Places and Environments</b>
Outcomes	<b>GE2-1</b> examines features and characteristics of places and environments <b>GE2-2</b> describes the ways people, places and environments interact <b>GE2-3</b> examines differing perceptions about the management of places and environments

## Program Activities

### 1. Tour of Chinatown

Students will:

- consider the importance of Chinatown to the Chinese people in the past and today
- identify features and characteristics of Chinatown as an important place that breathes values and beliefs of Chinese people
- discuss the characteristics of landscape and location of Chinatown
- identify how the use of space affects our daily lives, e.g. main streets, proximity to the harbour

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- identify features and characteristics of the Chinese Garden of Friendship by examining its space, size, terrain, landscape, location and vegetation
- discuss how the Garden is structured, organised and managed by people
- observe how many animals make the Chinese Garden of Friendship their home, including lizards, ducks, turtles, koi fish and ibis
- explain the meaning behind its design
- recognise how the Chinese Garden of Friendship embodies harmony and balance in its design and teaches how we can incorporate these into our spiritual lives
- recognise and identify the characteristics of Chinese culture throughout the Garden

## Concepts and Skills taught

### Place

Students will:

- develop an understanding of why these places are special by identifying features of the Chinese Garden of Friendship and its location at Darling Harbour

### Space and scale

Students will:

- perceive the size and scale of Chinatown and the Chinese Garden of Friendship

### Environment

Students will:

- learn how people used natural resources in their daily lives, e.g. Aboriginal people's lifestyle, proximity to harbour for fishing purposes, natural terrain adapted for constructing houses and buildings
- explore challenges faced in building the Chinese Garden of Friendship

### Interconnection

Students will:

- examine how people living in Chinatown and Darling Harbour utilise the space and ways in which it complements their everyday life

### Change

Students will:

- reflect on how the concept of place, and the ways we use space, has changed
- explain reason behind the changes of Chinatown's locations throughout Sydney



Students walking through the Chinese Garden of Friendship

# Stage 2 Curriculum Outcomes – Science

Topic	<b>Living World</b> <b>Physical World</b>
Outcomes	<b>ST2-1WS-S</b> questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations <b>ST2-2DP-T</b> selects and uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST2-4LW-S</b> compares features and characteristics of living and non-living things <b>ST2-7MW-T</b> investigates the suitability of natural and processed materials for a range of purposes

## Program Activities

### 1. Tour of Chinatown

Students will:

- make observations of the terrain and location of Chinatown
- appreciate how Aboriginal people did not change the natural landscape
- discuss how early settlers, including Chinese migrants had to use natural resources in order to meet their needs

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- make observations of the design and layout of the Chinese Garden of Friendship
- appreciate how the environment was adapted and designed to suit the vegetation in the Garden
- make observations of characteristics and features of different plants
- identify how different way of managing the Garden supports a life cycle of vegetation

## Concepts and Skills taught

### Questioning and Predicting

Students will:

- explore the Chinese Garden of Friendship and Chinatown in order to draw their own conclusions about beliefs and values of Chinese culture
- pose questions about places they see and objects they touch
- use logical thinking strategies to generate ideas and form answers based on their observations and newly acquired information

### Plan and Conduct Investigations

Students will:

- work collaboratively in discussing observations to deduce conclusions
- with support and guidance, use deductive reasoning to analyse the elements of Chinese culture throughout the Garden and Chinatown

### Communicating

Students will:

- discuss their observations and ideas with their peers
- be encouraged to pose questions and discuss their opinions with their peers
- solve riddles in discussion with their peers



# Stage 2 Curriculum Outcomes - English

Topic	<b>Speaking and Listening</b> <b>Expressing Themselves</b>
Outcomes	<b>EN2-1A</b> communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts <b>EN2-9B</b> uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts <b>EN2-10C</b> thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts <b>EN2-11D</b> identifies and discusses aspects of their own and others' learning

## Program Activities

### 1. Tour of Chinatown

Students will:

