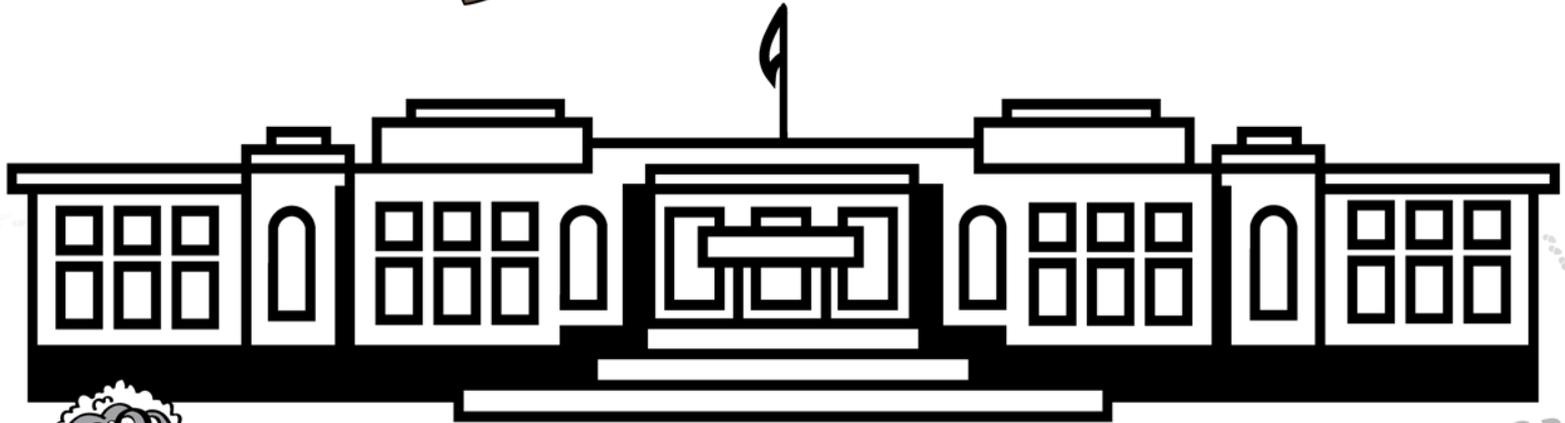




Old
Parliament
House



Searching for Significance





***Searching for Significance* is a teacher-guided exploration of the historical sites surrounding the Museum of Australian Democracy (MoAD) at Old Parliament House.**

This unique learning program has been designed to engage students in years 1-3, through discussion, as they search for symbols, shapes, sights and sounds at one of Australia's most significant places. Students will embark on a journey around the outside of MoAD to discover why it is such a special building and how it has changed over time.

How does *Searching for Significance* work?

Searching for Significance allows students and teachers to explore the rich heritage which surrounds the Old Parliament House building, including the Aboriginal Tent Embassy, Australian Parliament House, the Australian War Memorial and the Senate and House of Representatives Gardens. To support this experience, a MoAD Learning presenter introduces and concludes the program out the front of MoAD. Teachers are given a guide to support their discussion including information about each site and historical photographs (see pages 3-6 for detailed examples).

This program aims to connect students with their surroundings; they pause to think about why places are considered significant in their community, who they are significant for and reflect on how they can be cared for. As part of this experience students record their observations and discoveries on a map which can be used to extend discussions and reflections back in the classroom. On the following pages you will find a map, an outline of the stops and a sample of the guide that teachers are provided with on the day.

Additional information:

Curriculum links:

This program links to the Australian Curriculum learning areas of HASS and English for Years 1 – 3.

Bookings and cost:

Bookings are required for this program. Please refer to www.moadoph.gov.au/learning for further details.

Timing:

It is recommended to allocate at least one hour for the program, although you can adapt the program to meet your own requirements. At each stop a pause of 8 - 10 minutes is recommended.

Pre and post-visit information:

You will find pre and post-visit information on our [website](#), including [venue and safety information](#) for school excursions.

What to wear:

As this is an **outdoor** program, we recommend students, teachers and accompanying adults wear appropriate clothing and footwear for predicted weather conditions on the day.

