

Grades

Prep-6

Unit 10

“Pioneer Australians (& Resourcefulness)”

History & Social Studies





History & Social Studies (Prep to Grade 6)

Unit 10

“Pioneer Australians (& Resourcefulness)”

SUMMARY:

Lest we forget our heritage, this unit explores the amazing experiences of the people who made Australia a great nation. Come along on this journey alongside the early pioneers, the ‘currency kids’, the sheep farmers, and gold miners, as they overcome great challenges. See how they learnt from the Aboriginal people, how together, they used resourcefulness and faith to build a thriving community with a unique identity.

RESOURCES:

All the information you need is included within the informational story in each lesson plan.

The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.

Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions, planning notes for creative projects, and other activities). It is also helpful to have a good **dictionary**.

Three lessons a week will provide the basic learning. To enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- ‘Robinson Crusoe’ by Daniel Defoe
- ‘Billabong Series’ by Mary Grant Bruce
- ‘John of the Sirius’ & ‘John of Sydney Cove’ by Doris Chadwick
- ‘The Little Black Princess’ by Mrs Aeneas Gunn
- ‘Seven Little Australians’ by Ethel Turner (Adapted for children with Mary Brooks)

Links to Australian Curriculum for Each Lesson in the Australian Resourcefulness Unit:

Topic 1 – The British Colonisation of Australia

- **Lesson 1.1: Why the British Chose Australia**
 - AC9HS2K01: How changing technology affected people's lives (F–2)
 - AC9HS3K01 / AC9HS4K01/ AC9HS4K02 / AC9HS5K01: Reasons for the establishment of British colonies in Australia after 1800 and their impact on First Nations Australians (Y3–5)
 - **Lesson 1.2: The First Colony- Captain Phillip & the beginning of Sydney**
 - AC9HS5K02 / AC9HS5K03 / AC9HS6K02: How individuals contributed to Australian society and citizenship (Y5–6)
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Topic 2 – Australian Pioneer Lifestyle

- **Lesson 2.1: The Daily Life of Pioneer Families**
 - AC9HS2S02: Draw conclusions and explain viewpoints (F–2)
 - AC9HS3K02: The nature of contact between Aboriginal Peoples and Torres Strait Islander Peoples and others (Y3)
 - AC9HS4K02: The impact of contact on First Nations Australians (Y4)
-

Topic 3 – The Currency Kids

- **Lesson 3.1: Currency Kids – Children of the Colony**
 - AC9HS2K02: How people in the past lived and worked (F–2)
 - AC9HS3K03 / AC9HS4K03: How individuals and groups have influenced community identity (Y3–4)
 - **Lesson 3.2: Bush Schools and Games**
 - AC9HS3S03: Sequence information about people's lives and events (Y3)
 - AC9HS2S03: Compare the past and present (F–2)
-

Topic 4 – The Sheep Farmers

- **Lesson 4.1: Building a Sheep Station**
 - AC9HS3K02: The impact of European settlement on environments (Y3)
 - AC9HS4K02 / AC9HS4S02: How individuals and groups used natural resources to live and trade (Y4)
-

Topic 5 – Caroline Chisholm

- **Lesson 5.1: Caroline Chisholm – A Heart for the Homeless**
 - AC9HS5K02 / AC9HS6K02: How individuals contributed to Australian society and citizenship (Y5–6)
- **Lesson 5.2: Serving the Poor and Forgotten**

- **AC9HS3K03 / AC9HS4K03:** Influence of significant individuals on society (Y3–4)
 - **Lesson 5.3: Caroline’s Christian Legacy in Australia**
 - **AC9HS3K03 / AC9HS4K03:** Influence of significant individuals on society (Y3–4)
 - **AC9HS5K02 / AC9HS5K03 / AC9HS6K02:** How individuals contributed to Australian society and citizenship (Y5–6)
-

Topic 6 – The Gold Rush Era & Eureka Stockade

- **Lesson 6.1: Gold Fever – The Rush Begins**
 - **Lesson 6.2: The Eureka Stockade**
 - **AC9HS3K02 / AC9HS4K02:** The impact of colonisation and changing laws (Y3–4)
 - **AC9HS5K01 / AC9HS6K01:** Events that shaped Australian democracy and citizenship (Y5–6)
-

Topic 7 – How Aboriginal Life Has Improved

- **Lesson 7.1: From Survival to Stability**
 - **Lesson 7.2: Aboriginal Christian Leaders**
 - **AC9HS3K03 / AC9HS4K03:** Influence of significant individuals on society (Y3–4)
 - **Lesson 7.3: A Mission Girl Named Mina**
 - **AC9HS3K02 / AC9HS4K02:** Changes in the lives of First Nations Australians (Y3–4)
 - **AC9HS5K02 / AC9HS6K02:** Role of individuals and movements in Aboriginal advancement (Y5–6)
-

Topic 8 – Proud to be Australian

- **Lesson 8.1: What It Means to Be Proudly Australian**
 - **AC9HS1K03:** Location & features of places (YF-2)
 - **AC9HS1K03:** Geographical divisions (local, regional & state) (YF-2)
 - **AC9HS3K03:** the representation of contemporary Australia as states and territories (Y3-4)
- **Lesson 8.2: The Quiet Heroes of Australia**
- **Lesson 8.3: Becoming a Resourceful Australian Citizen**
 - **AC9HS3K03 / AC9HS4K03:** Australian identity, symbols, and contributions to nationhood (Y3–4)
 - **AC9HS5K03 / AC9HS6K03:** Values and contributions of Australian citizens (Y5–6)

Prior to starting each week, review the recommended resources.

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TOPIC 1

THE BRITISH COLONISATION OF AUSTRALIA

Lesson 1.1: Why the British Chose Australia

Topic: Early British Colonisation of Australia

Character Trait Focus: *Resourcefulness* – Making the most of what you have, even in tough situations.

A) Introduction

Parent/Tutor Says:

“Today we’re going to hear a true story from long ago about how people from Britain came to live in a new place called Australia. The British didn’t just come for an adventure. They had real problems back home, and they had to find a way to solve them. This term you will discover how *resourceful* they would need to be. To be resourceful they would need to find quick and clever ways to make the most of what they had and sometimes even imagine and invent new ways to deal with building something new! Let’s find out what happened!”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember....ok? ”

Story: *Captain James Cook and the Big Move*

A long time ago, before Australia had big cities and highways, before people called it “Australia,” the land was wild and filled with the sound of birds and unusual creatures. As giant trees swayed in the bush, ancient people wandered the beaches, deserts, hills and gullies. These people are now called the Aboriginal* people. They had their own special ways of living, hunting, telling and singing their life stories. [*Aust. Institute of Abor. & Torr. Str. Is.]

[To the tutor: If possible use a world-globe or Atlas to show positions of Australia & Britain.]

Far away on the other side of the world, in a land called Britain, life was very different. Streets bustled with people, carriages and horses. Factories belched smoke, poisoning the fresh air and blocking out the blue sky. If you were born into a poor family, you and everyone in your family had to work (even if you were a child). Your family worked to eat and to have a place to live. Clothes lasted until they turned to rags. Shoes were repaired or you just didn't have any shoes. However, there was never enough food, and work was often dangerous. As Britain's poor people became more desperate, crime increased. Some became professional burglars, while others stole small things, like a loaf of bread just to feed their families. As the crime rate rose, punishments became more and more severe. Children who stole a loaf of bread could be sentenced to death which was the same as those criminals who had taken a life. Then the idea came to send convicts to faraway colonies as free labour. In this way convicts worked their way through their sentences and avoided being killed for their crime.

For over 166 years the British sent their convicts to America. In 1776, the Americans decided they didn't want the British to rule over them anymore and they didn't want their convicts! This resulted in the American War of Independence or the American Revolution.



Prison Hulks on the Thames, William Henry Pyne. 1805

Now the British had an even bigger problem! Still, the prisons couldn't hold the ever-growing number of convicts. The British government decided to use old warships as floating prisons calling them "hulks." Men, women and children were packed into these old ships. Male convicts were often sent to do work on land each day. Many other convicts lived miserable years on these hulks inside the darkness of their cells until they completed their sentence or died of disease or old age. However, a new idea occurred to the British government.

For hundreds of years sailors told stories of a great southern land at the bottom of the world. Mythical creatures lived there, and gold and other riches lay waiting to be discovered. It just needed a sailor brave enough to cross over the edge of the known world and sail the unknown ocean paths to find 'Terra Australis' (which meant "the Land Down Under"). This story is strange but true. At the time they didn't have a full map of this land down under, but just had an idea which direction it was. Today, we have a very carefully drawn map of our country.

So the British government decided to try to find this hidden land, so they could send their convicts there to solve their problem of where to put all these prisoners. In 1767 the brave and experienced sailor James Cook was asked to be the captain of the research vessel *Endeavour*. He was given two special missions. At first, he was to observe the planet Venus crossing the sun in Tahiti. Called a '**Transit**' it was an event that would help knowledge of **navigation**. Captain Cook took with him several very excited young scientists – **astronomers**, **botanists** and others who loved to paint nature. The second mission of Captain James Cook was secret: finding the mysterious "Great Southern Land."





Endless unknown ocean was ahead where extremes of heat and cold tested them all. During that time, sailors on long sea voyages often died of **scurvy**. It's a horrible sickness but had a simple prevention. Once they discovered what helped prevent it- fresh limes or lemons, sauerkraut, clean beds and regular baths- fewer sailors died of scurvy. Few Captains believed this cure. But Captain James Cook followed the new advice. On his ships, he and his officers set the example of eating these foods and keeping a clean room and body. At first it was a choice for the rest of the crew, but Cook soon felt, that for their own sake the sailors must eat healthy food. Most welcomed clean beds and a bath! None would die of scurvy on his ships unless they didn't do as they were told. Unfortunately, he couldn't stop mosquitoes carrying **malaria** infecting many crew members when the *Endeavour* stopped at Batavia.

After many months at sea, they finally saw a new land. They had sailed along the Great Barrier Reef to Botany Bay. Of course, these names were yet to come. The coastline was beautiful – giant trees with bark that fell off in strips, shining white beaches, and large hopping animals. While the beach looked a little like Tahiti everything else was different. Cook carefully drew maps while others painted. While exploring the shore they met some of the Aboriginal people who were startled by the new visitors. Captain Cook had special instructions to be kind and respectful, to trade peacefully, and to avoid hurting the people who already lived there. Have you ever tried to speak to a person who doesn't speak your language? Your words and even your sounds and face signs are not the same. You don't understand each other. There were misunderstandings.

When he returned to Britain, Captain Cook said 'New South Wales,' – the whole of what is the east coast of Australia was claimed for Britain. One of the young scientists, Joseph Banks, brought such an enormous collection of plants and animals that King George III knighted him! Banks and Cook said the land was big and could be a good place to start something new.

By 1786 there were so many convict hulks filled with so many sick convicts that the government was desperate to find a solution. Sir Joseph Banks enthusiastically reminded them of New South Wales. Then the British government made a big decision. King George III announced that 'we are going to send convicts with soldiers to guard them to New South Wales!' "Perhaps a new colony can be built with houses and farms and a whole new life."

C) Narration (Prompt)

Parent/Tutor Says:

"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember. Start with Captain Cook's journey. Tell me what problems Britain had."

[**Note to parents/teachers:** If necessary, the discussion might progress to other reasons for the British coming to Australia, such as fear that other countries (like the French) would get there first – but at this stage, it's ok to just keep it simple for the children by focussing on the convict part of the story. Older students will learn about the other issues.]

D) Reflective Thinking

i) Ages 5–6

1. What did Captain Cook find when he came to Australia?
2. What does “resourceful” means?

ii) Ages 7–9

1. Why did Britain want to send people to Australia?

iii) Ages 10–12

1. When you have a goal or even something you suddenly need to fix, you may need to be resourceful. Often, this means trying different ideas...or ways... What was one goal that Captain Cook had that required him to try more than one way to solve the problem? Did he achieve his goal?
2. Can you think of a time when *you* had to be resourceful? Did you have a clear goal ? What ideas did you try to get your goal? Did it work?

E) Activities : Define Resourcefulness

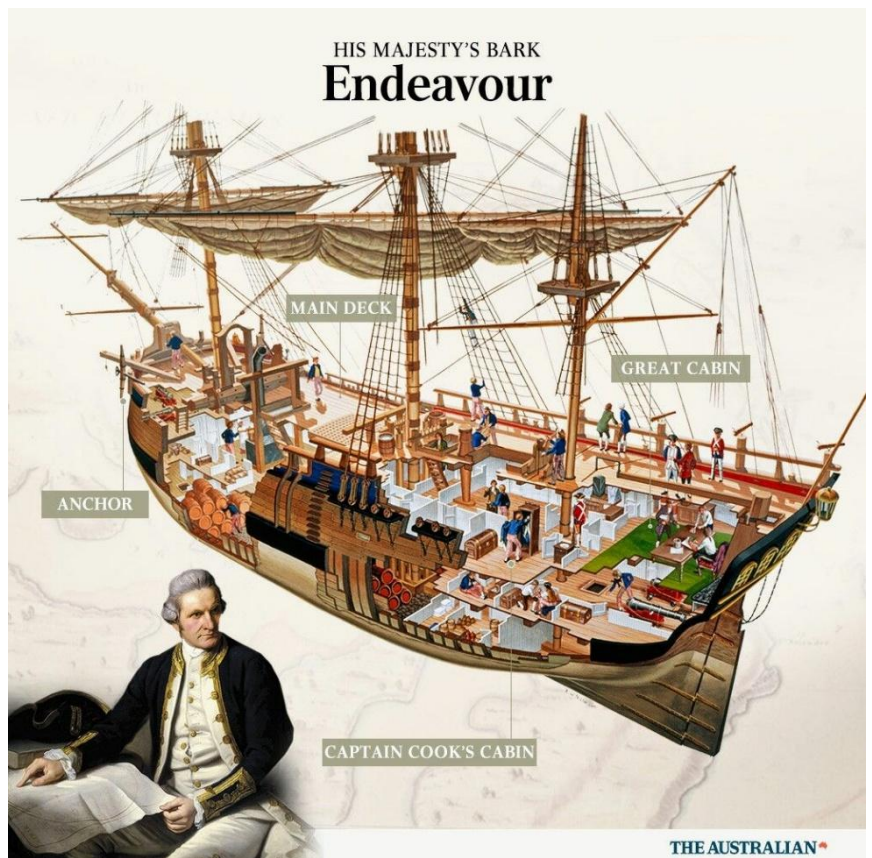
Option 1: Draw the Journey

Draw a comic strip or map that shows these events:

- Captain Cook’s ship discovering Australia

Option 2: Look at library books about sailing ships to learn about the different parts of a ship.

Option 3: Read an abridged story of “Oliver” by Charles Dickens to gain more understanding of what life was like in Britain in the late 1700s. Or watch a video of the musical movie called “Oliver”.



F) Biblical Connection & Wrap-Up

Bible Verse:

Proverbs 16:9 – “In their hearts humans plan their course, but the Lord establishes their steps.”

Parent/Tutor Says:

“Captain Cook made a wise and brave plan, but he also had to trust God to guide him across oceans and unknown lands. Sometimes in life, we face big decisions. Like Cook, we can plan carefully, show respect, and trust that God is with us on the journey.”

Optional Prayer:

“Dear God, thank You for explorers like Captain Cook who tried to make good choices. Help us to be brave and respectful when we face something new. Amen.”

Lesson 1.2: The First Colony – Captain Phillip and the Beginnings of Sydney

Topic: Establishing the Colony in New South Wales

Character Trait Focus: Resourcefulness – using what you have to solve problems and stay strong in tough situations.

A) Introduction

Parent/Tutor Says:

“Last time, we heard about why the British wanted to begin a colony in Australia, and about Captain Cook’s amazing journey. Today we’re going to learn about a different leader – Captain Arthur Phillip. He didn’t just sail to Australia. He stayed, led the people, and worked hard to build a new colony applying British laws with great fairness, firmness and kindness. It wasn’t easy – but he used wisdom and resourcefulness every step of the way.”

B) Informational Story – “The First Colony: Captain Phillip and the Beginnings of Sydney”

In 1786, the British government made a bold decision. They would send a fleet of ships to a new land – New South Wales – where a new penal colony (a prison colony) would be built. It was hoped that convict labour would build a whole new business for the government. However, it was hoped that free people would one day want to make it their home, shaped by British values: law, order, hard work, and opportunity.

To lead this great task, they chose a quiet, wise, and experienced man: Captain Arthur Phillip as Governor.



Phillip was a skilled sailor and thoughtful leader. Since a young teenager he had been at sea. After many years’ service in the navies of Britain and Portugal, he was recommended for the role of Captain of the First Fleet and Governor of the penal colony of New South Wales.

He helped prepare a list for everything they needed not just for their journey but for the first two years of life after they arrived. It was an enormous list of dried and fresh food and water, tools, clothing, farm animals, and seeds. The doctors on the ship brought books and writing

supplies. Captain Phillip even brought his pet greyhounds. There was a Christian minister and his wife (Reverend and Mrs Johnson) who not only brought Bibles and hymn books but brought their pet cat too! Convicts, sailors, marines, and a few children were among the Fleet’s 1400 passengers.

From the start the crew found Captain Phillip a very different kind of leader. For instance, at Rio de Janeiro rather than leaving the convicts locked up under the deck, he commanded the guards to permit them to wander above deck in the sunshine. Not everyone liked Phillip’s kindness. One officer said, “They are criminals. They’re just cargo! Captain Phillip would never hear of the convicts being called ‘cargo’ as they often were on other convict ships. But Phillip replied, *“If we want to build a better place, we must treat people as people – not as cargo.”*

Once they got their supplies, many convicts wondered if it was sensible to be sent to a distant, unknown land.

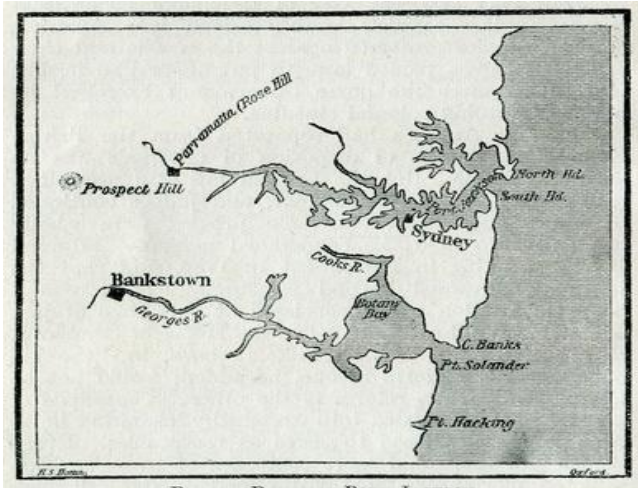


For over eight months they sailed across more than 24,000 km of vast oceans. Fierce storms shook the ships and everyone was soaked, freezing, and miserable for days. Then there was ‘The Doldrums’ where there is no wind or current for many days. It was so hot, and they were running out of water. Everyone was put on half rations. Eventually the wind and current began. Before the longest part of their journey, they headed to a port to buy fresh water and other fresh supplies.