- hear about the Chinese culture, its stories, beliefs and values
- identify elements of Chinese culture throughout the tour
- communicate their thoughts on how people have included their cultural beliefs and values throughout their everyday life and in establishing Chinatown
- explain the significance of Chinatown to the Chinese people living in Australia
- ask and respond to questions about what they hear and share their own stories and opinions
- use vocabulary and concepts relevant to Chinese culture in their answers and discussions

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- hear about the significance of the Chinese Garden of Friendship, its history and purpose
- think imaginatively and creatively to interpret the symbols and elements of Chinese culture throughout the Garden
- solve the puzzle of how to unlock the ancient storybook
- listen and engage with a traditional legend about the origins of the Chinese zodiac



The Legend of the Chinese Zodiac

## Concepts and Skills taught

### Literacy Skills Practised:

#### Language Use

Students will:

- communicate using learned technical and known words to describe and unfamiliar objects
- summarise and clarify their observations
- resolve riddles whilst working in a team

#### Creative Thinking

Students will:

- use their imagination to envisage stories, myths and legends important to the Chinese culture
- stimulate original, inventive ideas in a supportive learning environment

#### Expression

Students will:

- connect on an emotional level with stories they hear from the past
- express their thoughts and feelings about the joys and hardships of life long ago

#### Reflection

Students reflect on:

- why the past is important
- why people may have differing points of view about the past
- different ways we learn about the past, with an emphasis on cultural history

# Stage 2 Curriculum Outcomes – Mathematics

Topic	<b>Working Mathematically</b> <b>Measurement and Geometry</b>
Outcomes	<b>MA2-1WM</b> uses appropriate terminology to describe, and symbols to represent, mathematical ideas <b>MA2-2WM</b> selects and uses appropriate mental or written strategies, or technology, to solve problems <b>MA2-9MG</b> measures, records, compares and estimates lengths, distances and perimeters in meters, centimetres and millimetres <b>MA2-17MG</b> uses simple maps and grids to represent position and follow routes, including using compass directions

## Program Activities

### 1. Tour of Chinatown

Students will:

- guess lucky and unlucky numbers in Chinese culture
- count how many Chinese characters for gold they can see throughout Chinatown
- use informal units to estimate the size of Chinatown and its streets compared to other suburbs

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- identify our route and position in the Chinese Garden of Friendship on a map
- estimate location, size and quantity of clues in the riddles and its answers

## Concepts and Skills taught

Students will:

- appreciate the importance of mathematics and its practical use. Measurement is necessary to build houses, buildings, streets, to make efficient use of space and guide other historical activities
- appreciate the application of mathematics in real-life situations in order to solve problems, such as the sufficient width of roads and streets to have a functioning suburb
- recognise that time can be measured in different ways, for example in family generations
- recognise how all disciplines including mathematics are intertwined and provide important information to create a full picture



Mooncakes

# Stage 3 Curriculum Outcomes – History

Topic	<b>Australian History: Colonial and National</b>
Outcomes	<b>HT3-1</b> describes and explains the significance of people, groups, places and events to the development of Australia <b>HT3-2</b> describes and explains different experiences of people living in Australia over time <b>HT3-3</b> identifies change and continuity and describes the causes and effects of change on Australian society <b>HT3-4</b> describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples <b>HT3-5</b> applies a variety of skills of historical inquiry and communication

## Program Activities

### 1. Tour of Chinatown

Students will:

- learn about and compare beliefs and superstitions such as lucky numbers, colours and charms in Chinese culture to their own family's culture
- discuss ways in which the Chinese people integrate their cultural beliefs in their everyday life and point out examples in Chinatown
- identify celebrations significant to Chinese culture such as Chinese New Year and Moon Festival
- examine how Chinese New Year and Moon Festival are celebrated in Australia e.g. events and festivals, shops in Chinatown and their products
- identify special delicacies in shop front displays and hear how they are collected, prepared as meals and their importance to Chinese people
- appreciate diversity and multiculturalism in Australia, including our opportunity to immerse ourselves in and learn about Chinese culture without having to travel overseas
- learn about the nature of first connections between Australia and China
- explain the connections of the First Fleet with China
- name commodities and inventions used today that originated from China
- hear a story about a significant Chinese immigrant, Mei Quong Tart and his experience in the colony
- discuss the growing prejudice that Chinese immigrants faced to establish themselves in the colony
- review the increasing number of laws introduced to restrict Chinese immigration, eventually culminating to White Australia Policy