Group sizes:

We recommend your group is split in smaller groups of approximately 15 or fewer students. Please ensure each group is adequately supervised by teachers or adults to undertake the program.

On arrival:

A MoAD Learning team member will greet your school at the front of the Museum. After the introduction, program materials will be distributed and your estimated finish time confirmed.

As the Museum has limited cloaking facilities we recommend you leave heavy items on the bus. Please let us know beforehand if you will require items to be cloaked.

Route:

A map of the suggested route is included in this document on page 4. You can start at any of the identified stops on your map and include all or some of the stops. An easy and safe route begins in front of the building on the Eastern side, and moves in an anti-clockwise direction, following the footpaths around the building. If you have split into smaller groups, each group should start at a different stop on the map and arrange a time to meet at the end of the program.

Toilets:

Toilets are located in the House of Representatives and Senate Gardens on either side of the Museum.

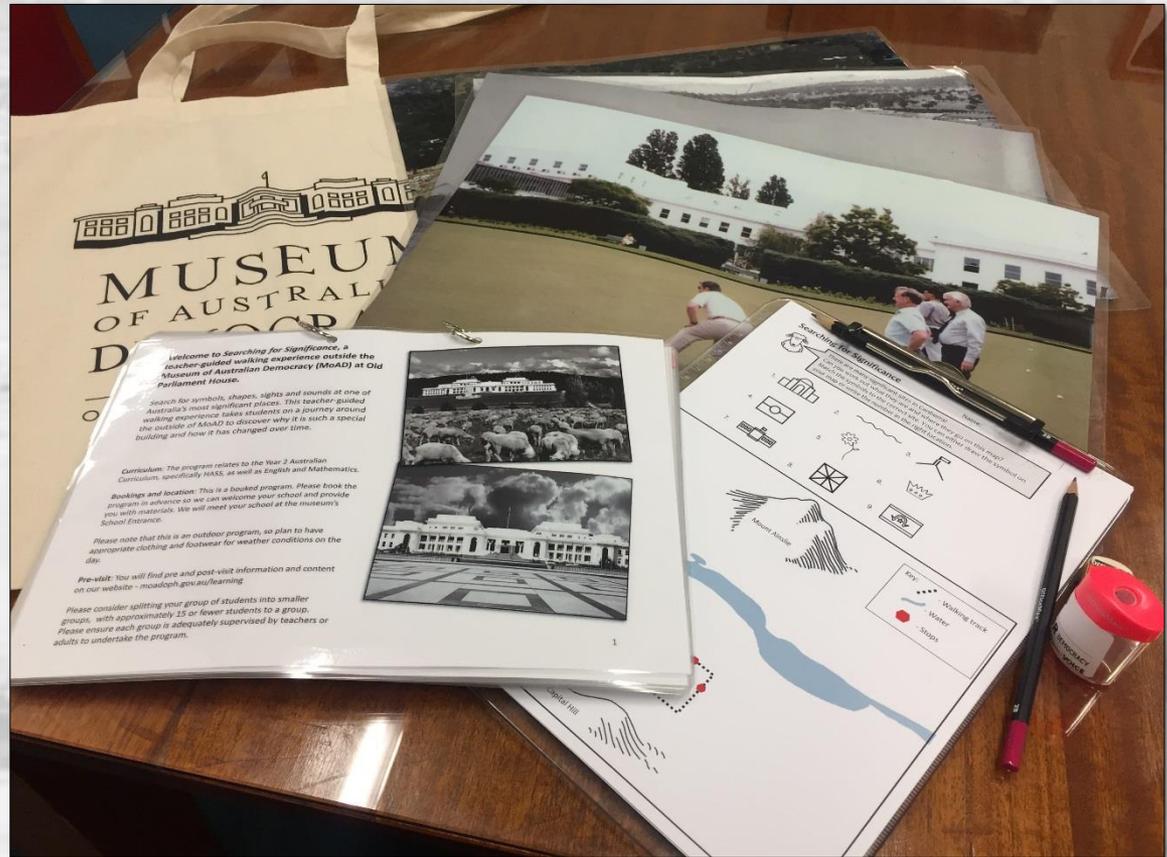
On departure:

Please return the clipboards, pencils and other resources to the front of the building where a MoAD Learning team member will conclude the program.