Even on such a long and difficult journey there were special moments. A baby was born. Songs were sung and others played games with carved pieces of wood. A sailor taught a convict to read. One person made tiny toys to cheer up sick children. Even in dark times, people found ways to help one another.

While they were scared and unsure of what would happen, this was a chance some might take to start again.

Finally, in **January 1788**, the First Fleet reached **Botany Bay**, the same place Captain Cook had visited years earlier. Everyone was excited – but then came a big problem. The land was sandy. The water wasn’t fresh. There were too many bugs. Captain Phillip decided to explore further north – and found a much more suitable site.



Just a few kilometres north, a beautiful, protected harbour with clean water and good soil was discovered but first they had to face a terrible storm to pass through the 'heads' or entry of the bay.

He named it Sydney Cove and later, Port Jackson. On **26 January 1788**, the British flag was raised.



On Sunday 27th January the first church service was held under the trees. Prayers of dedication and thanks followed. Grateful that so many of the Fleet passengers had arrived safely, Reverend Richard Johnson read from Psalm 116 “*What shall I give to the Lord for all his benefits toward me?*” Such a long, long, journey. Suffocating heat. Freezing cold. Waves so huge that it seemed like their ships would be swallowed up. Living in dark cramped bunks for months. But here they were standing tall in this solid, sunburnt land. It was time to direct their thought and muscle to build a new colony. They needed to discover even more teamwork, courage and *resourcefulness* in the next part of their adventure. Would they?

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Supplies were unloaded. Tents and shelters were built. Trees with wood like iron caused the tools to break. The weather was strange – hot when they expected cold, wet when they hoped for dry. A fierce heat beat down on their heads making the work even harder. Many people had never farmed before. So, in spite of their effort, nothing would grow. Had they come all this way only to starve and die?

Captain Phillip worked hard to help the new colony survive. He showed *resourcefulness*. Until the people got used to the weather and the soil to produce their own food, or supplies came from Britain, he rationed the food fairly among all the people of the colony. And he wanted it to be fair, so the Captain, officers and soldiers received just the same rations as the convict-prisoners. By ordering his officers to work alongside the convicts, the convicts were taught new skills. Some excelled and were given new roles. Other grew lazy or tried to escape into the bush. A few convicts stole or caused trouble. Yet others rose to the challenge. Women learned to grow vegetables. Men built homes and workshops. Children helped carry water or tend animals. They were becoming more than survivors. They were becoming settlers.

Phillip sent reports back to England asking for more skilled workers, more supplies, and teachers for the children. Until then Reverend Johnson and his wife Mary became their first teachers. He wanted the next generation to grow up with discipline, knowledge, and faith. On Sundays, church services were held under a tree, with prayers read aloud and the Bible explained. Six years later, a church building and school- hand-built by Reverend Johnson- provided a place for both these activities. In Governor Phillip’s mind, the colony would one day thrive – not just as a prison colony, but as a new outpost of British civilisation.

He also tried to build peace with the local Eora people. Orders were given that the indigenous people be treated with the same respect as citizens of Britain. There were difficulties – misunderstandings, fear, even violence – but Phillip hoped for friendship. An Aboriginal man named Bennelong came to live with him for a time as Governor Phillip hoped they could learn from each other.

Governor Phillip’s leadership wasn’t perfect, but it was principled. For example: it was common for governors to use harsh punishments. He only did when he felt it was absolutely necessary. When two convicts were caught stealing food, he knew he had to act to protect the struggling community. Though it hurt him to do it, he ordered a public punishment – not out of cruelty, but to show how everyone must live self-controlled lives respecting the law. He knew that a society without rules would become just as full of problems as the country they had left.

Being so far from Britain, he also faced deep loneliness. For months at a time, Governor Phillip made difficult decisions with no way to get advice from friends in Britain. When supplies ran dangerously low some begged him to abandon the settlement. But Phillip stood firm. Years later, historians would say that without Governor Phillip, the colony might never have survived. More importantly, it might never have begun with such a strong moral foundation. He believed in building well – not just in wood and stone, but character.

As the first Governor he said ‘*in a new country, the Governor must be the father of every man (person) in it.*’ Captain Arthur Phillip was not just the first governor. Perhaps he was the first Father of our nation. His

vision was to build a nation based on the values of fairness, courage, hard work, perseverance and resourcefulness. He also truly believed that people could change if given opportunity. His legacy continues today, not only in Sydney Cove, but in the values that still shape the nation.

Today, when we think of Australia Day, 26th January 1788, we remember the day the **First Fleet** arrived, and the new colony began. But more importantly, we remember the courage, teamwork, and *resourcefulness* of those who helped build something new from almost nothing.

C) Narration (Prompt)

Parent/Tutor Says:

“Now tell me the story in your own words. Who was Captain Arthur Phillip? What kind of person was he? What did he do when things got difficult? Try to remember how he treated the convicts and the Aboriginal people.”

D) Reflective Thinking

Can you imagine travelling for 8 long months to a land you never wanted to go to in the first place. It was no fancy cruise tour! Then when you get there- no towns, shops, houses or family? To send letters takes 8 months to reach Britain and 8 months to get a reply- if the ship doesn't go down in a storm. Where will you even start to make a home? How could you run a business here at the end of the world when most of your customers were convicts? And these fellow passengers weren't always people you could trust to be good. Could Governor Phillip and his marines really make this place safe for everyone? While some convicts continued to live as they did in Britain, escaping when they could and getting punished again. Some completed their sentences and became farmers. Eventually free settlers came and did the same. Houses, towns, shops popped up.

i) Ages 5–6

1. What is the First Fleet?
2. Who was Captain Phillip?
3. What did he do when Botany Bay didn't work?

ii) Ages 7–9

1. What made Captain Phillip a good leader?
2. What problems did the new arrivals have?
3. How did they show resourcefulness?

iii) Ages 10–12

1. What do you admire about Captain Phillip's leadership?
2. How did he apply his values to his assignment as the first Governor of 'New South Wales'? Give examples of his kindness, fairness, respect for the poor and unfortunate and hard work and any other value that you recall.
3. Do you think it's possible to be kind and firm at the same time? Why? Please provide an example.
4. What does it mean to be resourceful?

E) Activity Options- Today there are five options, choose at least one.

Option 1: Act It Out

Pretend you are a convict or a sailor on a First Fleet ship.

Act out a scene on board:

- “It’s so hot down here!”
- “Captain Phillip is letting us have fresh air!”
- “Land ho! We’ve reached Botany Bay!”
- Make a paper sailor’s hat or use props like a rope or bucket to help act it out.

Option 2: First Fleet Route Map

Draw your own map of the journey of the First Fleet on a large sheet of paper:

- Label the stops: Portsmouth, Tenerife, Rio de Janeiro, Cape of Good Hope, Botany Bay, Sydney Cove.
- Add little ship drawings, waves, and symbols for storms or surprises.
- Write: “Eight Months to the Ends of the Earth” at the top.

Option 3: Pack the Ship Game

Make a pretend “packing list” with paper cut-outs (you could cut pictures from junk mail or you could draw pictures):

- General areas: Food, tools, clothes, seeds, animals, water, medicines- Choose items that you consider important to take on a long journey to a new and mysterious country.

FOOD	TOOLS	CLOTHES	SEEDS	ANIMALS	MEDICINE	OTHER

- At the end of this lesson is the real First Fleet packing list. Did your list have the same things? What things surprised you? What things puzzled you- as you didn’t know what they were?

Option 4: Build a Model of Sydney Cove

Using whatever suitable materials you have available - LEGO, building blocks, or natural materials (sticks, leaves, rocks, dirt), build a model of early Sydney Cove. To give you some ideas, on the next page is a watercolour painting by the convict artist Thomas Watling who painted Sydney Cove in 1794. Look carefully and try to make a model of what you can see. Feel free to pick one area and build that.



<https://www.sl.nsw.gov.au/view-sydney-cove-painted-thomas-watling-0>

- Include tents, simple houses, boats, farm plots, church/school.
- Title it “Sydney Cove”
- Take photos of your process and final product

Option 5: Captain Phillip’s Values

Make a list of rules or values Captain Phillip might have used to lead the colony.

- Include things like: “Share fairly,” “Treat others with dignity,” “Work hard,” “Respect the land and its people.” What else would you add?
- Decorate the poster with British and Australian symbols.

F) Biblical Connection & Wrap-Up

Bible Verse:

Isaiah 58:10–11 – “If you spend yourselves on behalf of the hungry and satisfy the needs of the oppressed... the Lord will guide you always.”

Parent/Tutor Says:

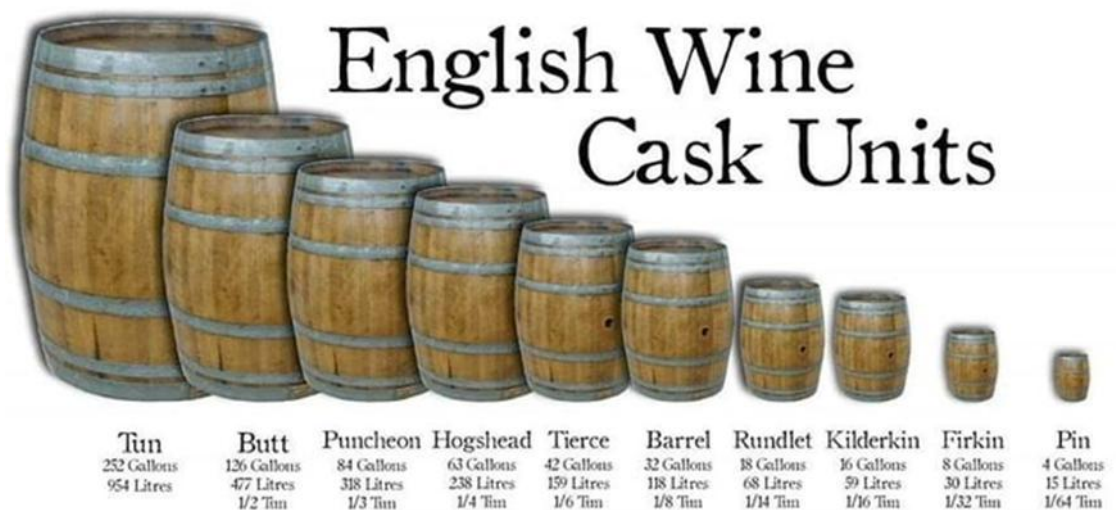
“Captain Phillip didn’t treat the convicts like they were worthless. He believed in giving people a second chance. That’s what God does for us too. He shows mercy, and He teaches us to lead with kindness and strength.”

Optional Prayer:

“Dear Lord, thank You for leaders who care about justice and kindness. Help us to be resourceful and fair in the way we live and lead others. Amen.”

FIRST FLEET LIST				
Cooking Implements	Farming & Trade Equipment	Female Convict’s Clothing	Miscellaneous Items	Plants & Seeds
700 Clasp Knives 700 Wooden Bowles 700 wooden platters 500 tin plates 330 iron pots 200 wooden Canteens	700 iron shovels 700 garden hoes 700 West Indian hoes 700 grubbing hoes 700 felling axes 700 helves,	5,440 Drawers (Underpants) 2,780 Woollen Jackets 606 Women’s Jackets 589 Women’s Petticoats 381 Women’s Shifts	Looking Glasses (hand mirrors) Beads, Toys - Gifts for Indigenous	Seed and plants were picked up from 3 stops- Rio , Santa Cruz[SC]and Cape Town[CT and brought from England[Eng]
10 tin saucepans 6 butchers knives 40 camp kettles Provisions: 165 tierces of pork 135 tierces of beef 50 puncheons of bread 116 casks of pease 110 firkins of butter 1001 pounds of sago 600 pounds of course and soft sugar 448 barrels of flour 61 pounds of spices 8 brams of rice 5 casks of oatmeal 1 Box of Currants Almonds Cinnamon Cheese Mace (A Spice, Ground from the layer between a Nutmeg Shell and its outer husk, resembling Nutmeg) 15 Tons of Drinking Water 3 Hogsheads of vinegar Alcohol: [some of the list] 300 gallons of brandy 5 casks of rum 300 gallons of brandy 5 casks of rum 115 Pipes of Rum Wine, Brown Beer, Grog	700 hatchets, 700 felling axe handles, 700 steel spades, 700 gimlets (boring holes in wood) 504 saw files 300 Chisels 175 Claw Hammers 175 Steel Handsaws 140 Augers 100 Plain Measures 80 Carpenter’s Axes 50 Pickaxes & 50 Helvers for them 50 Hay Forks 42 Splitting Wedges (for Firewood) 40 Wheel Barrows 36 Stone Mason Chisels 30 Grindstones (Sharpening Axes) 20 Shipwright’s Axes 30 Box Rules 20 Pitt Saws 12 Ploughs 10 Cooper’s Tools (To repair casks)	327 Pairs of Women’s Stockings 305 Pairs of Women’s Shoes, leather 800 Sets of Bedding 200 Canvas Beds 250 Women’s Handkerchief’s 140 Women’s Hats 121 Women’s Woollen Caps 127 Doz Combs, large & small tooth 100 Pairs of Scissors 40 Tents for Women Convicts Male Convict’s Items 7 Dozen Razors Male Convict’s Clothing (Various) 40 Tents for Male Convicts	1 Canvas House (For Gov. Phillip) 2 Red Leather Cases (Gov. Phillip’s Commissions, read out 7-2-1788) 26 Marquee’s for Married Officers Hammocks, Bedding & Blankets Marines Clothing Compass Quadrant (Navigation /Will. Bryant) Tents for the Hospital (Sick Tents) Laboratory items for the Hospital 2,000 (Medicines of different kinds) including Peruvian Bark for Malaria 747,000 nails 5,448 Squares of Crown Glass (For New Government House, Governor Phillip) 5,000 Bricks (off the Scarborough) 12 Wooden Brick Moulds 200 pairs of Door Hinges 100 Iron Door Locks & Keys	Aloes Rio Almonds S/C Apples Rio Bamboo Rio Bananas (Plantain, variety) Rio Barangoles (Arugula / Rocket) Rio Beans Rio Beetroot Rio Cabbage Rio Cherries Cocoa Rio Coffee (Beans & Plants) Rio Cotton (In the pod, and seeds) Rio Cucumber Rio Endives (A Herb used in Salads) Rio Eugenia (For Oil of Cloves) Rio Figs S/C Geraniums Rio Grape Vines Rio Guavas Rio Indigo (A Tropical Pea) Rio Ipecacuanha (Cephaelis plant) Rio (Used to induce vomiting) Lemon (Seeds, Rev. R Johnson) Rio Lettuce Rio Lime (Seeds, Rev. R Johnson) Rio Mangoes Rio Melons Rio Mulberries S/C Myrtle Trees Rio Oak Trees (Acorns) Eng Olives S/C Onions S/C Orange (Seeds, Rev. R Johnson) Rio Orange (Small Plants)

				Papaya (Paw Paw) Rio Pears S/C Peas Eng Pineapples Rio Potatoes Rio Prickly Pear S/C Pumpkins S/C
Strange Weights [these are all estimates] Tierces : 159 litres if liquid Puncheon : large cask or barrel- 320 litres Pound : approx. 450g. Firkin : Small cask 30 litres or 25kg, butter. Ton : 1000kg Gallon : approx. 4.5 litres Cask : 230-250 Litres Hogshead Large cask 230-250litres Port Pipe : 350 litre vessel for port wine	Reverend Richard Johnson brought 4,200 Books here are some 500 Psalters 400 New Testaments 200 Catechisms 200 Exercises Against Lying 100 Bibles 100 Common Prayer Books 100 Exhortations to chastity 100 White's dissuasions from stealing 50 Woodward's cautions to profane swearers			Quinces Rio Radishes Rio Spanish Reed Rio Strawberries Eng Sugar Cane Rio Tamarind Rio Tobacco Rio Turnips Rio Water Melons S/C Yams Rio 100 Sacks Cassava (Flour) Rio 60 Bushels of Wheat, Eng & C/T 20 Bushels Barley Seeds Eng 10 Bushels, Indian Corn Seeds Rio 8 Casks of Rice Rio 12 Baskets of Garden Seeds Rio Hoses (For Watering Plants). Eng
300 gallons of brandy 5 casks of rum 115 Pipes of Rum Wine, Brown Beer, "Grog"[mix of water and rum]	Blacksmith's Tools 12 Smith's Bellows (Blowing Air) 10 Forges (For Heating Metal) 5 Sets of Blacksmith's Tools 2 Anvils, (1 lost overboard when unloading, Scarborough, 2-2-1788) 62 Chaldrons of Coal (For Bellows) 6 Bullet Moulds, (For melting lead to make Round Shot for Rifles etc.) Lead to make Round Shot Blacksmith's burnt down, 23-7-1788			Livestock brought to the Colony 122 Fowls 87 Chickens 49 Hogs (Castrated Male Pigs) 35 Ducks 29 Geese 29 Sheep 25 Pigs 19 Goats 18 Turkeys 5 Rabbits 5 Cows (4 Lost, 11th June 1788) 2 Bulls (1 Lost, 11th June 1788) 2 Calves (2 Lost, 11th June 1788) 3 Mares (For Governor Phillip) 3 Colts (For Governor Phillip) 1 Stallion (For Governor Phillip) Pigeons (All pigeons died at sea on the voyage, last one died, 4-12-1787) Governor Phillip Greyhounds: 1 Dog called Chara and Puppies Captain John Marshall Scarborough 1 Newfoundland Dog, called Hector Reverend Richard Johnsons cats



Lesson 1.3: From Campsite to Civilisation – The Work of the First Settlers

Character Trait Focus: *Resourcefulness* – making good use of what you have to build something better.

A) Introduction

Parent/Tutor Says:

“In our last lesson, we learned how the First Fleet travelled across the ocean and arrived at Sydney Cove. But what happened next? There were no towns, no shops, no farms – just bush and beach! There wasn’t even a prison for the convicts. Today’s story is about what these early settlers did next. They had to start from scratch – and they had to be very resourceful.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. ”

Story: "Tents, Timber, and Teamwork – How a Colony Was Built"

When the First Fleet finally reached **Sydney Cove** in January 1788, the people were tired, hungry, and ready for rest. Some were even sick. But there were no houses or hospital waiting for them. No roads. No schools or churches. Just tall trees, rocky shores, and wild bush.

Captain **Arthur Phillip** looked around. He saw a beautiful bay, but also a big challenge. “This,” he said to his officers, “is where we will build a new town.”

That town would one day become the city of **Sydney**. But first, they had to start from natural bushland.

Their supplies had included **tents**. Some were made from canvas, others from sailcloth. The wind blew hard at night, and rain leaked through the roof. People cooked on smoky campfires. Insects buzzed in their ears as they tried to sleep at night. There were no toilets. Because they had no vegetable gardens growing as yet they had to carefully share what stores they brought with them. Tempers sometimes flared.

But Captain Phillip didn’t panic. He showed *resourcefulness*. He made a plan.

“*We are not just here to survive,*” he told them. “*With hard work, we will build a place of law and order and peace. This colony will prosper.*” So, the settlers began to work – convicts and officers together.