## Historical Concepts and Skills taught

### Historical Concepts:

#### Continuity and change

Students will:

- understand and discuss impact of important events on Chinese communities in Australia, e.g. the ending of convict transportation in 1840, the Gold Rush, infamous discriminatory legislations
- appreciate an incredible longevity of Aboriginal culture in Australia
- sequence important events that shaped Chinese communities in Australia
- recognise how multiculturalism developed in Australia over time
- develop an understanding of how living conditions in the past were dependant on what was available at the time

#### Cause and effect

Students will:

- appreciate how, thanks to a rich Chinese immigrant history in Australia, we can learn about their culture in Chinatown in Sydney
- discuss why the British decided to colonise Australia in relation to China
- examine the impact of the Gold Rush on Chinese migration and existing communities in Australia
- understand why the Chinese people established Chinatown and how it would've helped newly arrived Chinese immigrants to adjust being surrounded by a different culture and language
- discuss an impact and effect that discriminatory legislations had on Chinese immigrants living in Australia in the past

#### Perspectives

Students will:

- understand the difficulties that new Chinese immigrants would have faced upon their arrival
- see the past through the eyes of the people living at that time by being immersed in their place, identity and time

## Program Activities

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- discover the Chinese Garden of Friendship through its history
- learn about the meaning behind creating and establishing the Chinese Garden of Friendship
- recognise the longevity of Chinese people's contributions to local community through an example of the Chinese Garden of Friendship
- explore values and beliefs characteristic of Chinese culture throughout the Garden
- hear a legend about the creation of Chinese Horoscope that entails the Jade Emperor and twelve animals



Mei Quong Tart, his wife Margaret Scarlett and their 5 children in 1903

## Historical Concepts and Skills taught

### Empathetic understanding

Students will:

- appreciate how lucky we are to be able to learn about a new culture here in Sydney
- recognise the importance of Chinatown to the Chinese people
- respect the difficulties that new immigrants would have faced having arrived in a new country without family, friends or any knowledge of the language and culture

### Significance

Students will:

- learn about the importance of Chinese New Year and the Moon Festival
- understand the importance of establishing and having Chinatown, a suburb that reminds the people of home and gives local community an opportunity to immerse themselves in a different culture

### Historical Skills:

#### Comprehension: chronology, terms and concepts

Students will:

- use new historical terms and concepts to answer questions posed during the program
- demonstrate comprehension by using information explained in the program to express opinions and discuss issues

#### Analysis and use of sources

Students will:

- understand that we need a range of historical sources to gain a more complete picture of the past
- use primary sources shown during the program to pose analytical questions and form their own opinion

#### Research

Students will:

- pose a range of questions using primary sources and landmarks seen during the tour of Chinatown
- inform their knowledge about Chinese culture through observation and discussion

#### Explanation and communication

Students will:

- develop a narrative about contributions and experiences of Chinese community in Australia using information heard and features observed during the tour, including primary sources

# Stage 3 Curriculum Outcomes – Geography

Topic	<b>People, Places and Environments of the World</b>
Outcomes	<b>GE3-1</b> describes the diverse features and characteristics of places and environments <b>GE3-2</b> explains interactions and connections between people, places and environments <b>GE3-3</b> compares and contrasts influences on the management of places and environments

## Program Activities

### 1. Tour of Chinatown

Students will:

- consider the importance of Chinatown to the Chinese people in the past and today
- examine features and characteristics of Chinatown as an important place that breathes values and beliefs of Chinese culture
- discuss the characteristics of landscape, size and location of Chinatown
- explore how the use of space affects our daily lives, e.g. main streets, proximity to the harbour

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- identify features and characteristics of the Chinese Garden of Friendship by examining its space, size, terrain, landscape, location and vegetation
- discuss how the Garden is structured, organised and managed
- observe how many animals make the Chinese Garden of Friendship their home, including lizards, ducks, turtles, koi fish and ibis
- explain the meaning behind its design
- discuss how the space is used including the effectiveness
- recognise and identify the characteristics of Chinese culture throughout the Garden
- recognise how the Chinese Garden of Friendship embodies harmony and balance in its design and teaches how we can incorporate these into our spiritual lives