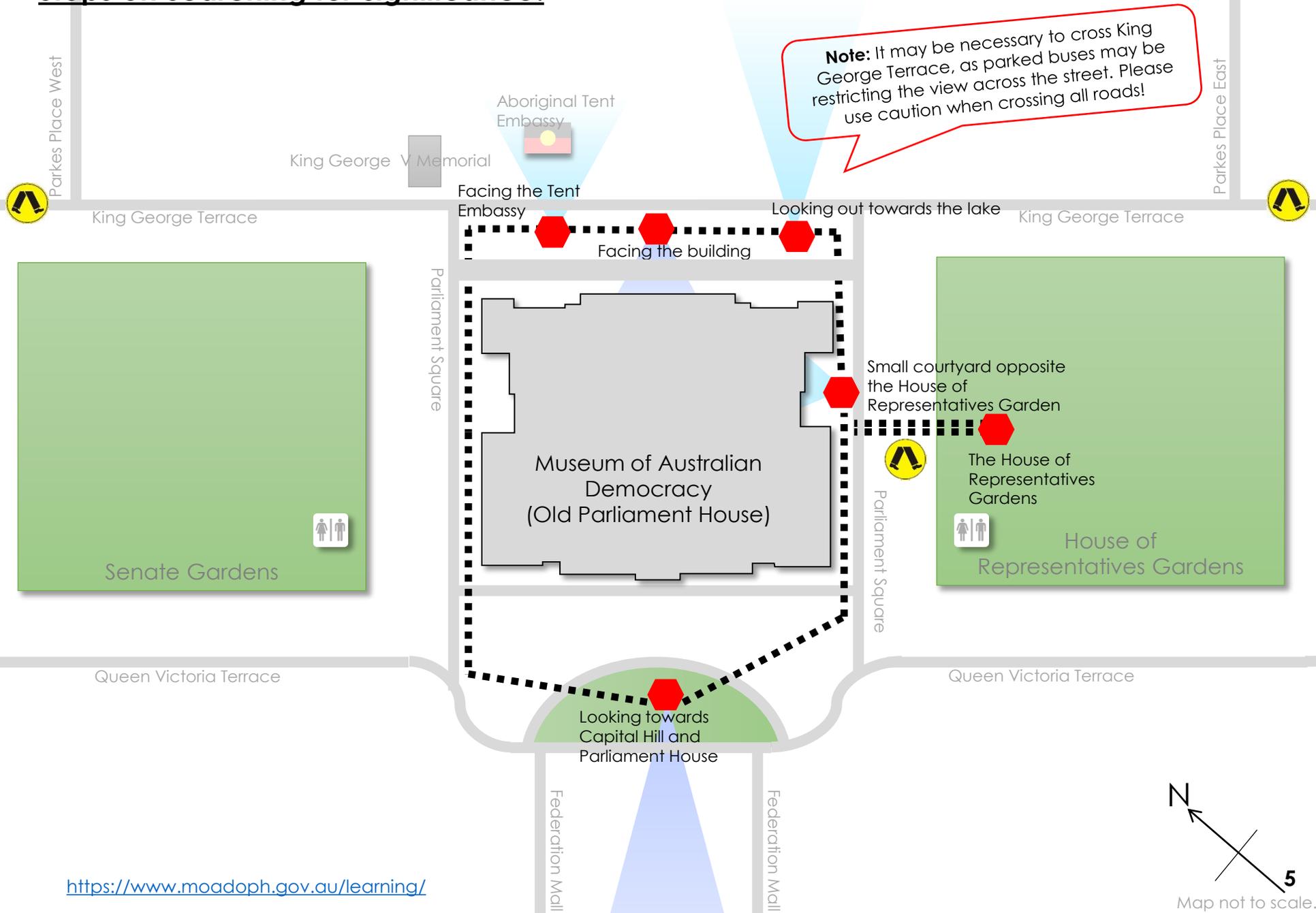
Provided program materials:

The following program materials are provided on the day of your visit –

- Laminated guide for teachers containing questions, prompts
- Large laminated images
- Student map worksheet
- Clipboards and pencils for students



Stops on Searching for Significance:



Searching for Significance is a flexible program. The program notes are designed to guide and assist teachers in their discussion with students. A summary of information and stops teachers may wish to include is listed below.