Building Homes



The first job was to make **shelters**. Using axes, saws, and nails, teams cut down trees and began building **huts**. Many were made of wattle and daub. We have all seen wattle growing everywhere. Daub is mud. These huts didn't last very long. Unfortunately, the tools broke easily in the rough iron-hard trees of the Australian bush and made the job much harder than it would have been in Britain. Without heavy-horses and carts they had to carry the logs by hand. At first, cabins had bark roofs and dirt floors, but they kept the rain out. Little by little, a small village began to appear. It wasn't like an English village - but it was a beginning.

Building Roads

Next, they needed **paths and roads**. Convicts used pickaxes and shovels to clear rocks and flatten the dirt. They laid sticks to mark where roads would go. Captain Phillip didn't want buildings to go up in random places – he wanted a proper town. He prepared a grid pattern of streets and helped plan where important buildings should go.

This made Sydney Cove one of the **first planned towns** in Australia.

Creating Laws

In Britain, it was obvious where people who broke laws were sent – prisons. Here in this wide brown land no prison walls held these prisoners, and there were not enough soldiers to watch over them. While some convicts had stolen out of desperation for food, others made a career of crime. They simply didn't want to follow rules. When they arrived in the colony, a few tried to run away into the bush – but they didn't know how to survive in the wild. Others stole food or refused to work. Captain Phillip had to be firm and fair.

Governor Phillip had received his instructions from King George III and Lord Sydney to use the laws of England in the colony of New South Wales. So, he created **laws** for the colony and set up a simple **court**. There was a judge, and people had to tell the truth about what happened. Punishments could be strict – like being tied up and given lashes – but Captain Phillip always wanted justice to be fair.

He said, "Let every man know that the law is for all – not just for some."

Growing Food

Governor Phillip had planned to bring enough food to last two years but some of it rotted and weevils ruined other parts. This left only enough for 49 weeks. They had to grow their own. But it wasn't easy.

With its sandy soils and difficult climate Sydney Cove was a disappointing place to try to grow food. It didn't rain enough, and the hot sun burned the plants. The crops from England didn't grow well. Wheat failed.

But Captain Phillip didn't give up. He sent people to clear land further inland at a place called Rose Hill. Governor Phillip changed the name to its Aboriginal name **Parramatta**. The soil there was better. They

planted new crops, learned to grow corn, and raised sheep and chickens. Starvation was avoided just in time...

They also built **grain stores** to keep food safe, and **bakeries** to make bread. Some settlers learned to dry meat and smoke fish so it wouldn't spoil.

Every improvement they made was because of *resourcefulness* – learning new ways to solve new problems.

Starting Church and School

From the very beginning, Captain Phillip knew they needed more than just food and shelter. They needed **faith** and **learning**.

He brought with him a kind man named **Reverend Richard Johnson**. On the very first Sunday, 27th January 1788, they held a **church service** under a big tree. People sat on logs. Reverend Johnson read from the Bible and said, *"What shall I give to the Lord for all He has done for me?"*

He taught the people that God cared for them – even when life was hard. Eventually he built a small wooden **church** where people could pray, sing, and learn about God.



Reverend Johnson and his wife Mary also started a **school**. The children learnt their letters and numbers, and they helped adults learn to read. He believed that learning was part of building a good and godly community.

Families and Friendship

While men worked on roads and buildings, the **women** cooked, cleaned, nursed the sick, and looked after children. Some women worked as seamstresses or helped in the bakery. The **children** gathered firewood, looked after animals, and helped plant gardens.

Some people were lonely at first. But slowly, they made **friends**. Others **married** and babies were born. Families were encouraged to stay together, and everyone helped each other.



One woman, **Elizabeth Macarthur**, wrote in her diary: *"This land is wild and strange, but I see kindness and courage in the eyes of my neighbours."*

Bit by Bit, A Town Grows

As time passed, the colony grew stronger. Ships brought more settlers – some free, some convicts. They brought tools, clothes, animals, and news from England.

The settlers built **brick kilns**, **wells**, **storehouses**, and even **markets** where they could trade bread, salt, and eggs. A small **police force** was started. People began to meet and give advice to Captain Phillip. These meetings were the **early beginning of government** in Australia.

By the early 1800s, there were **roads, farms, churches, schools, courts, jails, markets, and homes.**

It didn't happen all at once. It happened because people kept working, even when it was hard. They used their hands, their minds, and their hearts. And they trusted God to help them along the way.

C) Narration

Parent/Tutor Says:

“Now close your book or look away from the screen and tell me the story back in your own words. How did the settlers build houses? What was Captain Phillip's plan? What did they do when things went wrong? Try to remember all the ways they were *resourceful*.”

D) Reflective Thinking

Watkin Tench was an officer in the First Fleet who wrote regularly in his diary about what life was like on board ship and land. [You can find his journal in the Project Gutenberg site] It was a common practice for men and women to write about their life each day. Some of the questions in the activities and here in the reflective thinking are meant to give your mind things to wonder about and maybe even write about. Feel free to keep a special diary, writing about your thoughts, or use your History Journal.

Ask your child questions based on their age group:

i) Ages 5–6

1. What did the people live in at first?
2. What did Captain Phillip do to help them build homes and grow food?
3. What does *resourceful* mean?

ii) Ages 7–9

1. Why did Reverend Johnson build a church and a school?
2. What were some problems the settlers had to solve?
3. What do you think was the most important thing they built first?

iii) Ages 10–12

1. Why was it important for the colony to have laws and a court?
 2. How did resourcefulness help them when crops failed or tools broke?
 3. In what ways do you think the Christian faith helped them keep going?
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E) Activity Options

Option 1: Plan a vegetable garden

- Using a patch of ground or use a box, make a vegetable patch. What do you need? Make a list. How do you get these things? What tools do you need? How can you be resourceful if you can't buy what you need?
- What season is it? Why is this important to know? Buy seeds if you don't have any. Growing vegetables from vegetables bought at the store.
- Name your patch and make a sign: 'Pioneer Patch' or some other name.
- Just for fun you could make a little Wattle & daub hut or tent model to sit in the vegetable patch. What did you choose? What kind of creatures do you have to protect vegetables from? (possums, bandicoots, rats, snails, chickens, other)

Option 2: Act Out a Court Case

- Choose a pretend case: someone stole food or tried to run away.
- Assign roles: judge, witness, convict, guard.
- Act it out as fairly as Captain Phillip would have done.

Option 3: "What Makes a Civilisation" Poster

- Draw a poster showing the *building blocks of a good society*: Law, Faith, Food, Families, Education, Trade.
 - Under each, write how the settlers used *resourcefulness* to build it.
-

F) Biblical Connection & Wrap-Up

Bible Verse:

Hebrews 12:11 – “No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.”

Parent/Tutor Says:

“The early settlers had to work hard. Sometimes they got tired or discouraged. But they didn't give up – and in time, their work brought order and peace. God often uses hard work and discipline to help us grow stronger.”

Reflection Prompt:

“Is there a job you find hard right now – like chores, schoolwork, or learning something new? How can you be *resourceful* and trust God to help you grow through it?”

Optional Prayer:

“Dear God, thank You for the people who worked so hard to build a good and fair society. Help me to be disciplined, to work hard, and to build something good in my own life. Amen.”

TOPIC 2	AUSTRALIAN PIONEER LIFESTYLE

Lesson 2.1: Building Homes and Communities

Unit: Australian Pioneer Lifestyle (Ages 5–12)

Character Trait Focus: *Resourcefulness* – using what you have to solve problems and build something better.

A) Introduction

Parent/Tutor Says:

“Today’s lesson is about how the very first pioneers built their homes and communities in early Australia. These were not wealthy people. Many were former convicts, or poor families, who had nothing but the land around them and the tools they carried. There were no shops, trucks, or electricity – everything had to be done by hand. But they didn’t give up. They used *resourcefulness* – which means finding ways to make things work using what you’ve got.”

“Let’s hear the story of a family who began with almost nothing – but built something meaningful with faith, courage, and cooperation.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about a history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok?”

Story: *"A Roof Over Our Heads – How Early Australians Built a Life from the Bush"*

In the 1820s, the colony of New South Wales was growing beyond the small grid of Sydney. Settlers were moving inland, following rivers and valleys in search of good farmland. For many of them, it wasn’t wealth or luxury they wanted – but space. Room to grow crops, raise animals, and raise families.

Among these pioneers was a man named Adam Taylor. He had once been a convict, transported for stealing a few shillings on a highway near London. He was sentenced to hang but his sentence was changed to 7yrs with transportation. He was not considered a serious criminal. By the time he had arrived in Port Jackson, he had already served two years of seven on a prison hulk. Now, with his sentence served, he had been granted

20 acres near the Hawkesbury River. It was remote. It was wild. But to him and his wife Mary, it was full of promise.

Their “home” at first was a canvas tent and a cooking fire. The wind howled at night. The ground was cold. But they weren’t discouraged. “Let’s begin,” Mary said, pulling out a small box. It held nails, a hammer, and a Bible. “We’ve got all we need.” And so, with little more than tools, courage, and God’s Word, they began to build.

Making Shelter

Adam knew how to use an axe. He cut down saplings and stripped the bark. The early hut was made of upright posts sunk into holes in the ground. Horizontal saplings were woven between. This was called the wattle. It was usual to use the Australian Acacia bush for the wattle because there was so much of it. After mixing mud, straw and clay- the ‘daub’ was smeared all over the wattle frame to keep out wind and rain.

Bark sheets peeled from trees, held down with poles became the roof. The floor was firmly packed earth, swept daily with a bundle of gum tree leaves or a plant that was called ‘broom’. It was the job of the children to collect broom so mother had a new broom when the old one fell apart. There were no windows at first – just an open doorway with a curtain of sacking. Light came from the fire and the sun. It wasn’t beautiful. But it was dry, warm, and it was their own place.



<http://romseyaustralia.com/houses.html>

Making Furniture

Mary was just as resourceful. With no shops nearby, she made chairs from logs, shelves from crates, and a table from planks of wood. She stitched curtains from sacks and made soap from ash and animal fat. Their bed was a mattress stuffed with grass and feathers. Every item had a purpose. Every scrap was saved.

A neighbour, also a former convict, gave them an iron pot. “She boils food faster,” he said, “and that helps when the firewood’s wet.” Together, these settlers created a culture of *‘use what you’ve got’*. Nothing was wasted. Broken tools were mended. Clothes were patched. When nails ran out, wooden pegs were used. When flour was low, they mixed it with ground corn.

Even the children helped. Six-year-old Lucy fed the chickens. Ten-year-old Tom carried water from the creek. And every night, just before bed, the family read from the Bible by candlelight.

Building Community

Over time, other families moved nearby. They helped each other raise barns, build fences, and dig wells. Saturday evenings were for shared meals and dances. Sundays were for worship – first under a tree, then in a slab hut they called a “meeting house.”

There was no paid preacher. Adam and others took turns reading aloud from the Scriptures. Mary taught the local children letters and numbers using chalk and bark.

As their community grew, they elected a local constable, organised deliveries of flour from Sydney, and started a co-op for trading goods. One family had sheep. Another had bees. One man made shoes. A young woman was learning to be a midwife. They formed not just a village, but a support system. Each person used their unique gifts for the good of all.

Challenges

It wasn't easy. There were bushfires, drought and floods. One year the crops failed, and they had to live on porridge and roasted yams. Once, bushrangers tried to steal their horses, and Adam stood guard with a shovel and dog.

But the greatest challenge was loneliness. Some days, Mary missed the company of her sisters. The children missed the fun of town life. But even in this, they found comfort in prayer, fellowship, and a shared purpose. There was no hope for them back in England, but here, they knew they were building more than huts and fences – they were building a home, building a way of life, and together with the other families they were building a culture of cooperation and gratitude.

Reflection

By the time Adam and Mary's children were grown, the settlement had a proper church, a schoolhouse, and a road to the next village. Their little hut had become a weatherboard cottage, and their grandson was teaching others to build stronger roofs.

All of it had started with faith, courage, and resourcefulness.

C) Narration

Parent/Tutor Says:

“Now I want you to tell the story back to me in your own words. Close your eyes and picture the scenes – what did the family build? What did Mary do in the home? What did the neighbours do to help each other? Start from the beginning and retell as much as you can remember.”

Encourage older students to include as much detail as possible. Gently prompt if they forget a part: “What kind of roof did they use?” “How did they make furniture?”

D) Reflective Thinking Questions (by Age Group)

Parent/Tutor Says:

“Let's take a moment to reflect. I'll ask a few questions based on your age and thinking level. Answer in full sentences.”

i) Youngest Students (Ages 5–6)

1. What kind of house did Adam and Mary live in?
2. What did they use to build it?
3. How did the family help each other?

ii) Middle Primary (Ages 7–9)

1. Why was it hard to build a home in the bush?
2. What are some things Mary did inside the home?
3. How did the community help one another?

iii) Upper Primary (Ages 10–12)

1. What made the pioneer lifestyle challenging yet meaningful?
 2. How did the settlers show resourcefulness in both home life and community life?
 3. What do you think God wants us to learn from the way they shared, worked, and prayed together?
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E) Activity Options (Choose 1 or 2)

Parent/Tutor Says:

“Let’s try one or two fun activities to help us understand how these early settlers used resourcefulness to build homes and communities.”

Option 1: Design or Build a Pioneer Hut

- Use paper, natural materials, cardboard, or modelling clay to build a miniature hut.
- Include a slab hut, animal pen, garden, and fireplace.
- Label each part and explain its purpose.
- [if you have already chose to do this activity in a previous lesson, you may either add buildings of a different style or purpose or gardens OR choose Option 2 or 3]

Option 2: Write a Diary Entry

- Pretend you are Mary or one of the children. Write a diary entry about building the hut, making something from scratch, or facing a hardship.
- Include a short Bible verse at the end (e.g., “God will supply all your needs”).

Option 3: Role-Play – “The Meeting House”

- Set up a pretend Sunday meeting using chairs or boxes.
 - Assign roles: Scripture reader, song leader, parent, child.
 - Read Hebrews 10:24–25 aloud and act out a short, respectful meeting.
-

F) Biblical Connection & Wrap-Up

Bible Verse:

1 Peter 4:10 – “Each of you should use whatever gift you have received to serve others...”

Parent/Tutor Says: “This verse reminds us that we all have something to offer. Mary offered her skills. Samuel offered his strength. The children helped in little ways. God gave them each different gifts, and they used them to build a new way of life.”

Discussion Prompt:

“What is one gift or talent that God has given you?

How can you use it this week to help your family or homeschool group?”

Optional Prayer:

“Dear God, thank You for giving us talents, energy, and ideas. Help us to use what we have wisely, just like the pioneers did. May we work together and serve others with joy. Amen.”

Lesson 2.2: Life Without Shops – Food, Clothes, and Tools

Unit: Australian Pioneer Lifestyle (Ages 5–12)

Character Trait Focus: *Resourcefulness* – using what you have to meet your needs and help others.

A) Introduction

Parent/Tutor Says:

“Today we’re going to imagine what life was like for pioneer families who didn’t have shops or stores nearby. There were no supermarkets, no hardware stores, and no delivery trucks. Everything had to be grown, made, or traded by hand. Life wasn’t easy, but the families were very resourceful. They used whatever they had to get through each day. As we listen to today’s story, think about all the ordinary things we often take for granted – and how early Australians survived without them.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. ”

Story: “No Store in Sight – Daily Survival in the Bush”

It was the middle of summer in the year 1834, and the sun beat down hard on the open plains near Bathurst. In a small homestead surrounded by gum trees and creaky fences, twelve-year-old **Eliza Thomas** stirred porridge over a smoky fire. The firewood crackled beneath the iron pot, and the smell of ash and oats filled the air.

“Eliza,” called her mother from the garden, “check the milk – don’t let it spoil in this heat!”

Eliza ran to the cool shed where a bucket of goat’s milk sat in a cloth-wrapped clay bowl. There was no fridge. The milk had to be kept out of the sun and used quickly. Every day required careful planning.

In this home, resourcefulness wasn’t optional – it was a way to survive, so it became a way of life.

Food from the Land

Eliza’s family didn’t go to the market for food – they were the market. Her father kept goats for milk, a few chickens for eggs, and a sow that had just birthed a litter of piglets. The family grew potatoes, onions, pumpkins, and cabbages in raised beds behind the house. The soil was rocky, so they had to build up some deep soil in boxes and mix ash and compost into it.

In winter, they hung meat in the smokehouse to preserve it. They dried apples, bottled plums in vinegar, and turned leftover milk into soft cheese. When there was a good harvest, they traded with neighbours: three jars of pickled onions for a dozen eggs; a bag of cornmeal for some honey.

Tea was precious and expensive. Sometimes they made herbal teas from eucalyptus leaves or lemon myrtle instead. Sugar was saved for birthdays and guests.



The children learned to fish with hand lines in the river and to shoot rabbits with slingshots. Eliza's older brother once snared a wild turkey, and it became a family feast.



One year, when the crop failed from drought, they ate bush yams and foraged for wild greens. Eliza remembered her father saying, "God didn't promise luxury – but He did give us the bush. We just have to know how to use it."

Clothing by Hand

Eliza's dress had been made by her mother from homespun wool dyed with onion skins. Her undergarments were made from flour sacks that had been carefully washed and stitched. Shoes were a luxury – her everyday pair were second-hand boots from a travelling tanner, patched three times already.

New clothes were only made when absolutely necessary. A single dress might last years, being let out or re-hemmed as the child grew. Girls learned early how to thread a needle and mend their stockings. Boys patched trousers and re-laced boots.



Wool came from their own sheep. After shearing, the wool had to be washed, carded, spun, and then dyed. Weaving was slow work, but the results were warm and durable. When thread ran out, they unravelled worn clothes to reuse the fibres.

Buttons were carved from bone. Lace was crocheted. Belts were braided from horsehair or leather.

"It's not about fashion," her mother often said. "It's about function."

Making and Mending Tools

The family's tools were their greatest treasures. They had an axe, a spade, a hoe, and a rusty saw. There was a small anvil and hammer for repairs, a few files, and some homemade nails.

When tools broke, they were fixed. If a wooden handle snapped, a new one was carved from river gum. If a blade dulled, it was sharpened on a stone. Bartering for tools or metal parts was common, and sometimes they travelled to the nearest town once a season to buy essentials.

When there were no candles, Eliza made fat lamps – melted animal fat poured into a tin with a rag wick. She also helped her mother make soap from leftover lye and ash. It was rough, but it worked.

One time, a storm blew off half the roof. With no nails left, her father used wooden pegs, strips of rawhide, and vines to lash the bark back into place. “You’d be surprised,” he said, “how much you can do when you’ve got no choice.”



Trading, Creativity, and Community

While money was rare, bartering and trading happened constantly. If someone had lemons, they might trade for firewood or seeds. If a travelling tinsmith visited, families queued with broken pots.

Resourcefulness was everywhere. Old clothes became quilts or dolls. Empty tins became candle holders. A broken chair was reimagined as a stool.

Every family did their part. Women swapped patterns and herbal recipes. Men and young teenagers helped with building fences or cutting timber. Older teenagers worked with neighbours during shearing season. No one had everything, but together they had enough.

They even held weekly gatherings. Eliza’s family rode to the nearest farmhouse every Sunday afternoon for worship, music, and sharing. Psalm 104 was one of their favourites: “He makes grass grow for the cattle and plants for man to cultivate, bringing forth food from the earth.”