## Concepts and Skills taught

### Place

Students will:

- develop an understanding of why these places are special by identifying features of the Chinese Garden of Friendship and its location at Darling Harbour

### Space and scale

Students will:

- perceive the size and scale of Chinatown and the Chinese Garden of Friendship

### Environment

Students will:

- learn how people used natural resources in their daily lives, e.g. Aboriginal people's lifestyle, proximity to harbour for fishing purposes, natural terrain adapted for constructing houses and buildings
- explore challenges faced in building the Chinese Garden of Friendship

### Interconnection

Students will:

- examine how people living in Chinatown and Darling Harbour utilise the space and ways in which it complements their everyday life

### Change

Students will:

- reflect on how the concept of place, and the ways we use space, has changed
- explain reason behind the changes of Chinatown's locations throughout Sydney



Students on the riddle quest through the Chinese Garden of Friendship

# Stage 3 Curriculum Outcomes - Science

Topic	<b>Living World</b> <b>Physical World</b>
Outcomes	<b>ST3-1WS-S</b> plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions <b>ST3-2DP-T</b> plans and uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST3-4LW-S</b> examines how the environment affects the growth, survival and adaptation of living things

## Program Activities

### 1. Tour of Chinatown

Students will:

- examine the terrain and location of Chinatown
- appreciate how Aboriginal people did not change the natural landscape
- discuss how early settlers, including Chinese immigrants had to use natural resources in order to meet their needs

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- examine the terrain and location of Chinatown
- examine how the Chinese Garden of Friendship affects the growth, survival and adaptation of living things
- appreciate how environment was adapted and designed to suit the vegetation in the Garden
- explore and discuss characteristics and features of different plants
- identify how different way of managing the Garden supports a life cycle of vegetation

## Concepts and Skills taught

### Questioning and Predicting

Students will:

- explore the Chinese Garden of Friendship and Chinatown in order to draw their own conclusions about beliefs and values of Chinese culture
- pose questions about places they see and objects they touch
- use logical thinking strategies to generate ideas and form answers based on their observations and newly acquired information

### Plan and Conduct Investigations

Students will:

- work collaboratively in discussing observations to deduce conclusions
- with support and guidance, use deductive reasoning to analyse the elements of Chinese culture throughout the Garden and Chinatown

### Communicating

Students will:

- discuss their observations and ideas with their peers
- be encouraged to pose questions and discuss their opinions with their peers
- solve riddles in discussion with their peers



Sea cucumber (trepang)



Braised sea cucumber and Chinese vegetables



# Stage 3 Curriculum Outcomes - English

Topic	<b>Speaking and Listening</b> <b>Expressing Themselves</b>
Outcomes	<b>EN3-1A</b> communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features <b>EN3-6B</b> uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies <b>EN3-7C</b> thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts <b>EN3-9E</b> recognises, reflects on and assesses their strengths as a learner

## Program Activities

### 1. Tour of Chinatown

Students will:

- describe the Chinese culture, its stories, beliefs and values
- identify elements of Chinese culture throughout the tour
- communicate their thoughts on how people have included their cultural beliefs and values throughout their everyday life and in establishing Chinatown
- explain the significance of Chinatown to the Chinese people living in Australia
- ask and respond to questions about what they hear and share their own stories and opinions
- use vocabulary and concepts relevant to Chinese culture in their answers and discussions

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- explain the significance of the Chinese Garden of Friendship, its history and purpose
- think imaginatively and creatively to interpret the symbols and elements of Chinese culture throughout the Garden



Chinese storyteller

## Concepts and Skills taught

### Literacy Skills Practised:

#### Language Use

Students will:

- communicate using learned technical and known words to describe and unfamiliar objects
- summarise and clarify their observations
- resolve riddles whilst working in a team

#### Creative Thinking

Students will:

- use their imagination to envisage stories, myths and legends important to the Chinese culture
- stimulate original, inventive ideas in a supportive learning environment

