

**HISTORY
TRUST OF
SOUTH
AUSTRALIA**

LEARNING GUIDE: ENCOUNTERS

South Australian Maritime Museum

Year 3 to 5 Program

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Program Overview

Encounters is a primary school education program delivered by the South Australian Maritime Museum, delving into the early interactions between sea-faring explorers and Australia's First Nations people. Through hands-on activities and an engaging role-playing game, students develop their creative and critical thinking skills while investigating museum objects. The program also encourages discussion and reflection on the complex impacts of these first cross-cultural encounters.

Excursion Information

Years: 3 to 5

Duration: 1 hour

Cost: From \$11.00 per student (equity pricing available)

Session times: 10:00 am, 11:30 am, 1:00 pm

Maximum class size: 30 students

Location: South Australian Maritime Museum



For a full breakdown of program information and excursion FAQs, please visit the [Encounters program page](#) or scan the QR code.

Feedback

We always seek feedback to ensure that we keep improving our learning experiences. Please fill out the [Museum Visit Feedback Form](#) to let us know about your experience.



Curriculum Links

Year 3 HASS

- AC9HS3K01 – causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes

Year 4 HASS

- AC9HS4K01 – the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place
- AC9HS4K02 – the causes of the establishment of the first British colony in Australia in 1788
- AC9HS4K03 – the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony
- AC9HS4K04 – the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion

Year 5 HASS

- AC9HS5K01 – the economic, political and social causes of the establishment of British colonies in Australia after 1800
- AC9HS5K02 – the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment
- AC9HS5K03 – the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony

Learning
Activities

PRE-VISIT



Pre-visit Activity

Investigating the Age of Exploration	120 minutes, across two lessons	Resources: Laptops, smart board or projector, notebooks and pens
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Students research different motivations for the Age of Exploration and create a presentation to persuade a ruler to fund their expedition.

1. Introduce the Age of Exploration. You might like to use the video [Age of Discovery - European Exploration](#) (stop at 1:46). Highlight that there were many different reasons that motivated people to explore the world during this time.
2. Explain that the class is travelling back in time to the late 1400s. Each group represents a team of advisers trying to convince a king or queen to fund a major overseas voyage.
3. Divide the class into five groups and assign each group one of the following motivations for exploration:
 - **Economic** – seeking wealth, trade routes, spices, gold, and valuable resources
 - **Technological** – advances in navigation, shipbuilding, and mapmaking that made long-distance voyages possible
 - **Religious** – spreading religious beliefs and morals
 - **Scientific and Geographic Curiosity** – expanding knowledge about the world, its peoples, and environments
 - **Population Growth and Expansion** – finding new lands and opportunities as European populations increased
4. Groups research their assigned motivation and prepare a short presentation (4 slides) answering the following questions:
 - Why is this an important reason to explore the world?
 - What benefits could the ruler gain by funding the voyage?
 - What risks might be involved?
 - Why should this motivation be prioritised over others?
5. Students present their proposal to the class, with the teacher or selected students acting as the king or queen.
6. Afterwards, the ruler decides which voyage to fund and explains their reasoning.

Follow-up Discussion:

- How do you think First Nations peoples across the globe were affected by the Age of Exploration?
- What were European rulers hoping to gain from exploration?
- Why were voyages considered both exciting and risky?
- Which motivation do you think was the most important? Why?

**Learning
Activities**

POST-VISIT



Post-visit Activities

Exploring the First Voyages interactive website	30 minutes	Resources: laptops or iPads, First Voyages website
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Students explore the expeditions of Matthew Flinders and Nicolas Baudin through the First Voyages interactive website, which can be accessed at <https://education.history.sa.gov.au/resource/first-voyages/>.

Students choose either Flinders' or Baudin's voyage and investigate different legs of their journeys, view sketches from crew members and listen to recordings of crew journal excerpts. Then choose one or both of the following activities.

Journal Entry and Scientific Sketch	30 - 40 minutes	Resources: paper, pencils, coloured pencils, optional flora specimens
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Students take the perspective of a crew member who has just come across an Australian plant species undiscovered by Europeans and create a journal entry.

1. Take students for a short walk around the school to find a specimen. Encourage them to collect what's fallen on the ground rather than picking off the plant, and try to direct them to native species. Alternatively, bring in a few different specimens to distribute amongst the class.
2. Students write a first-person journal entry from the perspective of the crew member, describing the plant, the environment they found it in and any other observations. They will then create a labelled scientific sketch of the species using coloured pencils. You can display examples of sketches from the [First Voyages](#) website to provide inspiration.



Re-enacting a scene from the voyage

60 minutes

Resources: *First Voyages* website, paper for planning, pencils, optional simple props

In small groups, students are assigned one leg of either Matthew Flinders' or Nicolas Baudin's voyages from the First Voyages website. Using the journal entries and other information on the website, they create a short reenactment of that event.

1. Allow students 10-15 minutes to plan their scene. Ask students to make notes on the following questions in their groups:
 - Who is in the scene?
 - What happened?
 - Where did it take place?
 - What did the people involved say or do? If you don't know, what might they have said or done?
 - What are all the different perspectives in this scene? How would each of the characters have felt?
2. On a large piece of paper, have students write down ideas for a beginning, a middle and an end to their scene. *Note on cultural sensitivity:* Some of the scenes involve interactions between explorers and First Nations people. Remind students that it's important to consider all the different perspectives in their scene and be respectful in the way they represent each of the characters.
3. Allow students 10-15 minutes to practise their scene. They should include:
 - a narrator
 - different characters
 - a clear event
4. Each group takes a turn to perform for the class. After their performance, ask students to share something they found interesting or surprising about the event, or what it was like to re-enact it.

About the History Trust of South Australia

The History Trust of South Australia creates encounters with South Australia's social history that shift perspective, strengthen empathy, and build agency for the future. We provide learning experiences through our museums - the South Australian Maritime Museum, the National Motor Museum, the Migration Museum, and the Centre of Democracy, as well as major events - History Festival and Bay to Birdwood. Using our State History Collection, expertise, and curated experiences across these museums and events, we create space for historical complexity, civic awareness and relations, so South Australians can see each other more fully, relate across difference, and locate themselves within South Australia's past, present and future story.

Explore more from Education at the History Trust of South Australia



Online
<https://education.history.sa.gov.au/>



YouTube
<https://www.youtube.com/c/EducationatHistoryTrustofSouthAustralia>



Our Museums and Galleries





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