From milking goats to mending boots, from boiling soap to sewing quilts, every task required time, patience, and resourcefulness. These early Australian pioneers didn’t wait for help – they became the help. They didn’t waste what they had – they used it wisely. They weren’t helpless – they were hopeful.

Eliza’s family never saw themselves as poor. They saw themselves as blessed. They had each other. They had faith. And they had the skills to survive in a world without shops.

C) Narration

Parent/Tutor Says:

“Now it’s time for you to retell the story. Close your eyes and picture what Eliza’s family did each day. Try to remember how they found food, made clothes, and fixed things. Tell me everything you can remember about their life in the bush and how they used *resourcefulness*.”

D) Reflective Thinking Questions

Parent/Tutor Says:

“Let’s think more deeply about what we learned. I’ll ask questions based on your age group.”

i) Youngest Students (Ages 5–6)

1. What animals did Eliza’s family keep for food?
2. How did they make clothes without going to a shop?
3. What did Eliza’s dad use when he had no nails?

ii) Middle Primary (Ages 7–9)

1. What are some ways Eliza’s family saved or reused things?
2. How did the family keep food from spoiling?
3. What do you think it means to be “resourceful”?

iii) Upper Primary (Ages 10–12)

1. How did bartering help pioneer communities survive?
 2. What does Eliza’s father mean when he said, “God didn’t promise luxury – but He gave us the bush”?
 3. What lessons can we learn from this family about gratitude and relying on God?
-

E) Activity Options (Choose 1 or 2)

Parent/Tutor Says:

“Let’s do something creative to help you understand how Eliza’s family lived without shops. Choose one or two of the following activities.”

Option 1: Make or Mend Something

- Sew a button or patch a tear in some old fabric.
- Try weaving a mat using paper or string.
- Make a fat lamp with adult help or draw how one might look.

Option 2: Pioneer Pantry Challenge

- Cook a simple meal using just a few ingredients (e.g., flour, water, salt).
- Make a food barter chart – what would you trade if there were no shops?
- Brew a simple tea from herbs or lemon.

Option 3: Illustrated Diary Entry

- Pretend to be Eliza and write a diary entry about your day.
- Include sketches of something you cooked, mended, or bartered.
- End with a sentence of thankfulness to God.

F) Biblical Connection & Wrap-up

Bible Verse:

Philippians 4:12–13 – “I know what it is to be in need, and I know what it is to have plenty... I can do all this through Him who gives me strength.”

Parent/Tutor Says:

“Eliza’s family didn’t have much, but they didn’t give up. They worked hard, shared with others, and trusted God to help them. Paul reminds us that whether we have little or much, we can be strong with God’s help.”

Reflection Prompt:

“Can you think of a time when you didn’t have something you wanted but found a way to make it work anyway? How did that make you feel?”

Optional Prayer:

“Dear God, thank You for everything You’ve given us – food, shelter, family, and creativity. Help us to use what we have wisely, and to help others who have less. Teach us to be content and resourceful. Amen.”

Lesson 2.3: The Role of Women and Children in a Pioneer Household

Unit: Australian Pioneer Lifestyle (Ages 5–12)

Character Trait Focus: *Resourcefulness* – faithfully managing the small things with strength and care.

A) Introduction

Parent/Tutor Says:

“Today we’re going to learn about the important roles that women and children had in early Australian pioneer homes. The men worked hard outside, but the women and children did just as much to keep the family alive and strong. They worked from early in the morning until after dark – cooking, cleaning, sewing, gardening, teaching, and more. They didn’t waste anything, and they always looked for clever ways to make things work with what they had. As you listen to the story, think about how their *resourcefulness* and love made the home a place of peace and strength.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. ”

Story: "*Holding the Home Together – The Hidden Strength of Pioneer Women and Children*"

In the early days of the colony, before roads connected towns and railways stretched across the land, a small homestead stood alone on the edge of the bush near Yass (which is 280km south-west of Sydney – find it on a map). It was home to the **McLeod family** – Patrick, his wife **Sarah**, and their five children.

Patrick spent most of his time outside – chopping wood, tending sheep, building fences, and making repairs. But the heart of the household was inside their slab hut, where Sarah and the children worked faithfully every single day.

Sarah wasn’t just a mother. She was a cook, gardener, tailor (sewing clothes), doctor, teacher, and manager. And in every role, she needed to be *resourceful*.

The Daily Rhythm

Each day began before sunrise.

Sarah lit the fire and set a pot of porridge over the coals.

Emma (13) was tasked with stirring the porridge and making sure it didn't burn.

At the same time, she was to keep the kettle on the boil for their early morning cuppa. Meanwhile, Sarah milked the goats, separated the cream to make butter while young **Abigail (4)** fed the chickens. Now there would be milk and eggs and later butter! **Meg (10)**, swept the floor and gathered kindling. The boys, **Jack (11)** and **Sam (8)**, brought in water and checked the traps for rabbits.



After breakfast, Sarah made bread and hung washing on the fence.

Most of their clothes were sewn by hand using old flour sacks or wool she had spun herself. Each child had just two changes of clothing, and Sarah patched them carefully so they would last through the seasons.



By midday, Sarah was teaching the children how to read using the family Bible. They didn't have a school building nearby, so learning happened at home – between chores. She used chalk and bark slabs as a writing board, and Emma often helped the younger ones practise their letters.



Sarah also had a **herb garden**, where she grew thyme, mint, wormwood, and chamomile. These were used to make teas or healing salves. When one of the children was sick, she would use her own remedies, carefully passed down from her mother and grandmother.

When a neighbour's baby became ill, Sarah didn't hesitate. She walked three kilometres through the bush with a knitted blanket, a jar of goat's milk, and eucalyptus oil. "God gave us hands to serve," she said to Meg, who walked beside her. "If we're able to help, we must."

The Work of Children

Pioneer children weren't idle. From the time they were little, they had jobs to do. They fed animals, planted vegetables, collected firewood, fetched water, helped mend clothes, and kept watch for danger.

They were also taught to be observant and brave. Once, Jack noticed smoke behind a hill and ran to warn his father just in time to stop a bushfire from reaching the house. Another time, Emma delivered fresh bread to a widow who had no food and ended up helping her dig a trench to keep rainwater from flooding her hut.

There was time for laughter, too. The children played games made from carved wood and scraps of string. They raced barefoot along the fence lines and sang hymns together on Sundays.

Quiet Acts of Strength

Sarah rarely sat still. At night, when the children were asleep, she would sew by candlelight – mending socks or stitching a new shirt from old grain sacks. Every scrap of cloth, every button and every thread was precious. A broken comb became a clothes peg. A bent spoon became a hook for a hat or jacket.



Because she found strength in her faith and peace in her Bible, she didn't find reason to complain about all the hard work. Her favourite verse was from Proverbs 31: "She watches over the affairs of her household and does not eat the bread of idleness."

Patrick often said, "Without her, this house would fall apart."

A Visit from the Minister

One spring day, a travelling minister came to their settlement. After preaching in a neighbour's barn, he stayed at the McLeod's hut for the night. He watched Sarah comfort a child with a fever, heard Emma recite Scripture, and saw how the children helped each other with joy.

That night he said, "I've visited many churches – but this home, this is the Church in action."

Legacy

When Sarah grew older and her daughters became mothers, they passed on her skills. Her story was not unique – it was repeated across the colonies. Women and children who built up homes with prayer, hard work, creativity, and love.

They might not have built the town halls or fought the bushfires – but they built something greater: homes full of faith, warmth, and *resourcefulness*.

C) Narration

Parent/Tutor Says:

"Now I'd like you to tell the story back in your own words. Try to remember how Sarah and her children worked around the house and in the garden. What were their jobs? What kind of clever things did they do to help the family? What do you think made their home special?"

D) Reflective Thinking Questions

Parent/Tutor Says:

"Now let's think a little deeper about what we learned. I'll ask some questions based on your age."

i) Youngest Students (Ages 5–6)

1. What jobs did the children in the story do?
2. What did Sarah do to help her family?
3. Why do you think the McLeod family loved each other?

ii) Middle Primary (Ages 7–9)

1. Why was Sarah considered the ‘heart of the home’?
2. What were some of the clever things she made or fixed?
3. What does it mean that their home was “the Church in action”?

iii) Upper Primary (Ages 10–12)

1. Why were women and children so important to the success of pioneer life?
 2. How does Proverbs 31 describe someone like Sarah?
 3. In what ways can we show faithfulness and resourcefulness in small everyday tasks?
-

E) Activity Options (Choose 1 or 2)

Parent/Tutor Says:

“Let’s explore what we learned by doing a hands-on or creative activity.”

Option 1: Proverbs 31 Poster or Booklet

- Choose 5–7 verses from Proverbs 31:10–31 that fit Sarah’s life.
- Create a decorated poster or mini-book.
- Draw pictures or write short descriptions of how pioneer women lived out these verses.

Option 2: Family Chore Chart – Then & Now

- Make a chart showing jobs for each McLeod family member.
- Then make a chart showing what your family does today.
- Compare the two and talk about where you could help more.

Option 3: Skit – “A Day in a Pioneer Home”

- Act out scenes like milking goats, sweeping, teaching reading, or helping a neighbour.
 - Use props like baskets or tea towels.
 - End the skit with a family prayer or Bible verse.
-

F) Biblical Connection & Wrap-Up

Bible Verse:

Proverbs 31:27 – “She watches over the affairs of her household and does not eat the bread of idleness.”

Parent/Tutor Says:

“Sarah’s life wasn’t easy – but it was full of meaning. She showed that you don’t need to be rich or famous to serve God. You can honour Him by doing small things well – cooking, cleaning, caring, teaching, sharing.”

Reflection Prompt:

“What is one small thing you could do this week to serve your family with joy – just like Sarah did?”

Optional Prayer:

“Dear Lord, thank You for people like Sarah who show us how to serve with love and strength. Help us to be resourceful and faithful in our chores, our words, and our relationships. May our homes be filled with peace and kindness. Amen.”

Extra Reading: A Modern Pioneering Story

LITTLE SHED ON THE CREEK FLATS

(By Karen McNeice: a homeschooling mother with five children in 1997)

It's one o'clock in the morning. The incessant humming of mosquitoes fills the air. I'm flashing our torch around our room searching for the culprits that have succeeded in making sleep impossible. I'm wondering how we'll survive a steamy summer with even more of these unwelcome visitors. There must be a sign on this net... "ALL YOU CAN EAT SMORGASBOARD!"

My husband sleeps, blissfully unaware of the mozzie massacre that is about to take place. But as the battle begins, he sleepily joins in. Well, "It's them or us!" What started as frustration ended in riotous pandemonium as the children joined in the battle. We laughed till our sides ached. But the humour so lifted our hearts that it was like balm in what had become a difficult stretch of our journey as a family.

Three months ago, as a response to our desire to escape the snare of debt, we moved from a 'well appointed, well positioned' home to what could be described as a 'bare cave' (a 'bear' could live here in comfort, too). This 6 metre by 12 metre corrugated iron shed has become our home. There are few of the usual comforts: no toilet that flushes (we have an outhouse dunny), no stove, kitchen, bathroom, bedrooms or running water (we carry our water from a rainwater tank to supply kitchen water). We were told the previous tenants had even less conveniences bless 'em! In all these circumstances, we are learning to be resourceful.

To make the load easier to bear, I decided as part of our home-study program to study the resourcefulness of our early pioneers. One characteristic of this period of history was 'making do'. I find it helps to read stories of how others overcame hard situations. Our grandmothers learnt to make do in harsh circumstances. For example, if all your farm had was cauliflowers, well you learnt to cook cauliflowers in a variety of ways and learnt to be grateful. Early pioneers in Australia developed a multiplicity of ways to eat mutton and damper.

Our life is much less difficult than the pioneers, but we could relate to many aspects of their lives: We all sleep in one area of the shed which is pretty cosy to say the least! Cupboards are placed in strategic spots to give privacy to dress. We 'de-junk' regularly to reduce storage needs. Each person has one small chest of drawers for basic clothing, and we share the two cupboards for hanging clothes. A doll house serves as shoe shelves.

Some days I get discouraged. On one such day we were to inspect some carpet that we had been offered before deciding to bring it home. Amongst the rolls, a familiar pattern caught my eye; discouragement faded as I realised that God had a special present for me - a pure wool Persian-style rug in tones that would perfectly match our home. (One of my home-making dreams was to have a Persian style rug.) When placed in the 'lounge', our 'bear cave' transformed into a 'home'!

Without running water, we have to carry the water from the rain-water tank to wherever we need it. Our oldest son does most of the carrying when my husband is not here. But one day when both were out (realising that the Proverbs woman makes her arms strong for the tasks she has to do) I worked out that, with a little

teamwork at the toughest part (the stairs), I could carry the 25 litre container myself!

Like pioneers, we bathe in large, galvanised tubs in water heated by a 60 year old 'copper'. Jason, our eldest, built us a 'camp shower'. He used a 10 litre paint tin, nailed a number of holes in the base and strung it up to a pulley, so that we could lower it to fill and raise it to shower. He also spent a day building an enclosure around the shower for privacy. We now have a splendid 3 - 5 minute shower with a 'skylight' second to none!

Each season has its own challenges. Summer days here reach 38 degrees Celsius (or 100F) with present temperatures being a scorching 42°C (108F)! This has also been a true wet season, so far. When it rains, our bathroom and yard becomes awash with mud. We almost have to wear gumboots in the shower. One strategy with the heat is to get up early and finish major chores early. We fill our basins with tank water to stay cool and spend the day reading to each other under the house, join puzzles, finish our models of pioneer homes, do math and grammar and phonics, while the little ones play with rocks, until the sun sinks.

Sometimes we have had to choose to consider it all joy whenever we face these trials even if they are in the form of snakes in your bedroom and kitchen (we've had two in the shed so far)! The work is hard and continuous, but we have to keep in mind the 'BIG PICTURE': We want to be free of debt and to invest in our own land to pass down to our children. One of Bruce's tactics to keep us motivated is to reward with short-term goals that will also build towards our future: a sewing machine for example, tools, gumboots for all.

We plan to make the most out of our 'making do' by learning skills which will help us be less reliant on regular means of supply; soap-making, candle-making, bread-making in an outdoor clay and steel-drum-oven (which cooks 14 loaves in one sitting), preserving fruit and vegetables, quilt-making, woodworking and whatever else we can fit in.

A major benefit of this lifestyle of resourcefulness is that it banishes grumbling and ungratefulness - it's the practical outworking of faith with thankfulness of heart. It's commonplace to focus on what you don't have instead of learning to be content with what you have ("*Godliness -with contentment is great gain!*"). To relax, the children sit beside the creek, pick mulberries in season, walk in the field, collect firewood, tend the garden, ride bikes, read books, chop wood, fix things, sew, invent helpful gadgets to make life easier, play with Lego and Duplo, write letters, etc.

Though not minute by minute, the peace in our home is increasing as the Prince of Peace is permitted to reign, and as we trust Him and cultivate faithfulness through simple acts of 'making do'.

Oh! That's right! We solved the mozzie problem! Jason put up some old mozzie nets at the door and window of one end of the shed, while Joanna placed lace pieces over the other window at the other end of the shed. We also spray above and below the beds and paint ourselves with 'skin-sensitive' Aerogard. Voila! No more midnight battles!

Blissful sleep mmmm.....

TOPIC

3

THE CURRENCY KIDS

Lesson 3.1: Currency Kids – Children of the Colony

Unit: Native-born Australians (Ages 5–12)

Character Trait Focus: *Resourcefulness* – being practical, creative, and brave with what you have.

A) Introduction

Parent/Tutor Says:

"Now that we've learned about the lives of the early settlers and pioneers, we're going to explore something new – what life was like for the children born in the colony. These children were often called 'currency kids', a nickname that meant they were locally made – like colonial currency – rather than 'sterling', or born in Britain. Today's lesson is about how these children lived, played, worked, and began to form a new Australian identity. As you listen, notice the ways they showed resourcefulness, creativity, and bush smarts."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember."

Story: "Born in the Bush – The Rise of the Currency Kids"

In the early spring of 1842, the Jacobson family welcomed their sixth child, William, into the world. He was born in a small stone cottage on the outskirts of Windsor, New South Wales, where the red dirt met tall gum trees and the calls of magpies filled the morning air. Unlike his parents – both of whom had arrived in Australia on convict ships – William was born free. He had never seen the old cities of England for he was a true Australian bush child.



People like William were called "currency kids." The story goes that when the colony was first set-up, there was no plan to have any money printed because it was a prison. But as the colony became a well-planned little town, it attracted free settlers. This means that businesses and trade

can start. That needs money- coins and notes. Money is called ‘currency’. At that time, Spanish coins were used all over the world for trade, so the British government shipped a load of these coins to the colony.

The governor at the time (Lachlan Macquarie) decided that the colony needed its own currency. These Spanish coins had a hole punched through the centre became known as ‘holey dollars’ and the ‘core’ or ‘dump’ piece as a second smaller coin. Unfortunately, British settlers saw these coins as second-hand rubbish. They preferred the British ‘sterling’. So emerged the snobby idea that the English born were the ‘sterling’ or more true citizens of the British empire and the Australian born were second-hand ‘currency’ rubbish. Over time, the currency kids accepted the name and wore it with pride. They were said to be taller, tougher, more practical, and more in tune with their new land than the British born and everyone wanted them as their workers. They didn’t speak with polished British accents. They didn’t wear suits and shiny shoes. But they could catch a fish, climb a tree, and fix a fence before breakfast.

Bush Life and Play

William and his siblings grew up without toys from shops. Their playground was the Australian bush, full of rocks, gullies, and creatures. They made slingshots from tree branches, played hide-and-seek in tall grass, and rolled hoop rims down dusty hills. One of their favourite games was “billy-goat tag,” where the children pretended to be wild goats running up and down the gully.

They used anything they could find to make something fun. A flat rock became a plate. A scrap of tin became a mirror. A broken cartwheel became the frame for a puppet theatre. “We’ve got sky, dirt, and imagination,” said William’s older sister Lizzie. “We don’t need toys!”

Even the way they dressed showed their independence. William wore hand-me-down trousers that had been patched three times, and a wide-brimmed bush hat made from rabbit pelts. His boots were scuffed and loose, and most of the time, he preferred to go barefoot anyway.

Learning by Doing

Some currency kids went to bush schools. William attended a one-room hut with a bark roof, where all the students – ages five to fifteen – sat on wooden benches. Their teacher, Mr Thomas, taught reading, writing, and Scripture using chalk and slate boards. There were no printed books, so children copied verses from the Bible or wrote simple stories on scraps of paper or bark, or they used a slate board to write on with chalk.



“Your mind is like a garden,” Mr Thomas often said. “You must water it with reading and pull out the weeds of laziness.”

But not all learning came from school. In fact, most of William’s education happened outdoors. He learned to read animal tracks, tie knots, build traps, and spot wild food like bush yams and quandongs. His father taught him how to mend fences and sharpen tools, while his mother showed Lizzie how to sew, make butter, and boil herbs for medicine.

William’s family also learned from friendly Aboriginal neighbours. One tracker named Nara showed William how to listen to the birds to tell where a person had walked. “The land speaks,” Nara said. “You just need to be still enough to hear it.”