#### Expression

Students will:

- connect on an emotional level with stories they hear from the past
- express their thoughts and feelings about the joys and hardships of life long ago

#### Reflection

Students reflect on:

- why the past is important
- why people may have differing points of view about the past
- different ways we learn about the past with an emphasis on cultural history

# Stage 3 Curriculum Outcomes – Mathematics

Topic	<b>Working Mathematically</b> <b>Measurement and Geometry</b>
Outcomes	<b>MA3-1WM</b> describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions <b>MA3-3WM</b> gives a valid reason for supporting one possible solution over another

## Program Activities

### 1. Tour of Chinatown

Students will:

- guess lucky and unlucky numbers in Chinese culture and discuss how its shape brought upon that label
- count how many Chinese characters for gold they can see throughout Chinatown
- use informal units to estimate the size of Chinatown and its streets compared to other suburbs

### 2. Riddle at the Chinese Garden of Friendship

Students will:

- identify our route and position in the Chinese Garden of Friendship on a map
- estimate location, size and quantity of clues in the riddles and its answers

## Concepts and Skills taught

Students will:

- understand mathematics is practical. Measurement is necessary to build houses, make efficient use of space and guide historical activities.
- see how mathematics is applied in real-life situations to solve problems, such as lengths and widths of roads passing through Chinatown to accommodate an ever-growing population
- recognise time can be measured in different ways, for example in family generations
- realise there is an important relationship between mathematics and other disciplines



Chinese hawker walking the streets to sell his goods.  
Lithograph by Livingstone Hopkins, 1887.  
Published courtesy of the National Library of Australia.

# Schedule for The Day

Please meet your guide on the corner of Goulburn and Dixon Street in Chinatown (as per photo below). Please arrive at the meeting point at least 10 minutes before the scheduled start of the program to allow time for students to be organised into groups and meet their guide.

A bus drop-off and pick-up is on the corner of Sussex and Goulburn Street. Please refer to the map of The Darling Harbour and Chinatown attached at the end of this document.

Male, female and disabled bathroom facilities are available at the Chinese Garden of Friendship. There are also public toilet facilities available on our walk towards the Chinese Garden of Friendship after the tour of Chinatown. Please speak to your guide on the day.

### **Accessibility of the Chinese Garden of Friendship:**

Pathways and pavilions in the lower garden are accessible for wheelchairs and prams; however, steps and rocky pathways make the upper part of the garden difficult to access. Please speak to your guide on the day.

Program will end at the Chinese Garden of Friendship.

## Program Activities

Session	Component	Location	Timing
Session 1	Tour of Chinatown	Chinatown	60 mins
Session 2	Riddle at the Chinese Garden of Friendship	Chinese Garden of Friendship, Darling Harbour	60 mins

If more than 1 group is on the site, program activities will happen in the same order but in separate groups.

Your Education Guide for the day will ask you to complete a short evaluation form before the completion of the program to help with our continuous improvement.



Students meeting their guide at the meeting point

# Pre and Post Excursion Activity Suggestions

## STAGE 2 ACTIVITIES

### Pre-excursion activities

- Draw and colour a picture of their own garden, local park or playground;
- Find Australia and China on the world map.

### Post-excursion activities

- Choose an occasion that your family celebrates every year and describe what you and your family do together.
- Research a Chinese celebration such as the Moon Festival or Chinese New Year
- Discuss similarities and differences between your culture and Chinese culture.
- Find out more about the Chinese zodiac. What animal are you or your family members? What kind of personality traits does your animal have?
- Make an origami rat or explore other origami creations.

## STAGE 3 ACTIVITIES

### Pre-excursion activities

- Familiarise yourself with the world map in particular the location of countries like Australia, China and Indonesia

### Post-excursion activities

- Design your own garden that would reflect your cultural values. Think about the layout, landscape, natural elements, and activities.
- Choose one Chinese Australian person and research their family story. How have they contributed to the Australian community?
- Make an origami rat or explore other origami creations.