Stop Location: *at the front of the building on the Eastern side – looking out towards the lake.*

Main themes: **Landscape change over time and early European settlement in the Canberra region**

At this stop students discuss how the landscape has changed over time. What used to be bushland cared for by Indigenous people became farms and now there are roads, cars, buildings and even a lake!

Stop Location: *Directly in front, facing the building.*

Main themes: **The creation of Canberra and Old Parliament House.**

At this stop students discover what a capital city is and why this area was chosen to be Australia's capital city. They also find out about when and why Old Parliament House was built. What else can they see across the lake?

Stop Location: *Front of Old Parliament House on the Western side, facing the Aboriginal Tent Embassy*

Main themes: **The Aboriginal Tent Embassy and protesting in a democracy.**

At this stop students discover how people can have their voice heard and make a difference by investigating the Aboriginal Tent Embassy, a significant protest site in Canberra.

Stop Location: **Looking towards Australian Parliament House.** *Grassy area near the rear entry to Old Parliament House - opposite Australian Parliament House.*

Main Themes: **The Australian Parliament House compared to Old Parliament House and the design of Canberra.**

At this stop students examine Australian Parliament House and compare it with Old Parliament House. Would any of your students like to be Prime Minister one day? What laws would they want to make for Australia?

Stop location: **House of Representatives Rose Gardens**, *please use the pedestrian crossing and access through the House of Representatives Members Gate.*

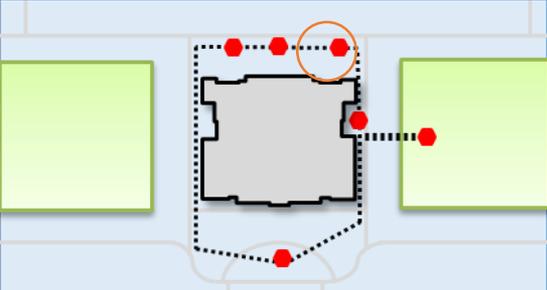
Main Theme: **Use of the gardens over time.**

At this stop students talk about why gardens were built next to Old Parliament House. This is an opportunity to act out some of the sports the politicians used to play in the gardens. Have they ever played lawn bowls?

Stop location: **Small courtyard** - *opposite House of Representatives gardens.*

Main Theme: **Why is this building significant?**

At this stop students take a closer look at Old Parliament House and discuss why it is significant and why we need to take care of it.

Questions and prompts	Possible answers	Additional information
<p>Stop Location: <i>at the front of the building on the Eastern side – looking out towards the lake.</i></p> <p>Main themes: <i>Landscape change over time and early European settlement in the Canberra region</i></p>		
<p>First, at this stop, let's look around us. What types of features can we see?</p>	<p>We can see buildings, roads, mountains, gardens, people, buses, cars etc.</p>	
<p>This landscape here would have been very different 150 or 200 years ago, before the building behind us was built.</p> <p>Let's close our eyes and try to imagine what it was like on this spot before the city of Canberra and these buildings and roads were created.</p> <p>What types of things would you have seen before the city was built here?</p> <p>What people and animals might you have met?</p>	<p>Natural landmarks such as mountains (Mt Ainslie, Black Mountain and Capital Hill), the Molonglo River (where Lake Burley Griffin is now), animals, bushland, people.</p> <p>There would have been Indigenous people, native animals such as kangaroos, wombats and echidnas. There would have been native birds and insects, like Bogong moths.</p>	<p>We are not exactly sure where the name 'Canberra' comes from. Some people think 'Canberra' means 'meeting place' in the language of the local Ngunnawal people.</p> <p>There is evidence Indigenous people have inhabited the Canberra region for more than 21,000 years. Europeans first came to this area in the 1820s.</p>