Chores and Challenges

Currency kids weren’t just playing or learning all day. They were expected to work – and work hard. William helped milk the goat, fetched water from the creek, and chopped firewood. Lizzie swept the house,

fed the chickens, and mended torn clothes. On the weekends, the whole family worked together in the vegetable garden.

Sometimes things went wrong. There were floods and bushfires, failed crops and broken tools. One year, a long drought dried up the family's dam. While the adults tried to think of a plan, William and his older brother Sam made a hand pump from hollow reeds, animal hide, and a crank they shaped from bent iron. It was slow, but it saved their vegetable patch.

"No tools? No problem," said Sam. "We've got hands and brains."

A New Kind of Australian

Currency kids began to develop their own way of talking and thinking. They used slang like "bushie," "mate," and "no worries." They were known for being bold, funny, and not too fussed about fancy manners. They weren't rude – but they were relaxed.

They weren't afraid to question unfair rules. "That doesn't sound right," William once said when a new law seemed to treat poor families harshly. "We should all have a fair go."

Church was important to many families, and most children memorised Bible verses from a young age. William's family often prayed together at night, thanking God for the land, for their work, and for each other.

One Sunday, the local pastor gave a sermon on Jeremiah 29:7 – "Seek the peace and prosperity of the place where you are." He pointed at the children sitting in the front row and said, "You are the builders of this land – not just with your hands, but with your hearts."

That day, William decided he didn't want to be like the people in England who had left behind a broken system. He wanted to build something better. Something fair. Something strong.

The Future Begins with Them

By the time William was twelve, he could shear a sheep, tell a storm by the clouds, and build a simple shelter. Lizzie could cook a meal from scratch; help deliver a calf and teach her younger siblings their letters. She could also start a cooking fire, chop wood, and help with the fencing when it was needed. And it was always needed. They were still children – but they carried the heart of the colony in their actions.

Currency kids were not just children of convicts. They were the first generation truly shaped by the bush – the first to grow up knowing no other home but Australia.

They were the beginning of something new.

C) Narration

Parent/Tutor Says:

"Now it's your turn. Tell me the story in your own words. What was life like for currency kids? What made them different from the children born in England? What did they do that showed creativity and courage?"

(Allow your child to speak freely without interrupting. If they miss something key, prompt them gently: "What did William and his brother make when the dam dried up?" or "What did Lizzie say about needing toys?")

D) Reflective Thinking Questions

Parent/Tutor Says:

“Now let’s think a little deeper about what we’ve learned today. I’ll ask you questions based on your age group.”

i) Youngest Students (Ages 5–6)

1. Who were currency kids?
2. What games did they play outside?
3. What jobs did they help with at home?

ii) Middle Primary (Ages 7–9)

1. Why did people start to respect the currency kids?
2. What made their learning and working different from English children?
3. How did they show resourcefulness when there were problems?

iii) Upper Primary (Ages 10–12)

1. How did the lives of currency kids help form a new Australian identity?
2. What role did faith and Scripture play in their lives?
3. What can you learn from their attitude to hard work and invention?

E) Activity Options

Parent/Tutor Says:

“Let’s explore what we learned by doing a fun activity together. You can choose one of these, or we can do more than one if you like. I’ll help guide you through it step by step.”

Option 1: Create a “Currency Kid” Character Card

Parent/Tutor Instructions:

1. **Say:** “Let’s imagine a children like William or Lizzie who lived in colonial Australia. We’re going to create a character card about their life, showing what made them special.”
2. **Provide Materials:** Give your child a blank piece of paper or card. You can fold it in half like a book or use it like a poster. Provide coloured pencils, crayons, or markers.
3. **Say:** “At the top of the card, write the name of your character. You can make up a name like ‘Jacky Smith’ or ‘Sarah Jones’.”
4. **Guide Writing Sections:**
 - **Age:** “Write how old they are.”
 - **Family Background:** “Write who their parents are and whether they were born in the colony or came on ships.”

- **Chores:** “List the kinds of jobs this child does to help the family.”
- **Favourite Bush Activity:** “What do they love to do in the bush? Climb? Fish? Make things?”
- **Resourceful Invention:** “What have they made from what they found around them? A toy, a trap, a tool?”
- **Motto or Saying:** “What’s a sentence that shows their attitude? Something like ‘No worries, I’ll fix it!’ or ‘Bush kids can do anything.’”

5. **Draw or Decorate:** Let your child add a drawing of the character, their home, or a bush setting.

Say when finished:

“Well done! You’ve created your own currency kid. This helps us understand what life was like for children growing up in early Australia.”

Option 2: Bush Invention Challenge

Parent/Tutor Instructions:

1. **Say:** “Currency kids often had to make things themselves using bush materials or scraps. We’re going to do the same. Let’s create a small tool or toy using only recycled or natural items.”
2. **Help Your Child Collect Materials:** Gather sticks, leaves, bark, bottle caps, twine, cardboard, cloth scraps, rubber bands, pegs – whatever you have on hand.
3. **Say:** “Now, think of something useful or fun to make. It could be a toy like a slingshot, a scoop for water, a bark boat, or a pretend spinning top.”
4. **Guide the Construction:**
 - Talk about what the object is meant to do.
 - Ask: “How could we make this stronger? How might William have made this in the bush?”
 - Help with safe cutting or tying if needed.
5. **Label the Invention:**
 - Write the name of the item, what it’s used for, and what materials it’s made from.
 - Ask your child to describe how it shows *resourcefulness*.

Say when finished:

“That’s wonderful! You’ve just made something without using a shop – just like the currency kids did.”

Option 3: Journal Entry – A Day in the Life

Parent/Tutor Instructions:

1. **Say:** “Let’s pretend you are a currency kid like William or Lizzie. We’re going to write a short diary entry about one day in your life.”
2. **Help Begin Writing:**
 - Say: “Start with the words ‘Dear Journal,’ or ‘Today was a very busy day...’”
3. **Prompt with Questions:**
 - “What chores did you do today?”
 - “What games did you play?”
 - “Did something go wrong? How did you fix it?”
 - “What did you eat? What did your house look like?”
 - “Was there a Bible verse that gave you strength or hope?”

4. **Encourage Reflection:** Help your child finish with a prayer or thankful thought.
- Example: “Dear God, thank You for helping me help my family. Please keep us safe and strong. Amen.”

Say when finished:

“You’ve just written from the heart of a currency kid. What a great way to walk in their shoes for a day!”

F) Biblical Connection & Wrap-up

Bible Verse: *Jeremiah 29:7* – “Seek the peace and prosperity of the city to which I have carried you...”

Parent/Tutor Says:

“Currency kids didn’t wait for perfect circumstances – they used what they had and made the colony stronger. They were young, but they worked hard, helped others, and became leaders.”

Reflection Prompt:

“What can you do this week to be a blessing in your home or community?”

Optional Prayer:

“Dear God, thank You for helping us grow strong wherever we are. Help us to be creative, brave, and kind like the currency kids. Show us how to use what we have to help others. Amen.”

Lesson 3.2: Bush Schools and Games

Unit: Native-born Australians (Ages 5–12)

Character Trait Focus: *Resourcefulness* – making the most of what you have and learning in creative ways.

A) Introduction

Parent/Tutor Says:

"Last time we learned about the lives of currency kids – those born in the colony of Australia. In today's lesson, we'll look at how they learned and played. While some children in cities had access to proper schools, many bush children learned in simple slab huts or even at home. With limited supplies, few books, and no internet, children and their parents had to be incredibly resourceful in both learning and leisure. As you listen to the story, think about how children made do without shops or school supplies and still found joy in their learning."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok?"

Story: "*Learning in the Scrub – Schools and Games in the Bush*"

On a frosty morning in 1851, ten-year-old James Walker pulled on his rough woollen jumper and picked up a crust of damper from the kitchen bench. "Ready!" he called to his mother, who waved from the garden. He stepped out into the misty morning, his boots crunching over dry twigs, and started the long walk to school.

School was two miles away, past the creek and through scrubby bushland. It wasn't a fancy brick building like schools in Sydney. James's school was a slab hut – just one room made of rough timber and a roof of bark. The floor was packed dirt, the windows had wooden shutters, and there was a small fireplace at one end where the teacher sometimes made porridge in the winter.

Inside, there were benches for about twenty children, though sometimes thirty came. There were no desks, no lights, and no bell. When the teacher wanted to call the children inside to start their classes, she banged a piece of metal onto a triangle of metal. Then called out, "Come in, children!"

The teacher, Miss Pratt, was young and kind. She had travelled from England and lived in a small room behind the school with a cat and a collection of old schoolbooks. Every morning, she began the day with Scripture. The children stood and recited a verse from memory – today it was Psalm 119:105: "Thy word is a lamp unto my feet, and a light unto my path."



Then came copywork on slate boards using chalk or charcoal. There were no pens or pencils, just what could be found or borrowed. Some children wrote with sticks in the dirt if their slates broke.

“James,” said Miss Pratt, “your writing is neat today.”

“Thank you, Miss. I copied it from the hymn book like you said.”

There was reading, spelling, arithmetic, and sometimes geography using a hand-drawn map. James liked history best – especially the stories of explorers. Miss Pratt told the class, “Books are few, but your eyes are sharp. If you can observe the world around you, you will never stop learning.”

Some children didn’t come every day. They were needed at home for chores or were too far away. Others, like James’s younger sisters, learned at home. Their mother taught them the alphabet using grain sacks and counted seed potatoes for maths practice.

Learning in the bush was slow, but it was steady. Children learned by watching, copying, trying, and asking. They memorised Scripture, copied proverbs, and sang hymns with rhymes that helped them remember spelling.

When lessons ended, the children rushed outside. The bush became their playground. They played hide-and-seek behind tree stumps, built little cubbie-houses from sticks and bark, and had “bush cricket” with a stick bat and a gum-nut ball. One child brought marbles made from clay. Another brought knucklebones. Skipping rope was always fun. Ropes were twisted from plaited wool and horsehair or plant fibres.

James’s favourite game was “track and trace.” One child would run ahead, leaving signs – broken twigs, marks in the dust, or tied leaves – and the others would follow like trackers. They learned to move quietly, to read nature, and to think fast.

One rainy afternoon, Miss Pratt surprised them with a “nature-walk lesson.” She took the class to the edge of the creek and asked, “What do you see?”

James wrote:

- Ants building a tunnel
- Water swirling around rocks
- A bird catching insects
- Raindrops making rings in the water
- A lizard hiding under a log

Miss Pratt nodded. “And what can each of these teach us?”

The children answered:

- “The ants show teamwork.”
- “The water shows patience.”
- “The bird is clever and quick.”
- “The rain reminds us of God’s goodness.”
- “The lizard shows how to stay safe.”

Not all learning came from school. James’s father taught him how to sharpen tools. His mother showed him how to read recipes and boil soap. His grandmother told stories about when the colony was young. And sometimes, an Aboriginal neighbour named Booran would point out bush tucker, saying, “Look with your nose as well as your eyes.”

Even play had purpose. The children didn't waste what they had. Broken toys became parts for new ones. Leftover string became a fishing line. When James's kite tore, he patched it with paper from a sugar sack.

They may not have been very rich in money, yet they were very rich in knowledge.

At night, James would lie on his straw mattress and whisper prayers he had learned in school. "Thank you, Lord, for our bush, our food, our teacher, and the stars above."

Learning in the bush was not easy. But it was full of wonder, imagination, and the kind of wisdom that grows from using your eyes, hands, and heart together.

C) Narration

Parent/Tutor Says:

"Now it's your turn. Can you tell me everything you remember from the story? What was school like for James? How did the children learn? What did they do when they played? Try to explain as much as you can in your own words."

(Give time for your child to speak freely. Prompt them gently if they forget a part: "What did Miss Pratt do with the children by the creek?" or "What kind of games did they play in the bush?")

D) Reflective Thinking Questions

Parent/Tutor Says:

"Let's think more about what we've learned. I'll ask questions based on your age group."

i) Youngest Students (Ages 5–6)

1. What kind of school did James go to?
2. What did the children write with?
3. What games did they play in the bush?

ii) Middle Primary (Ages 7–9)

1. How was learning in the bush different from learning today?
2. What did Miss Pratt mean when she said 'The best learning starts with seeing'?
3. How did children use what they had to make learning and play fun?

iii) Upper Primary (Ages 10–12)

1. Why do you think bush kids had to be so resourceful?
 2. How did nature become a teacher in their lives?
 3. How can you practise resourcefulness in your own schoolwork or playtime?
-

E) Activity

Parent/Tutor Says:

“Let’s explore this lesson by doing something hands-on. You can choose one of the following activities – or we can do more than one.”

Option 1: Create Your Own Bush School Lesson Plan

Instructions for the Parent/Tutor:

1. **Say:** “You’re going to pretend to be a bush teacher like Miss Pratt. Let’s make a simple plan for three lessons you could teach using only bush or home items.”
 2. **Provide a sheet of paper** and help them divide it into three sections with the titles: **Scripture**, **Maths**, and **Nature Learning**.
 3. **Say:** “Now think – what would you use to teach each subject?” Help brainstorm ideas:
 - For **Scripture**: “Maybe we copy a Bible verse into the dirt with a stick or write it on bark.”
 - For **Maths**: “We could count rocks or divide leaves into groups.”
 - For **Nature Learning**: “We can look at ants, clouds, or birds and talk about what we notice.”
 4. **Encourage Drawing and Writing:** Ask your child to draw a picture for each lesson idea or write a few words explaining what they'd teach.
 5. **Say when finished:** “Great job! That’s exactly the kind of thinking Miss Pratt encouraged.”
-

Option 2: Invent a Bush Game

Instructions for the Parent/Tutor:

1. **Say:** “You’re going to invent a fun game using only things found outside or around the house, just like bush kids did.”
 2. **Go outside** or gather materials like sticks, stones, string, leaves, bottle caps, or paper.
 3. **Guide the process:** Ask your child:
 - “What’s the goal of your game?”
 - “What are the rules?”
 - “What do you need to make it work?”
 4. **Help them test the game:** Try playing it together.
 5. **Optional:** Have them draw the game on paper and give it a name (e.g. “Gum Nut Toss” or “Shadow Chase”).
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Option 3: Bush Nature Journal

Instructions for the Parent/Tutor:

1. **Say:** “Let’s go outside and observe nature like the children in the story.”
2. Bring a notebook or drawing paper. Sit in a quiet spot in the yard, park, or garden.
3. **Say:** “Look closely around you. What do you see, hear, smell, or feel?”

4. **Prompt them to record:** List or draw five things they notice (e.g. ant trail, feather, cloud, flower, birdsong).
 5. **Reflection:** Ask, “What could each of these things teach us about God or life?” Help them write or draw their answers.
-

F) Biblical Connection & Wrap-up

Bible Verse: *Psalm 19:1–2* – “The heavens declare the glory of God; the skies proclaim the work of His hands. Day after day they pour forth speech; night after night they reveal knowledge.”

Parent/Tutor Says:

“In bush schools and outdoor lessons, children learned not just from books, but from God's creation. They developed attentiveness, curiosity, and faith – all without modern tools. When we slow down and observe, we see that God is always teaching us.”

Reflection Prompt:

“What can you learn from the natural world today – about yourself, others, or God?”

Optional Prayer:

“Dear God, thank You for Your beautiful creation. Help me to slow down, watch carefully, and learn from the world You’ve made. Give me a heart that’s thankful and eyes that are always ready to see Your glory. Amen.”

Lesson 3.3: Friendship and Cooperation with Aboriginal People

Unit: Native-born Australians (Ages 5–12)

Character Trait Focus: *Resourcefulness* – building friendship, trust, and learning from others using what you have.

A) Introduction

Parent/Tutor Says:

"Many stories about early Australia talk about disagreements between settlers and Aboriginal people – but today's lesson is different. It's a story of friendship between two children who came from different worlds. One grew up in a settler family, and the other grew up learning from the land. Together, they shared what they knew, helped each other, and learned to see the world in a new way. As I read, listen for the ways they showed humility, kindness, and resourcefulness."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok?"

Story: "Tracks in the Sand – A Friendship Between Worlds"

In the warm days of late summer in 1857, ten-year-old Sarah Morrison was walking along the edge of her family's station near the Macquarie Marshes. She carried a small woven basket, collecting wildflowers to surprise her mother for her birthday. The sky was blue, the sun was high, and the bush was full of colour – tiny yellow wattle, pink bottlebrush, and purple pea flowers.

Sarah wandered happily, picking flowers and humming. But when she looked up, she realised she had

walked far beyond the usual fence line. The bush all around looked the same. She turned slowly, but every path was full of tall grass and gum trees. There was no clear track home.

She wasn't crying, but her hands trembled.

Then, through the rustle of trees and the call of a distant bird, she heard a soft whistle.



A boy about her age stepped into view, barefoot, calm, and watching carefully. He held a thin spear and had a string belt with a digging stick tied to it. His name was Jandamarra, and he was from the Wailwan people, whose families had camped in the area for many generations.

"You are far from your home," he said softly.

Sarah nodded. “I was picking flowers. I think I’m lost.”

Jandamarra pointed to the west where the sun was lowering. “You followed wallaby tracks, not people tracks.”

Sarah frowned. “Wallaby tracks?”

He smiled gently. “Come. I will show you.”

They began walking together. Jandamarra pointed out signs in the land – grass bent in a curve, bark scratched by possums, pebbles disturbed along a path, and shadows falling in certain directions. He showed her a hidden waterhole, a bird’s nest up high, and a place where ants were building in a hurry. “Rain is coming soon,” he said.

Within an hour, they arrived at the Morrison homestead. Sarah’s mother ran to her, scooped her up, and thanked God aloud. Her father thanked Jandamarra and offered him food and a small knife.

Jandamarra shook his head politely. “She is young. She needs to see with her ears.”

And with that, he turned and walked calmly into the trees.

Learning from Each Other

The next morning, Sarah walked out to the riverbank where Jandamarra had appeared. She wasn’t sure he’d come, but after sitting under a tree for a while, she saw him walking across the grass.

“Would you like to see my garden?” she asked.

He nodded.

That was the beginning of a quiet but steady friendship. Sarah showed Jandamarra how she planted potatoes in rows, how her mother made soap, and how she copied Scriptures into her journal. Jandamarra showed her how to find bush tomatoes, what roots to dig for water, and how to use the bark of certain trees to soothe a rash.

Jandamarra drew symbols in the dirt to explain the dreaming stories his grandfather had told him. Sarah shared stories of Jesus – especially the ones where He helped and healed. “He listened to people,” she said. “Even the ones nobody else liked.”

Jandamarra smiled. “Like Biamanga. A peace-bringer.”

They taught each other words from their own languages. Sarah tried to say “yama,” which meant hello. Jandamarra tried to say “hallelujah.” They laughed a lot, especially when Sarah tripped over Wailwan words.

Helping and Healing

One day, Sarah's younger brother Sam tripped on a stump and twisted his ankle. He cried and couldn't walk home. Jandamarra ran to get reeds and bark, softened them in water, and wrapped them around Sam's ankle to make a splint.

"Keep it cool. Rest it two days," he said.

Another time, Jandamarra's little cousin was scared of the thunder and wouldn't sleep. Sarah gave them a small songbook and taught them the words to "All Things Bright and Beautiful."