The Chinese Garden of Friendship against the city skyline

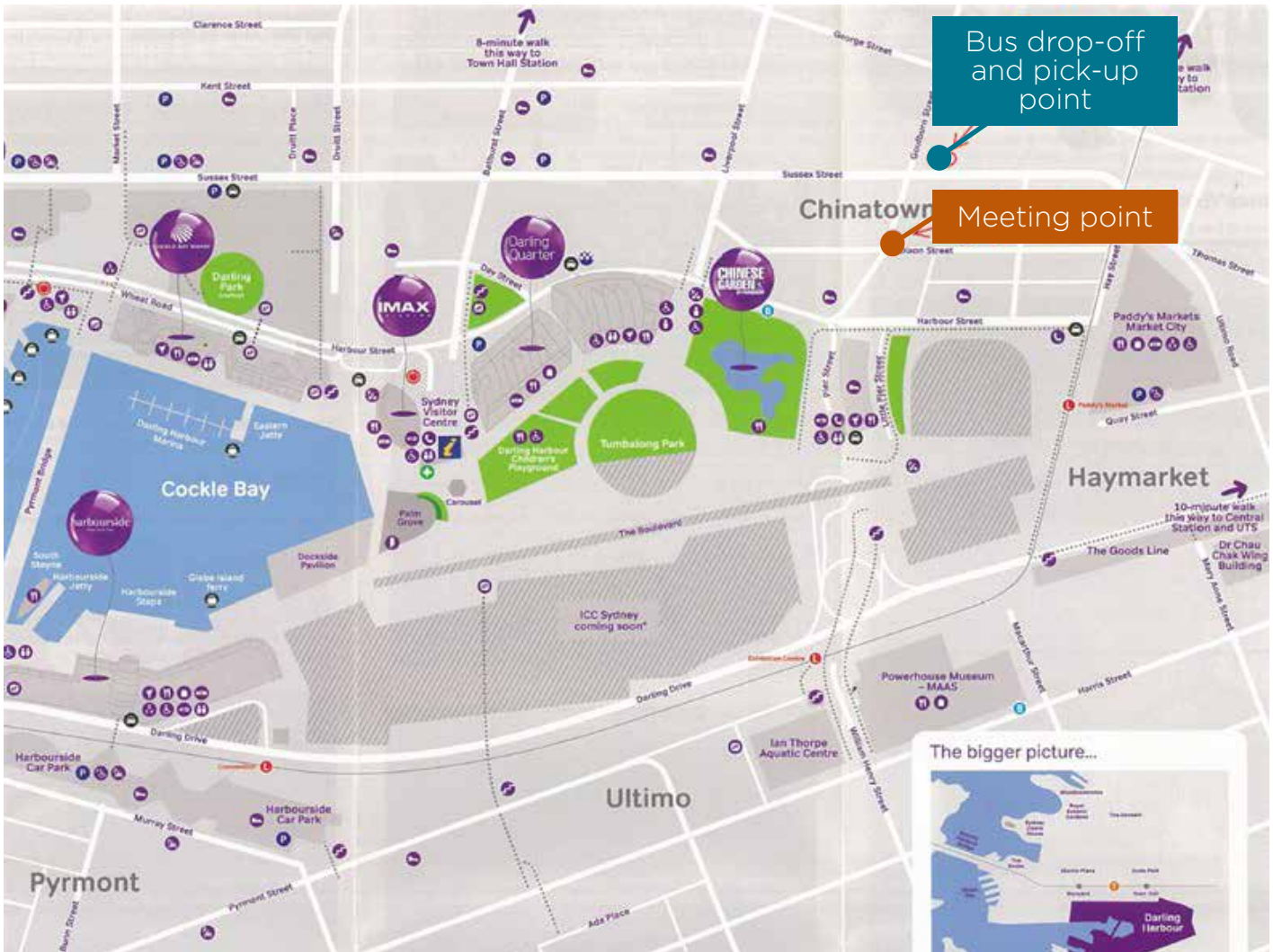
# Map of Darling Harbour and Chinatown

Meeting point:

**Corner of Goulburn and Dixon Streets, Chinatown**

Bus drop-off and pick-up point:

**Corner of Goulburn and Sussex Streets, Chinatown**



# Chinese Garden of Friendship: Self-guided School Booking Form

School name:	
Contact name:	Contact role:
Telephone:	Mobile:
Email address:	
Postal address:	Postcode:
Class age:	Total number of guests:
Date(s) proposed:	Time of visit:

Category	Admission Rate	Quantity	Total Price
Students	\$4.00		
Accompanying adults	\$8.00		
Free of charge teachers <ul style="list-style-type: none"> <li>• 1 FOC teacher per 20 students – high school</li> <li>• 1 FOC teacher per 10 students – primary school</li> </ul>			
		<b>Total cost:</b>	

**Payment details:**

Payment can be made on arrival by cash, cheque, credit card and EFTPOS or after the visit by cheque only.  
Please make cheques payable to: Place Management ABN: 51 437 725 177

Please select when the payment will be made:

On the day of the visit. The tax invoice will be provided upon entry to the Garden.

After the visit. The invoice will be sent directly to school for payment.

Please provide contact name and email: \_\_\_\_\_  
 \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Terms and conditions:**

Welcome to the Chinese Garden of Friendship

The Chinese Garden of Friendship is one of Sydney's most popular destinations for school groups, adult learning, heritage clubs and other groups. To ensure that all of our visitors enjoy their time at the garden, the staff and management ask that you assist us by supervising your students at all times. Please also familiarise your group with the following guidelines before entering the garden.

- Children must be supervised always with a minimum of 1 teacher per 20 high school students and 1 teacher per 10 primary school students. We welcome large school groups however request a maximum of 50 students in one group at a time with a break of 5 minutes between admission of each group.
- Please walk around the garden, running is not permitted.

There are several permanent water features in the garden. Please ensure students maintain a safe distance from these.

- Please do not pick flowers, climb trees, handle the wildlife or climb or jump on or off the garden beds or rockeries.
- Please show consideration for other visitors by moving quietly around the garden.
- Please use the bins which are provided for the disposal of any rubbish you may have.
- Please note the Teahouse area is reserved for Teahouse paying patrons only.
- Please report any faults or breakages to the garden staff at reception.
- Please watch your step as there are steep stairs, uneven surfaces, which can be slippery if wet, and barrier-free water edges throughout the garden. We recommend that visitors wear flat, non-slippery walking shoes and stick to the paths and assess your own risk at all times.
- Persons under the age of 16 must be under the direct supervision of an adult at all times.
- Smoking is not permitted anywhere inside the venue.
- Please help us to protect our wild birds, animals and fish by not feeding or touching them. Domestic animals are not permitted.
- Remain alert as there may be swooping birds in this area, although rare and generally during springtime.

Stay safe and enjoy your visit.

For more on Chinese Garden of Friendship General Conditions of Entry and safety information, please refer to our website

I have read and agree to the terms and conditions.

Signature:

Date:

# Chinese Garden of Friendship: Conditions of Entry

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**Chinese Garden staff and management are dedicated to providing a safe and enjoyable environment for all patrons, staff and clients. These general conditions of entry are applicable to all visitors, clients, patrons and staff attending the Chinese Garden of Friendship and are subject to change without notice.**

Entry into the Chinese Garden is subject to the following general conditions:

1. The right of admission is reserved. The Chinese Garden staff have the right to refuse entry to, or to remove from, the Chinese Garden any persons who are intoxicated or disorderly, or whose conduct is unlawful or offensive, or who are not entitled to attend an event. Any persons who cause a disturbance, or who refuse to comply with reasonable requests from the Chinese Garden staff, may be removed from the venue.
2. In accordance with the Smoke Free Environment Act 2000, the Chinese Garden is a smoke free venue. Smoking is not permitted anywhere inside the venue. Any patrons who refuse to comply, will be removed from the venue.
3. It is to be clearly noted that under the Civil Liabilities Act 2002 No 22, general admission crowds and general access may cause recreational risk. All patrons purchasing tickets, or attending events within the Chinese Garden, are asked to assess their own risk prior to entry.
4. Persons under the age of 16 must be under the direct supervision of an adult at all times. At the discretion of the Chinese Garden staff, they reserve the right to refuse entry to, or to remove from, the Chinese Garden, or to refer to the police, any persons under the age of 16 who are without adult supervision.
5. Bags and other items may be subject to inspection and patrons may be searched. Any persons who refuse inspections or searches may be denied entry to the Chinese Garden.
6. The Chinese Garden is a Licensed Premises and fully supports and practices the Responsible Service of Alcohol. Any person found inside the Chinese Garden to be intoxicated, violent, quarrelsome or disorderly will be removed and prevented from re entering. Police will be notified of any person found supplying minors with alcohol and these persons will also be removed from the Chinese Garden.
7. Visitors are not permitted to bring external or commercial food or beverage products into the Teahouse of the Chinese Garden. Decisions about whether such products will be permitted in the Garden are at the discretion of the Chinese Garden management or based on specific event requirements. Visitors will be advised to dispose of such items or will have the items confiscated prior to entering the Chinese Garden. This does not apply to food or beverages for persons with special dietary requirements.
8. The Chinese Garden staff will refuse entry to persons who are drug affected or carrying drugs.
9. The Chinese Garden staff will refuse entry to persons carrying, or attempting to bring in, alcoholic beverages, cans, glass and bottles (including PET bottles unless otherwise expressly stated).
10. The Chinese Garden staff will refuse entry to persons carrying, or attempting to bring in, weapons (real or replica), laser pointers, fireworks, chains, glow sticks, skateboards, skates and



11. The Chinese Garden staff may refuse entry of persons with larger backpacks and bags, other than handbags or bags of similar size.
12. The Chinese Garden staff will refuse entry of persons with drones and, or, other remote controlled devices.
13. No animals can be brought onto the premises, except for assistance animals. No animals may be left unattended outside of the Chinese Garden.
14. All patrons are responsible for their own property and whilst the Chinese Garden staff will take precautions to reduce damage or theft, responsibility will not be taken for damage or loss of personal property.
15. All patrons are required to be appropriately dressed and wear shoes at all times for their own safety. The Chinese Garden staff reserve the right to deny entry to visitors wearing clothing items displaying offensive text and/or images.
16. Visitors must take extra care around uneven surfaces and the water's edge. It is advisable that visitors wear flat, non slippery walking shoes.
17. Visitors cannot cause any damage to the Chinese Garden structures and environment, including its fauna, flora and wildlife. Feeding wildlife, including koi fish, birds and water dragons, is prohibited unless under the supervision of the Chinese Garden staff.
18. Visitors should not harm any wildlife within the garden. Chasing, or throwing rocks at animals is strictly prohibited.
19. Visitors must be aware that animals within the garden are wild and can be unpredictable, especially during breeding season. Beware of swooping birds.
20. Visitors only have access to the stone or paved pathways of the Chinese Garden. Visitors are not permitted to enter the garden beds, climb trees or the rockery, or swim in the lake. This includes the grassed areas and lawns of the Chinese Garden.
21. Visitors are welcome to take images for personal use. All school and commercial entities must seek prior approval and follow venue hire terms and conditions. Please refer to the Filming and Photography Information Pack on our website for further details.
22. The pavilions around the garden may be hired for an extended period. For further details on Venue Hire, please refer to our website.
23. Bikes are to be chained at the appropriate parking spots on the Chinese Garden forecourt.
24. Visitors should be aware that the Chinese Garden is monitored by a CCTV network.
25. The Chinese Garden forecourt is a pedestrian precinct. No vehicles are permitted on site.

**The Chinese Garden staff and management appreciate your understanding and cooperation.**

# 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).

## Chinese Garden of Friendship

### Address:

Pier Street, Cnr Harbour Street, Darling Harbour NSW 2000

### Trading hours:

10:00am - 5:00pm

### Admission:

Students: included in the cost of program

Teachers: free

Additional parents and carers: \$8 per person

### Accessibility:

Pathways and pavilions in the lower garden are accessible for wheelchairs and prams; however, steps and rocky pathways make the upper part of the garden difficult to access. The closest passenger drop-off point to the garden is on Harbour Street.

### Facilities:

The Chinese Garden has toilet facilities, including a fully upgraded accessible toilet.

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

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