Friendship Spreads

At first, Sarah's parents were cautious. Like many settlers, they had heard stories that made them nervous. But after seeing how Jandamarra had helped, they began to welcome his family. Sarah's father helped repair a wagon wheel for Jandamarra's uncle. Jandamarra's aunt helped Sarah's mother weave baskets using river reeds.

The two families began to share stories over tea. Sometimes they traded food or tools. Sometimes they just sat together quietly.

One Sunday, they held a worship service under the trees. Sarah read from the Bible. Jandamarra's grandfather shared a song. Birds called from the branches, and children from both families played together nearby.

Differences and Respect

Sarah once asked, "Why don't your people build fences?"

Jandamarra replied, "Land is not ours. It is like the wind and the stars – it belongs to everyone."

He asked, "Why do your people chop down the trees?"

Sarah looked at the woodpile and said, "We need firewood... but maybe we take too much."

They didn't always agree. But they listened. And they learned.

Sarah once said, "If I only see with settler eyes, I miss half the picture."

A Legacy of Peace

As they grew older, Sarah and Jandamarra kept sharing what they knew. When other children wanted to learn how to track or garden, they taught together.

Many years later, Sarah would become a teacher. She told her students, "Learn from books, yes – but also from people. Especially people who see the world differently. That's how peace begins."

C) Narration

Parent/Tutor Says:

“Now I’d like you to tell the story back to me in your own words. Try to remember as much as you can. Who were the two children? How did they meet? What did they learn from each other? What did their friendship teach the adults?”

D) Reflective Thinking Questions

Parent/Tutor Says:

“Let’s talk about the story and think deeply. I’ll ask questions that match your age.”

i) Youngest Students (Ages 5–6)

1. Who helped Sarah when she got lost?
2. What did they do together?
3. How did they become friends?

ii) Middle Primary (Ages 7–9)

1. What did Sarah and Jandamarra learn from each other?
2. Why did their parents begin to trust each other more?
3. How did their friendship help their whole community?

iii) Upper Primary (Ages 10–12)

1. Why is it important to listen to people who see the world differently?
 2. How did humility and kindness help build peace between the two groups?
 3. How can you help build friendships in your own life, even when people are different from you?
-

E) Activity

Parent/Tutor Says:

“Let’s do an activity to help us think more about this story. Choose one of the options below and I’ll help guide you through it.”

Option 1: Two Ways of Seeing – Split Panel Drawing

Instructions for the Parent/Tutor:

1. **Say:** “Let’s make a drawing that shows how Aboriginal people and settlers saw the land differently – but also how they could learn from each other.”

2. **Fold a blank page in half** or divide it into two sections.
 3. On the **left side**, ask your child to draw or colour how settlers used the land (e.g. fences, gardens, buildings).
 4. On the **right side**, draw how Aboriginal people related to the land (e.g. animal tracks, trees, sacred sites).
 5. **Say:** “Let’s label each drawing and write one sentence explaining the different ways people used the land.”
-

Option 2: Bush Conversation – Role Play

Instructions for the Parent/Tutor:

1. **Say:** “Let’s pretend to be Sarah and Jandamarra having a friendly conversation while walking in the bush.”
 2. Help your child choose a character and you play the other.
 3. Have a pretend conversation like:
 - “What’s your favourite thing about the land?”
 - “What does your family do when it rains?”
 - “What do you believe about God?”
 4. End by saying something kind or helpful to each other.
-

Option 3: Journal Entry from a Friend

Instructions for the Parent/Tutor:

1. **Say:** “Let’s pretend you are either Sarah or Jandamarra. You’re going to write a short journal entry about your day together.”
 2. Prompt your child with ideas:
 - “What did you do together?”
 - “What did you learn?”
 - “How did it make you feel?”
 3. Finish with a small prayer or thought of thankfulness.
-

F) Biblical Connection & Wrap-up

Bible Verse: *Romans 12:18* – “If it is possible, as far as it depends on you, live at peace with everyone.”

Parent/Tutor Says:

“Sarah and Jandamarra didn’t wait for adults to fix the world. They built a friendship, listened, helped, and learned. Their peace-making made a difference to their families and others.”

Reflection Prompt:

“What can you do this week to build peace in your home or community?”

Optional Prayer:

“Dear God, thank You for showing us that friendship and peace can grow even when people are very different. Help me to listen, to learn, and to love others like You do. Amen.”

Lesson 4.1: The Spread of Sheep Stations and Grazing Lands

Character Trait: Resourcefulness

A) Introduction

Parent/Tutor Says:

"Today we're going to explore how sheep stations began to spread across Australia. These stations became the heart of the early farming industry, and sheep became one of the most important animals in Australia's economy. The people who built these sheep stations had to live in the bush, make everything by hand, and solve lots of problems with very few supplies. That means they had to be *resourceful* – which means they made clever use of what they had, even when things were tough."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about today's history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok?"

Story: "Over the Ridge – How Australia Became a Land of Wool"

In 1835, Thomas and Eliza Duncan packed everything they owned into a rattling wooden wagon. There were sacks of flour, tools, a copper kettle, their Bible, two barrels of water, and twenty Merino sheep. Eliza also tucked in a small box of vegetable seeds and some cloth scraps for sewing. With hopeful hearts and the dust rising behind them, they left the crowded farms of the Hawkesbury Valley and began a long journey over the Blue Mountains. They were headed into the unknown.

Their dream? To start a sheep station on the wide, grassy plains they'd heard about – land with good grass and running water, where sheep could graze and multiply.

The journey was long and rough. The wooden wheels groaned over stones and tree roots. Thomas walked beside the wagon, guiding the horse and keeping an eye on the sheep that Eliza gently coaxed along with a stick. At night, they camped under the stars. Eliza read aloud from Psalm 23: "The Lord is my shepherd, I shall not want..." It brought them comfort.

Eventually, they found it – a gentle valley with soft grass, a clear spring-fed creek, and tall gum trees. "This is it," Thomas said with a smile. They named the place Dunbrae.

Building from Scratch

There were no buildings – just bush. So, they began the hard work of turning the wild land into a home. Thomas chopped trees to make a hut. The walls were timber slabs, the roof was bark. Eliza lined the inside with stitched cloth to stop the wind from whistling in.

Their sheep were penned in a rough yard made from sticks and logs. The creek provided water. Eliza planted beans and carrots near the edge, using ash from the fire to enrich the soil. She made soap from fat and ashes, and even stitched a waterbag from an old sack.

One day their only axe broke. Thomas didn't complain. He sharpened a spade and used that instead. Another time, the creek flooded, and they tied buckets to ropes and lowered them into a hollow tree where rainwater collected.

"There's always a way," Eliza said. "We just have to find it."

Why Sheep?

The Merino sheep they brought with them were strong and could survive in dry places. Their wool was thick and soft. Back in England, people paid a lot of money for wool to make warm coats, scarves, and trousers.

So once a year, Thomas and Eliza would shear their sheep – cutting off the thick wool in one piece. They packed it tightly into bales and tied it with rope. Then a dray (a big wagon) would carry the wool to Sydney. From there, it would sail all the way to England!



Each year they had more sheep. The wool sold well. With the money, they bought more tools and seeds. Soon they had chickens, a cow, and even hired a helper named Billy.

Squatters and Stockmen

Not everyone had land grants like Thomas. Some people – called squatters – just set up stations on land the government hadn't divided yet. It wasn't always fair or legal, but it happened a lot. These squatters built huts and grazed sheep across huge areas. They needed help – so they hired shepherds, stockmen, and bush workers.

Billy, the young stockman, was a bush expert. He could mend a fence, spot a lost lamb's trail, and track dingoes. He taught Thomas and Eliza things too – how to tie stronger knots and how to build a windbreak with thorny branches to keep the sheep safe.

"Out here," Billy said, "you don't need a store/shop – you need your brain and a bit of string!"

Hard Times

Not everything went smoothly. One summer, a bushfire roared through. The Duncans had to herd their sheep into a creek bed and beat out embers with wet sacks. Another year, grasshoppers came in clouds and ate every green thing. Once, Thomas fell and injured his leg, and Eliza had to look after the farm alone for a month.

But they didn't give up. They learned from each problem. They stored rainwater in barrels, grew more vegetables, built stronger fences, and kept extra tools.

Eliza even made a wool press using an old wine barrel and a heavy beam for weight. "Why wait for one from Sydney when we can make our own?" she smiled.

A Community Grows

Other families came. A blacksmith set up shop. A travelling preacher visited and held services under a gum tree. Children played together and helped with chores. They built a small schoolroom with bark walls and a dirt floor.

Dunbrae became more than a sheep run – it became a little community.

A New Way of Life

People in cities didn't always understand life on the land. But in the bush, these settlers were creating something new – homes full of courage, hope, and quiet faith. Their work mattered. Their wool clothed thousands. Their land, once empty and wild, was becoming alive with new life.

And it all began with a wagon, a dream, and twenty sheep.

C) Narration

Parent/Tutor Says:

"Now it's your turn to tell the story back to me. I want you to try and remember everything you can about Thomas and Eliza Duncan and how they started their sheep station. What tools did they use? What problems did they solve? And how did their sheep station grow over time?"

Encourage your child to narrate freely in their own words. If they get stuck, gently prompt with questions like:

- "What did they use to build the roof?"
- "How many sheep did they start with?"
- "Why were sheep so important to Australia?"

D) Reflective Thinking Questions

Parent/Tutor Says:

"Let's think more about today's story. I'll ask a few questions. Some might be easy, and some might take more thinking. Try your best!"

Youngest Students (Ages 5–7):

1. What did Thomas and Eliza bring in their wagon?
2. What kind of roof did they make?
3. Why were sheep a good choice for the region that the Duncans set up their station?
4. What do you think is the most important job on a sheep station?

Middle Primary (Ages 8–10):

5. What challenges did the Duncan family face?
6. What are some things they built or fixed with their own hands?
7. Why did settlers like Billy, the stockman, matter to sheep stations?
8. What does it mean to be “resourceful”?

Upper Primary (Ages 11–12):

9. Why did people settle beyond the government lines?
 10. What can we learn from the way early settlers lived and worked?
 11. How is bush life different from life in a town or city?
 12. How could modern families learn from the resourcefulness of the Duncans?
-

E) Activity

Choose one or both of the following hands-on activities. Speak directly to the student as instructed below.

Option 1: Design and Build a Mini Sheep Station Model

Parent/Tutor Says: “Let’s build a small model of a sheep station together. This will help us remember all the different parts of a sheep station and why each one is important.”

You Will Need:

- A sheet of cardboard or a large piece of paper for the base
- Twigs, leaves, bark, string, small boxes, or building blocks
- Labels or small pieces of paper for signs
- Glue or sticky tape

Instructions:

1. Say: “First, we’re going to draw or build the main parts of a sheep station: the house (homestead), sheep pen, vegetable garden, water creek or tank, and shearing shed.”
2. Let the child choose what materials to use to represent each item. For example, a shoebox could be the house, and twigs could be fence posts.
3. Help the child arrange and glue or place the parts onto the base.
4. Label each part together. Say: “Let’s add signs so we don’t forget what each part is.”
5. When finished, say: “This is your model sheep station – just like Dunbrae in the story!”

Option 2: “Bush Tool Fixers” Creative Problem-Solving Game **Parent/Tutor Says:** “In the story, Thomas and Eliza had to solve lots of problems without going to a shop. Let’s imagine we’re out in the bush and we have to solve problems too!”

You Will Need:

- A box or basket with random household items: string, rubber bands, fabric scraps, paper towel rolls, paddle pop sticks, plastic lids, tape, etc.
- Problem Cards (write on small cards or just say them aloud):
 - “Your bucket has a hole in it – how will you carry water?”
 - “Your boots have holes – what could you do?”
 - “You need a wool press, but you only have a barrel and rope – what could you make?”

Instructions:

1. Read or pick one problem.
 2. Say: “Look through the box and choose what you could use to solve this problem.”
 3. Let your child explain their solution and build it if possible.
 4. Say: “That’s great thinking! Just like the pioneers, you found a way to make do!”
-

F) Biblical Connection & Wrap-Up**Bible Verse:**

Isaiah 40:11 – “He tends His flock like a shepherd: He gathers the lambs in His arms and carries them close to His heart.”

Parent/Tutor Says: “In the Bible, God often talks about His people as sheep and Himself as the Shepherd. Just like Thomas and Eliza cared for their sheep, God cares for us with kindness and strength. Even when we feel far away or have big problems, He knows what we need.”

Reflection Prompt: “Can you think of a time when you had to figure something out without much help – maybe at home or when you were out somewhere? Did you pray or ask God to help you? What can you do this week to be more resourceful and helpful like the Duncans?”

Prayer Suggestion: “Dear God, thank You that You are our Shepherd who watches over us. Help me to be clever and helpful when things are hard. Help me to use what I have and not give up when things break or go wrong. Amen.”

Lesson 4.2: Shearing Time – Wool Production and Exports

Character Trait: Resourcefulness

A) Introduction

Parent/Tutor Says:

"Today we're going to explore one of the busiest and most important times on a sheep station – *shearing time*! This was when the wool was cut off the sheep and sent on a big journey, all the way to other countries. Everyone on the station had a job to do. People had to work together and be very *resourceful* – which means they used what they had, fixed things when they broke, and worked hard even when it was tough."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about today's history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok?"

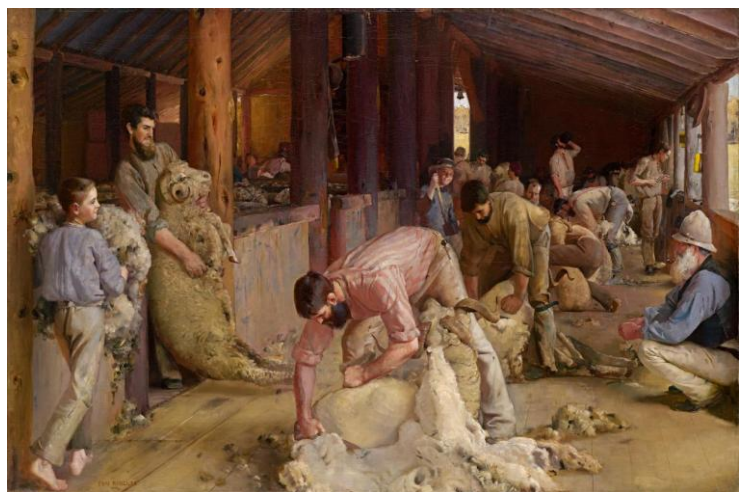
Story: "The Station Comes Alive – Shearing Season at Barley Downs"

On a wide sheep station in New South Wales, not far from dusty tracks and dry creeks, there was a place called Barley Downs. Most of the year, it was quiet – just sheep baaing, wind in the trees, and the squeak of a windmill. But when spring arrived, everything changed.

It was *shearing time*.

Ten-year-old George lived on the station with his mum and dad, Mr. and Mrs. Kelly. George loved shearing season. The whole station came alive! Horses trotted in. Wagons arrived. Tents popped up behind the shed. There were shearers, wool classers, roustabouts, cooks, and even a boy with a banjo. Everyone had a job.

George helped open gates, carry buckets of water, and sweep the shed floor. George loved the wool bins. He liked to jump in them when no one was looking. "Fluffiest place on earth!" he laughed.



[Shearing the Rams by Tom Roberts, 1890]

Then a voice bellowed "Remember to keep the path clear, George!" It was the cook. "Don't trip the shearers!"

The shearing shed was long and noisy. Its roof was made of tin. Inside were raised wooden floors, pens for sheep, and a row of shearing stations. Years ago, the shearers used hand blades. But now, they used mechanical shears that made a buzzing sound. The machines were powered by a steam engine that chugged and hissed outside.

Shearers grabbed their nervous sheep, sat it gently on its bottom, and began to shear. He moved quickly – starting from the belly, then around the legs, over the back, and finishing with the head. The fleece came off in one big piece. The work was fast and tiring. George also had to keep the water-bags filled. The shearing shed was hot. Mrs. Kelly worked hard all day keeping the hungry shearers and classers fed. She made huge pots of stew or roasts, mountains of damper, and giant teapots of steaming tea all day long.

The roustabout scooped up the fleece and tossed it onto a sorting table. There, the wool classer checked the wool's length and softness. Then it was packed into a big bale and squished tight with a wool press. Each bale of wool had a stamp: BD#7. This told everyone it came from Barley Downs. After shearing was done, the bales were loaded onto wagons. The journey wasn't over yet!



Strapped onto wagons the bales were jostled along dusty roads until they reached the nearest train station. In station where they were loaded onto the trains to Sydney. Then the bales were loaded onto ships bound for England. In London, people bought the wool, spun it into thread, and made into fabric. Coats, blankets, scarves – all from Australian wool!

George thought it was amazing. “Our sheep’s wool might end up in someone’s jacket on the other side of the world,” he said.

Shearers travelled from one station to the next as they followed the shearing season. Although they were a tough bunch, some wrote poems and sang and played music.

One night, George sat by the fire with a shearer named Mick.

Mick said, “George, there is more going on here than just shearing sheep. It’s about doing your part, helping your mates, and doing the job right. That’s real work.”

George smiled. “Like how Jesus washed His disciples’ feet?”

Mick grinned. “Exactly like that.”

And so, in the noisy, dusty shed full of buzz and bleats, George learned something important – that hard work done with a good heart was a way to honour God.

C) Narration

Parent/Tutor Says:

“Now it’s time for you to tell the story back to me in your own words. No peeking at the text! Try to remember all the important parts – what happened, who was there, and what you learned about shearing time.”

D) Reflective Thinking Questions

Parent/Tutor Says:

“Now let’s think a bit more about what we’ve learned. I’ll ask you some questions. Think carefully and answer in full sentences.”

i) Youngest Students (Ages 5–7)

1. What is shearing?
2. What did George do to help?
3. Where did the wool go after it left the farm?
4. Why is it good to work together?

ii) Middle Primary (Ages 8–10)

1. What kind of work happened in the shearing shed?
2. Why did the wool have to be sorted and packed?
3. How did people show resourcefulness during shearing time?
4. How did George learn something about God from the shearers?

iii) Upper Primary (Ages 11–12)

1. What were the steps in turning raw wool into clothes?
 2. What does Colossians 3:23 teach us about work?
 3. How does teamwork and problem-solving help people succeed?
 4. In what ways can you do your chores or schoolwork “as working for the Lord”?
-

E) Activity

Parent/Tutor Says:

“Now let’s choose a fun activity to help us remember what we learned. Pick one or two of these options and follow the steps.”

Option 1: Wool Journey Flow Chart or Comic Strip

1. Say: “Let’s draw the journey of the wool, from sheep to shirt!”
2. Give the student a large sheet of paper and coloured pencils.
3. Parent/Tutor helps divide the page into 6–8 sections.
4. Say: “In each section, draw and label a step: the sheep getting shorn, the wool being sorted, packed, sent to the city, shipped overseas, and turned into clothing.”
5. Add speech bubbles or captions.
6. Say: “You’ve just mapped out the journey of Australian wool!”

Option 2: Shearing Shed Job Roster

1. Say: “Let’s learn about all the people who worked in a shearing shed.”
2. On a new page, help the student list jobs: shearer, roustabout, wool classer, presser, cook, station hand.
3. Say: “For each job, draw a little picture and write what they do.”
4. Add tools they used (shears, press, broom, billy can).
5. Say: “This helps us see how teamwork made everything run smoothly.”

Option 3: Diary of a Shearing Day

1. Say: “Let’s imagine you are George or one of the workers.”
 2. Ask the student to write or dictate a short diary entry.
 3. Prompt them: “What did you see, hear, and do? How did people work together? How did they solve problems?”
 4. Encourage them to add a short prayer or Bible verse at the end.
-

F) Biblical Connection & Wrap-up

Bible Verse: Colossians 3:23 – “Whatever you do, work at it with all your heart, as working for the Lord, not for men.”

Parent/Tutor Says:

“Even the hard, sweaty work of shearing sheep can honour God when it’s done with a good attitude. God sees our hearts, not just our jobs. He wants us to work hard, work together, and help others.”

Reflection Prompt:

“What’s one small job you can do with a cheerful heart this week – like helping around the house, or focusing well during school time?”

Prayer Suggestion:

“Dear God, thank You for the work we get to do. Help us to work with our whole heart and help others, just like people on the sheep station. Amen.”

Lesson 4.3: Challenges of Isolation and Bush Resourcefulness

Character Trait: Resourcefulness

A) Introduction

Parent/Tutor Says:

"Living on a sheep station in the 1800s meant dealing with isolation. There were no nearby shops, no phones, no hospitals and few, if any neighbours nearby. Help could be days or weeks away. But in these lonely, difficult conditions, Australian settlers developed some of their most admirable traits: determination, creativity, and bush wisdom. In this lesson, you'll read how families and workers on remote sheep runs survived – and even thrived – using resourcefulness in the face of drought, fire, and solitude. Think about what you would do in their shoes, and what God teaches us about finding strength when we feel alone."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about today's history topic. Please listen very carefully and think about the story while I read, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ready?"

Story: "A Long Way from Anywhere – Facing the Bush with Resourcefulness and Faith"

The Baxter family lived on Mulga Hill Station, a vast sheep run nestled deep in the outback of New South Wales. It was 1869, and the land around them stretched flat and far, gold and dusty in every direction. The nearest town was three days' ride, and their closest neighbours were over 20 kilometres away.

Twelve-year-old Anna Baxter often stood at the front verandah before breakfast with her eyes on the horizon. She watched the mulga trees sway gently in the breeze and the sheep begin to move in the paddocks. It was peaceful – but very lonely.

"There's no one else here but us," she once said to her mother.

Her mother smiled gently. "That's why we learn to be strong – for each other and with God's help."

Mulga Hill was beautiful in its own way, but life there was tough. When Anna's father fell from a horse one summer and broke his leg, Anna had to saddle a horse and ride 10 kilometres to find help from a boundary rider's hut. It took two days before a wagon could arrive with help.

Another time, a bushfire swept across the dry grass while Mr. Baxter was away. Anna, her younger brother Sam, and their mother, soaked hessian sacks in water and beat back the flames. Their faces were black with soot, and their arms ached, but they managed to stop the fire from reaching the homestead.

"There's no cavalry coming," Mrs. Baxter said as they collapsed on the verandah steps. "Just us – and the Lord."

That day, Anna learned a powerful truth: sometimes, you must be the help you need.

Because they lived so far away, the family only received supply deliveries every few months. If something broke or ran out before then, they had to make do. Mr. Baxter had once fixed a broken wheel using a stump and rope. When the water tank split, Anna and her mother sealed the crack with beeswax and cloth.

Anna's boots had worn out last winter, so her mother softened an old pair with boiling water, reshaped them, and tied them up with twine. When the lantern glass cracked, they used a jar lid tied with wire. Nothing was wasted. Every jar, bone, sack, or nail had another purpose.

Mrs. Baxter treasured the vegetable and herb garden. With its fresh produce their meals were much more nourishing. When there was a bountiful season, Mrs Baxter and Anna bottled the extra so they could store it for another season. Some herbs were used to make cough syrup and fever treatment. Mrs Baxter also learnt the value of using eucalyptus leaves and honey for coughs. Soap was made from goat, duck and sheep fat along with the ash from the stove. Anna stitched bandages from flour sacks and helped trap rabbits for dinner. Even an old tea tin became a button box or medicine chest.

Anna's father often said, "We may not have plenty, but we have enough."

There were no phones. Mail only arrived if a neighbour happened to pass through. Sometimes, they didn't hear news from town until weeks or months after it happened.

Birthdays were quiet. Christmas celebrations were a simple thankful meal together. Anna kept a journal to write letters she'd never send – diary entries to her cousins in town or short prayers to God. It helped her feel less alone. Sometimes a lonely shepherd would drop in for a visit and lift their spirits with his stories.

Once a year, the Baxters made the long trip to town for church and supplies. Anna loved it – seeing people, hearing music, and walking through real streets. But she also realised something important. Town people had nice things, but not always the skills her family had.

"They can buy boots," she said. "But they don't know how to fix them."

On the station, resourcefulness wasn't just useful – it was life-saving.

Still, Sunday was sacred. Even without a church, the Baxters gathered on the verandah every week to read the Bible, sing a hymn, and pray. They read Isaiah 41:10 often: "Do not fear, for I am with you..."

One night, after a dust storm nearly buried the back fence, Anna asked her father, "Why does God put people so far from everything?"

He replied, "Because sometimes, when it's quiet all around, it's easier to hear God speak."

That answer stayed with her. Out under the stars, surrounded by silence, Anna came to believe that even though she was far from everything, she was never far from God.

C) Narration

Parent/Tutor Says:

"Now it's time to retell the story. Can you remember what happened to Anna and her family? Tell me in your own words who they were, what problems they faced, and what they did to solve them. Try to include as much as you can!"

D) Reflective Thinking Questions

Parent/Tutor Says:

“Now let’s think more deeply. I’ll ask you a few questions to help you understand what the story teaches. Try to answer in complete sentences.”

i) Youngest Students (Ages 5–7)

1. Where did the Baxter family live?
2. What made life hard on their sheep station?
3. How did they fix things when they didn’t have shops?
4. What helped them feel strong when they were alone?

ii) Middle Primary (Ages 8–10)

1. Why was living on Mulga Hill Station so isolating?
2. How did Anna and her family show creativity and problem-solving?
3. What did Anna learn about God in the quiet of the bush?
4. What does resourcefulness mean, and how did the Baxters practise it?

iii) Upper Primary (Ages 11–12)

1. How did the Baxters handle both physical dangers and emotional challenges on their station?
 2. In what ways did the family use what they had to meet their needs?
 3. What spiritual lessons can we learn from Anna’s journal entries and her father’s wisdom?
 4. How can you practise resourcefulness and quiet trust in your own life?
-

E) Activity

Parent/Tutor Says:

“Now we’re going to do an activity to help us remember what life was like for families like the Baxters. Choose one or two of these creative and hands-on activities.”

Option 1: ‘Make-Do’ Solutions – Illustrated Poster or Craft Page

1. Say: “Let’s think about some of the clever things Anna’s family did when they didn’t have the tools or supplies they needed.”
2. Ask: “What are some examples from the story? (e.g., sealing a tank with beeswax, fixing boots, using a jar lid as lantern glass).”
3. On a A4 spread (two page spread) page, help your student draw or collage 4–6 of these examples.
4. Under each one, help them write a sentence explaining how the object was repurposed.
5. Say: “We’re going to make a poster called *When You Don’t Have It... Make It!*”
6. Display or file it in their history portfolio.

Option 2: Survival Journal Entry – A Day on Mulga Hill Station

1. Say: “Let’s write a diary entry pretending you are Anna, or a child like her.”
2. Ask: “What challenge will your story be about? (e.g., bushfire, dust storm, broken equipment, missing mail)”
3. Help your student begin: “Dear Journal, today something happened on the station...”
4. Encourage them to describe how they felt, what problem they faced, and how they solved it using resourcefulness.

5. End with a simple prayer or Bible verse. Offer to help them copy one like Isaiah 41:10 if needed.

Option 3: Create a ‘Bush Survival Skills’ Mini-Guide

1. Say: “Imagine you had to live in the bush like the Baxters. What would you need to know?”
 2. On a folded A4 paper or booklet, help your student create a *Bush Survival Skills* guide.
 3. Include 5–7 items such as: making soap, patching boots, using charcoal to make ink, beating fires with wet sacks, using jar lids as lantern glass.
 4. Draw simple pictures and add labels.
 5. Add a memory verse on the back: “God will strengthen you and help you.” (Isaiah 41:10)
-

F) Biblical Connection & Wrap-up

Bible Verse:

Isaiah 41:10 – “*So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.*”

Parent/Tutor Says:

“The Baxters were far from towns, neighbours, and help. But they were never far from God. In the middle of dust storms, injuries, and quiet days, they trusted that God was with them. They didn’t give up – they found creative ways to fix problems, and they prayed together. That’s *resourcefulness* and *faith* working hand-in-hand.”

Reflection Prompt:

“Can you think of a time when you felt alone or had to solve a problem without help? What do you think God wanted to teach you in that moment?”

Prayer Suggestion:

“Dear God, thank You that we are never really alone. Even when things are quiet or hard, You are with us. Please help us to be like Anna and her family – brave, creative, and trusting in You. Amen.”

Lesson 5.1: Caroline Chisholm – A Heart for the Homeless

Character Trait: Resourcefulness

A) Introduction

Parent/Tutor Says:

"Today we begin a new unit about one of the most respected women in Australian history – Caroline Chisholm. She was not born in Australia, but she made a huge difference in people's lives here. Caroline didn't have wealth or power, but she had something even greater – faith, kindness, and resourcefulness. As you listen to the story, look out for how she used what she had to help others and how she trusted God to guide her."

B) Informational Story: "One Woman's Mission – The Story of Caroline Chisholm"

Parent/Tutor Says:

"I'm going to read you a story about Caroline Chisholm. Please listen carefully and try to picture it in your mind as if it's a movie, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ready?"



In the year 1838, a sailing ship arrived in Sydney Harbour. Among the many passengers stepping off the gangplank was a woman in her early thirties named Caroline Chisholm. She had travelled with her husband, Captain Archibald Chisholm, and their young sons. Though the family was not wealthy or well-known, they had arrived in Australia with open hearts and watchful eyes.

Caroline was different from many ladies of her time. She didn't fuss about fine dresses or tea parties. She noticed people – the hungry child in the street, the worried mother sitting alone, and the groups of young women standing in confusion at the docks. And what she saw in Sydney troubled her deeply.

The colony was growing fast. Ships brought new people every week, especially from Ireland and England. These newcomers hoped for a fresh start. Some were escaping poverty. Others had lost everything in their homeland. When they arrived, they had little money, no friends, and no idea where to go next.

Caroline noticed that the most vulnerable people were young women who had travelled alone. Some had come hoping to become servants, nurses, or governesses. But when no job could be found, they ended up homeless. Some slept in back alleys. Others were taken advantage of, or tricked into dangerous work. A few, sadly, ended up in prison or worse.

Caroline could not ignore what she saw.

“This cannot go on,” she told her husband. “These girls have no one to protect them.”

Archibald, who supported Caroline’s deep compassion and Christian faith, encouraged her to do what she believed God was calling her to do. So, without any official position or funding, she began with what she had – her home, her hands, and her heart.

At first, she invited a few young women to stay with her family. She helped them write letters home, clean themselves up, learn work skills and look for work. Caroline went out on horseback to farms and households, inspecting the places herself before sending any girl there to work.

“Better to take twice as long and be safe,” she’d say, “than to hurry and send a girl into harm.”

Her small work quickly grew. More and more girls arrived. Caroline rented a small building and opened the **Female Immigrants’ Home** - a safe and respectable shelter where women could stay while finding honest work. It was the first of its kind in the colony. In this safe place the women were taught the skills needed to find employment – sewing, cleaning, cooking, and child-care.

Caroline believed that practical help and kindness could go hand in hand. She did more than merely hand out food or advice – she gave of her time, and she provided protection and dignity for the young women. She also prayed for each person she helped.

Her work was noticed. Governors were surprised and even offended by her boldness believing women should remain silent and in their home. Yet many praised her. Others were bothered that she spoke about Jesus in public and helped both Catholics and Protestants. When the government offered her money to help – but only if she stopped speaking of her faith. Caroline politely refused.

“If my work is from God,” she said, “then I will not do it in silence.”

Instead of depending on government grants, she wrote letters to newspapers, held public talks, and appealed to kind-hearted settlers. Donations came in from shopkeepers, pastors, farmers, and even other immigrants who had been helped by her.

Caroline’s work grew across New South Wales. She personally travelled long distances, often on horseback, to set up **hiring depots** – places where newcomers could find trustworthy employers and families could find workers. She also helped start **cheap boarding houses** and **family shelters** along the roads where new arrivals were travelling.

Her courage was quiet but powerful. She would ride alone across rough roads to meet with officials or visit a farming district. When her husband was called to another posting, she carried on the work alone. When her funds ran low, she wrote pamphlets by candlelight to explain the need. She even trained some of the women she had helped to become assistants and mentors to others.

The girls she helped were deeply thankful.

“Mrs Chisholm treated me as though I were her own daughter,” one wrote in a letter home. “She did more than just feed us, she gave us hope.”

Caroline’s mission was not only for women. She also helped **entire families** migrate together, believing that a family unit stood a better chance than a single person alone. She spoke out when she saw injustice and urged authorities to protect women, children, and poor settlers.

She once said, “It is not enough to feel pity. Pity that does nothing is not Christian.”

By the 1850s, it was estimated that Caroline had helped over **11,000 people** find safe work and shelter in Australia. She had spoken at town halls, written advice booklets, inspired churches to act, and created a network of support for the poor.

She wasn’t paid. She didn’t hold office. She wasn’t looking for praise.

But her legacy would last for generations.

Caroline later returned to England to recover her health and care for her husband, who had fallen ill. But even there, she continued her work helping families prepare wisely before migrating to Australia. She gave talks, published guides for emigrants, and challenged policies that overlooked the needs of women and the poor.

She believed that a society’s true strength was seen in how it treated its most vulnerable.

When she passed away in 1877, many Australians mourned the loss of a kind, brave, and faith-filled woman. She was later honoured on the Australian five-dollar note, the first woman outside of the royal family to appear on the nation’s currency.

But more important than a banknote or a statue was the **Christian legacy** she left behind – one of faith, compassion, and tireless resourcefulness.



Caroline Chisholm didn’t wait for someone else to make things right. She simply **did what she could** with what she had, trusting that God would take care of the rest.

And He did.

C) Narration

Parent/Tutor Says:

“Now I’d like you to retell the story. Tell me everything you remember about Caroline Chisholm’s life and what she did to help others. Try to include:

- what problems she saw in Sydney
 - how she helped the poor
 - how she trusted God
 - and what her work teaches us about faith and resourcefulness.”
-

D) Reflective Thinking Questions

Parent/Tutor Says:

“Let’s think deeply about what we’ve learned. I’ll ask you some questions. I’ll read only the ones for your age level.”

i) Youngest Students (Ages 5–7)

1. Who was Caroline Chisholm?
2. What did she do to help poor women in Sydney?
3. How did she use her home to help others?
4. Why did she say God was helping her?

ii) Middle Primary (Ages 8–10)

1. What was life like for poor immigrant girls in Sydney during the 1830s?
2. What was the first thing Caroline did to help?
3. Why did people call her “The Emigrant’s Friend”?
4. How did her faith make a difference in the way she helped others?

iii) Upper Primary (Ages 11–12)

1. What problems did Caroline see in Sydney, and how did she begin to fix them?
 2. What kind of opposition did she face, and how did she respond?
 3. Why was her work considered different from others at the time?
 4. What does her story teach us about doing what’s right even when it’s unpopular?
-

E) Activity

Parent/Tutor Says:

“Let’s do an activity to help you understand more about how Caroline helped people. Pick one of these activities. I’ll guide you step-by-step.”

Option 1: Caroline's Toolkit – Poster or Notebook Page

1. Say: "Let's think about the special tools Caroline used – not hammers or machines, but things like faith, courage, and her voice."
 2. Draw a large toolbox or backpack on a piece of paper.
 3. Inside, help your child draw or write these words:
 - Faith
 - Prayer
 - Voice
 - Hospitality
 - Courage
 - Pen
 - Horse
 4. Ask: "What did she use these for?" Discuss each one.
 5. Write or copy the title: *Caroline Chisholm's Tools for Helping Others*.
-

Option 2: Letter from a Helped Immigrant

1. Say: "Let's imagine you were a girl or boy helped by Caroline. What would you want to say to her?"
 2. Help them begin:
Dear Mrs Chisholm,
 3. Guide your child to write (or dictate) about:
 - What life was like before (e.g. poor, no job)
 - How Caroline helped them (e.g. gave shelter, found work)
 - What changed afterwards
 4. Finish the letter with a Bible verse or a thank you message.
-

Option 3: Role-play Speech – Caroline Talks to the Government

1. Say: "Let's pretend we are Caroline Chisholm giving a speech to help poor people."
 2. Together, write a 4–6 sentence speech like this:
 - "Good afternoon. I am here to speak for the poor women and children who have no place to go."
 - "They need work, safety, and hope."
 - "We must open homes, give training, and welcome them with dignity."
 - "God cares for the lost – so should we."
 3. Add a Bible verse (e.g. James 2:17).
 4. Practice reading it aloud.
-

F) Biblical Connection & Wrap-up

Bible Verse:

James 2:17 – *"Faith by itself, if it is not accompanied by action, is dead."*

Parent/Tutor Says:

“Caroline showed her faith in God through her action. She helped people even when it was difficult, and she used what little she had to care for many.”

Discussion Prompt:

“What’s one way you could show your faith by helping someone this week?”

Prayer Suggestion:

“Dear God, thank You for the example of Caroline Chisholm. Please help me to be brave, kind, and ready to help others when I see a need. Show me how to use what I have to serve others like she did. Amen.”

Lesson 5.2: Caroline's Travels and Trials

Character Trait: Resourcefulness

Christian Homeschool History – Primary Level

A) Introduction

Tutor/Parent Says:

"Last lesson we met Caroline Chisholm, a courageous woman who helped thousands of poor immigrants – especially women – find safety and work in early Australia. Today we'll explore the harder parts of her journey – her long travels, personal sacrifices, and the criticism she faced. Even when others doubted her, or when life became lonely or hard, she didn't give up. She used every skill, every contact, and every open door to help others. As you read, think about what it means to serve with resourcefulness and endurance, especially when the road is not easy."

B) Informational Story:

Parent/Tutor Says:

"I'm going to read you a story about today's history topic. Please listen very carefully and think about the story while I read, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ready?"

"The Road Less Travelled – Caroline's Years of Sacrifice"

By the early 1840s, Caroline Chisholm's reputation was spreading across Sydney. But instead of settling into a comfortable role in the city, she packed her bags, climbed onto horseback with her husband Archibald, and began to ride through towns, farmlands, and along dusty, half-built roads.

She had seen the city. Now she wanted to see the country and what she found would change even more lives.

Across the Countryside

Poor immigrant families were arriving from Britain every week, but many were sent off to distant settlements without any guidance. Caroline visited towns, dusty roadside camps, crowded bush inns, and small farms. She met families who had no food, no money, and no idea how to reach the land they had been promised.

At every stop, Caroline recorded carefully the needs she noticed. Her notebook revealed:

- How many people were looking for work?
- Were there jobs nearby?
- Were the roads safe?
- Was there shelter for women and children?

Armed with the truth about what she saw and heard, she returned to Sydney. Caroline had a plan. “These people need safe resting places along the road.”

Roadside Rest Stops

So, she got to work. Caroline’s idea was simple: to build safe roadside shelters every 20–30 miles between Sydney and the outer towns. These places would have beds, clean water, job lists, and safe spaces for women and children. There would be no alcohol, no gambling – only rest and help.

The officials laughed. “Too complicated and far too expensive..”

But Caroline didn’t wait for government money. She printed pamphlets explaining her idea. She gave speeches in town halls. She visited shopkeepers and farmers, asking for donations. She wrote newspaper articles full of facts and real-life stories of girls who had walked for days in the heat, only to find danger at the end of the road.

Within two years, she had opened **eleven** Roadside Rest Stations across New South Wales.

“We do not need grand buildings,” she said, “just places where kindness and safety meet.”

A Journey to England

In 1846, Caroline’s husband became very ill, and the Chisholm family returned to England. Most people thought she would stop working. But she didn’t.

In fact, in England, she saw something even more troubling. The poorest parts of London, Liverpool, and Dublin were full of families desperate to leave. Young girls were begging in the streets. Widows were living in crowded boarding houses. Men without jobs wandered with empty pockets and empty hope.

[‘*Here*’ is typical of what she saw. ‘*there*’ was what she believed their lives could be like if they emigrated]

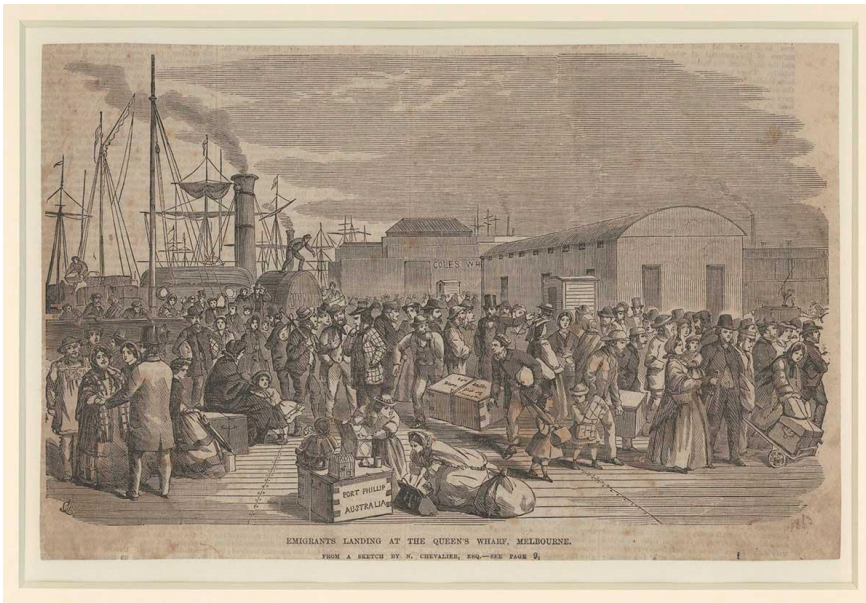


While Caroline knew that life in Australia would give a fresh start to these poor families, she also knew that they needed to be well-prepared otherwise they would end up suffering just like those she had seen in Sydney.

So, she started by visiting them, understanding their needs and helped them get the documents they needed. She explained what life in Australia would be like and helped them prepare for it.

As a result of this period in England, Caroline promoted the idea of ‘family emigration’. Formerly, a young man or girl ventured out to Australia alone hoping to make a new life. But, as Caroline found, this frequently led to terrible loneliness, poverty, or danger. When whole families emigrated, they could support each other and settle with dignity.

She also wrote a small book called “*A Plea for the Emigrant*,” filled with stories, ideas, and advice. It became a popular guide that helped people understand what the journey involved and what they needed to do to survive and thrive when they arrived.



[Immigrants arriving by ship, Melbourne.]

Criticism and Courage

Not everyone agreed with Caroline. Some leaders said women should stay out of politics. Others were offended that she talked about God in public. Even newspapers sometimes made fun of her.

When one politician said, “What can a housewife know about immigration?”, Caroline answered, “A housewife knows that when you send out a child, you don’t just hope for the best – you prepare the way.”

Again the government offered money to support her work and once again only if she agreed not to mention faith or speak in churches.

She refused. “God gave me this task. I will not hide His name.”

Instead, she continued to raise private funds. Whether by cart or on foot or borrowed coaches, Caroline could not be stopped. She lived simply. She wore plain clothes. Sometimes she went without food so others could eat.



Her letters to friends often included lines like:

- “I am tired, but not weary.”
- “The burden is heavy, but I am held by the Lord.”
- “We do what we can, and God does the rest.”

Family Support

Her husband Archibald was always her greatest supporter. When he felt well, he travelled with her, helped manage paperwork, and spoke at events. Even when he was too sick to travel, he encouraged her to go without him.

Together, they showed that a man and woman could work side by side – equal in kindness and in strength.

Their children, too, often helped. They learned to write letters, stack supplies, and talk to the immigrants. One of Caroline’s sons later said, “Our house was never quiet. It was always full of prayer, people, and planning.”

A Lasting Effect

Caroline Chisholm may not have had a title or a salary, but she influenced governments and policies on two continents.

Because of her work:

- More immigrants travelled in family groups, not alone.
- Poor travellers had rest stations, not just dirt roads.
- Churches and communities began helping, not just watching.
- People began to see that **one woman’s courage could lead to thousands of changed lives.**

By the end of her life, Caroline had helped over 15,000 people through her networks and plans.

She once said:

“I ask no reward. I only ask to be allowed to serve.”

And that’s what she did.

C) Narration

Tutor/Parent Says:

“Now it’s time to retell the story. Can you remember what happened to Caroline during her travels and trials? Tell me in your own words:

- How she helped immigrants across NSW and in England
- The opposition and difficulties she faced
- How she stayed strong in her calling
- What her story teaches about endurance, faith, and resourcefulness.”

Let your child give as much detail as possible. Prompt gently if needed.

D) Reflective Thinking Questions

Tutor/Parent Says:

“Now we’ll think more deeply about the story. Please answer the questions that match your age level.”

Youngest Students (Ages 5–7)

1. What did Caroline do when people were too tired or poor to keep walking?
 2. Why do you think she didn’t give up, even when it was hard?
 3. What did she believe God wanted her to do?
 4. What’s one thing you could do to help someone this week?
-

Middle Primary (Ages 8–10)

1. How did Caroline help immigrants travelling to the countryside?
 2. Why did she go back to England, and what did she do there?
 3. What did she mean when she said, “I don’t wish to be famous, but I do wish to be heard”?
 4. How does Galatians 6:9 help us stay strong when we get tired doing good?
-

Upper Primary (Ages 11–12)

1. What made Caroline’s plans for immigration and settlement different from others?
 2. How did she use non-traditional tools like pamphlets and speeches to solve problems?
 3. Why did she refuse government help that required her to hide her faith?
 4. What area in your life could you grow in resourcefulness and perseverance?
-

E) Activities

Parent/Tutor Instructions:

Choose **one or two** of the following activities. Read the instructions aloud and guide your child step by step.

Option 1: Map of Caroline’s Mission Network

Tutor Says:

“We’re going to draw a map that shows where Caroline Chisholm travelled and helped people. This map will help you see how far she went and how many lives she touched.”

Instructions for Student:

1. Draw a large outline of New South Wales and a smaller map of England in one corner.

2. Label:
 - Sydney
 - Country NSW towns (e.g. Goulburn, Bathurst, Maitland – or use your imagination)
 - Roads where she placed Rest Stations
 - England, Liverpool, London, and Dublin
 3. Next to each location, write one sentence about what she did there.
 - E.g. “Opened a Roadside Shelter in Goulburn”
 - “Spoke at a church in Liverpool”
 4. Add arrows between the places to show her journeys.
 5. Title the map: **“One Woman’s Mission Across Two Worlds”**
-

Option 2: Write a Speech or Open Letter (with Help)

Tutor Says:

“Let’s write a short speech together like Caroline Chisholm might have given. She often spoke in public, asking people to help immigrants.”

Instructions for Student:

1. Write the letter/speech in Caroline’s voice. Begin with:
“Dear Friends and Leaders of the Colony...”
2. In 3–5 sentences, describe the need (e.g. poor girls on the roads, families with no jobs).
3. Write a polite request for help.
4. Add a Bible verse to show her motivation (e.g. Galatians 6:9 or Matthew 25:40).
5. End with: *“Yours faithfully, Caroline Chisholm”*

Parent Support: Help your child brainstorm what Caroline would say, then assist with sentence building if needed.

Option 3: Resourcefulness Reflection Chart

Tutor Says:

“Let’s make a chart showing all the problems Caroline faced – and how she solved them!”

Instructions for Student:

1. Divide your page in two columns.
2. Label the left column: *“Challenges Caroline Faced”*
3. Label the right column: *“How She Responded with Resourcefulness”*
4. Fill in the chart with at least 5 examples. For example:
 - **Problem:** No money from government
Response: Gave talks, printed pamphlets, asked for donations
 - **Problem:** Illness
Response: Kept writing and planning from her home

5. At the bottom, write:

“What could I do when I face challenges?”

Write one thing you could do this week to serve or solve a problem creatively.

F) Biblical Connection & Wrap-Up

Bible Verse:

Galatians 6:9 – *“Let us not grow weary in doing good, for at the proper time we will reap a harvest if we do not give up.”*

Tutor/Parent Says:

“Caroline Chisholm didn’t stop doing good just because it was hard. She worked without a title, without praise, and without much money – but her work helped thousands. God wants us to serve faithfully and trust Him to bring the results.”

Discussion Prompt:

Where in your life are you called to do good, even if it’s hard or unnoticed?

Prayer Prompt:

“Dear God, thank You for giving Caroline Chisholm the strength to serve with faith and resourcefulness. Help me not to grow weary when I’m doing good. Show me where You want me to help others today. Amen.”

Lesson 5.3: Caroline's Christian Legacy in Australia

Unit: Caroline Chisholm – Grades 3–6

Character Trait: Resourcefulness

A) Introduction

Parent/Tutor Says:

"Over the last two lessons, we've seen how Caroline Chisholm lived out her Christian faith through action – helping the poor, protecting the vulnerable, and building systems to support immigrants. Today we'll reflect on her long-term legacy. Caroline didn't just respond to temporary needs – she helped reshape how Australia treated strangers and newcomers. Her life reminds us that with faith and resourcefulness, even one person can influence generations. As you read, consider what legacy you'd want to leave and how God might use your gifts in lasting ways."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about today's history topic. Please listen very carefully and think about the story while I read, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ready?"

Story: "More Than a Memory – The Legacy of Caroline Chisholm"

Caroline Chisholm passed away in England in 1877 at the age of 68. At the time of her death, there were no great monuments or national holidays in her name. But her influence was quietly working its way through the land she had helped build.

The seeds she had sown in faith, with no thought of reward, were growing.

Changed Lives, Changed Laws

Many of the girls she had helped as teenagers later wrote to her. They were now mothers, farmers' wives, schoolteachers, or small business owners. Some had helped raise their younger siblings or sponsor others to come from England.

"I would not have survived without you," one woman wrote. "I would not have known that I mattered to anyone."

Her immigration homes and hiring depots had shown colonial governments what good planning could achieve. In the decades after her work, policies began to improve. More immigrant women were protected from exploitation. Family groups were prioritised. Work was done to improve conditions aboard immigrant ships.

She had challenged the old idea that the poor were a problem to be ignored or punished. She replaced it with a Christian vision of dignity, structure, and compassion.

As one early newspaper put it: “Where governments hesitated, a woman of faith stepped forward.”

Honouring the Forgotten

Caroline Chisholm restored honour to forgotten people – women, orphans, the jobless, and immigrants.

She believed that each soul mattered to God – and therefore, deserved to be protected and equipped to thrive. She saw herself not as a rescuer, but a bridge-builder between the broken and the hopeful.

She wrote: “It is not enough to feel pity. Pity that stays still is not Christian. We must move toward the one who suffers.”

It’s estimated that over 15,000 people were directly assisted through her efforts in Australia and Britain – and tens of thousands more were helped by the systems and networks she inspired.

Even more powerful was her example as a wife, a mother, and a Christian woman who said yes to God’s call in a time when few thought she had the right to speak.

Influence on Future Generations

In the early 1900s, as Australia moved toward federation, some historians began revisiting her work. Teachers shared her story in schools. Church leaders quoted her in sermons. Women’s groups honoured her as a pioneer of female-led reform.

In 1967, Australia recognised her legacy by placing her portrait on the \$5 note – making her the first woman outside of the royal family to appear on Australian currency.

Statues were raised. Streets and schools were named after her. But more importantly, her vision lived on in Christian charities, migrant centres, women’s shelters, and social workers who continued to walk the road she had walked.

One Anglican priest wrote: “She has become the quiet patron of Christian service in this land.”

A Faithful Legacy

Caroline Chisholm should be remembered as one of the founding mothers of our nation.

Her legacy was not in grand speeches or powerful titles, but in:

- Trusting God without applause
- Doing good without reward
- Using simple things – hospitality, writing, listening – to build something lasting

She had no salary, no political office, no formal training – but she had faith and resourcefulness. She turned compassion into action and inspired others to do the same.

She once said: “My only politics is the Gospel. My only strategy is to work with my hands and pray with my heart.”

That quiet faith, carried into dusty roads and dark corners, became a light that shaped the soul of this nation.

C) Narration

Parent/Tutor Says:

“Now it’s time to retell the story. Can you remember what happened in today’s story? Tell me what Caroline did, what kind of impact she left behind, and what this story teaches about Christian faith and lasting influence.”

D) Reflective Thinking Questions

Parent/Tutor Says:

“Let’s think carefully about the lesson. Choose the set of questions that suits your age group and answer in full sentences in your journal.”

Younger Students (Ages 5–7)

1. What did Caroline do to help people?
2. Why did people remember her after she died?
3. What did she say about helping others with pity and love?
4. What do you think God liked about her life?

Middle Primary (Ages 8–10)

1. How did Caroline help change immigration laws?
2. Why did she think every person was valuable to God?
3. What does her quote mean: “Pity that stays still is not Christian”?
4. How can you help someone today like Caroline helped others?

Upper Primary (Ages 11–12)

1. What made Caroline’s approach to helping people different from the government or social leaders?
 2. Why do you think her work was recognised long after she died?
 3. Read Matthew 25:40 – “Whatever you did for one of the least of these... you did for Me.” How does this connect with her story?
 4. What kind of legacy do you want to leave in your community or family?
-

E) Practical & Creative Activities

Parent/Tutor Says:

“Choose one of these activities to help you express what you’ve learned about Caroline Chisholm’s faith and lasting legacy. Each option helps you think about how you can use your own resourcefulness to serve others as she did.”

Option 1: Art & Craft – “Legacy Lanterns”

Materials: Coloured paper, card or recycled jars, tissue paper, glue, scissors, markers, tea light candle (battery-operated), ribbon.

Instructions:

1. Talk about how Caroline brought light and hope to others.
2. Decorate a paper lantern or recycled jar to represent “light shining in dark places.”
3. On each side, write or draw symbols of Caroline’s work—helping immigrants, caring for women, trusting God, using her talents.
4. Add a Bible verse or your own prayer for how you can be a light in your community.
5. Display your lantern during prayer or family devotions as a reminder to serve others joyfully.

Purpose:

This craft symbolises how one person’s faith and resourcefulness can brighten many lives.

Option 2: Service Opportunity – “Welcome Basket for a Newcomer”

Materials: Basket or gift bag, small groceries or snacks, greeting card, homemade art, prayer note.

Instructions:

1. Think about how Caroline Chisholm welcomed immigrants and made them feel at home.
2. As a family or homeschool group, find someone new in your church, neighbourhood, or community (a new family, student, or neighbour).
3. Prepare a small “welcome basket” with treats, a handmade card, and a note of encouragement.
4. Write: “We’re glad you’re here!” and include Matthew 25:40 or another Bible verse about serving others.
5. Deliver it together and pray for that person or family.

Purpose:

This activity turns learning into action, helping students follow Caroline’s example of hospitality and compassion in practical ways.

Option 3: Dramatisation – “The Road to Sydney”

Instructions:

1. Work with your family or group to act out one key scene from Caroline’s life.
 - For example, Caroline meeting young immigrant girls at the docks and helping them find safe homes.
 - Or her speaking with government officials about improving travel conditions.
2. Create simple props (a bonnet, basket, scroll, or small ship sign) using paper or cardboard.
3. One person can narrate the story while others act it out silently or with short dialogue.
4. End the play with Caroline’s quote: *“It is not enough to feel pity. Pity that stays still is not Christian. We must move toward the one who suffers.”*
5. Discuss what it felt like to play her role and what it means to act on faith today.

Purpose:

This dramatisation helps students internalise Caroline’s courage, empathy, and practical Christian service—showing that compassion requires movement and voice.

F) Biblical Connection & Wrap-up**Bible Verse:**

Matthew 25:40 – “Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for Me.”

Reflection:

Caroline Chisholm didn’t just serve people – she served Christ through them. Her eyes were always open to the needs around her, and she never waited for perfect conditions to start helping. Her faith led her to action, and her resourcefulness made that action last.

Parent/Tutor Says:

“Think about this: Who are the ‘least of these’ in your world today? What is something small you could do this week to follow Caroline’s example?”

Prayer Prompt:

Write a short prayer asking God to give you a compassionate heart and the creativity to serve others faithfully, like Caroline did.

Curriculum Mapping Table

Australian Curriculum (v9) Code & Full Description	Rationale for Inclusion
AC9HS4K02 – Describe the experiences of individuals or groups, including Aboriginal and Torres Strait Islander Peoples, who migrated to Australia, and their contributions to society.	Students study Caroline Chisholm as a significant historical figure who helped shape colonial Australia through her compassionate support of migrants, especially women and children. The <i>Legacy Lanterns</i> art activity visually represents the enduring contributions of such individuals.
AC9HC4S03 – Reflect on ways they can participate in and contribute to their community.	The <i>Legacy Lanterns</i> and <i>Welcome Basket</i> activities encourage students to see themselves as active community participants who can serve others through creativity, generosity, and faith-based compassion.
AC9HC4K01 – Describe how people participate in their community, including the roles and responsibilities of community members.	The <i>Welcome Basket for a Newcomer</i> service task models how caring citizens contribute to community wellbeing and inclusion, following Caroline’s example of hospitality and Christian service.
AC9HC6S03 – Reflect on ways they can participate in civic life and take action on issues that matter to them.	Students apply their learning by identifying local needs and designing an act of kindness or service, showing initiative and empathy—key aspects of active citizenship.
AC9HS4S04 – Draw conclusions based on analysis of information gathered from sources.	In preparing the <i>Welcome Basket</i> , students research what newcomers might need and make decisions based on this information, fostering thoughtful and resourceful problem-solving.
AC9HS3K02 – Describe the significance of people and events that led to change in their community or local area.	The <i>Road to Sydney</i> dramatisation helps younger students explore how one woman’s faithful actions brought social change to colonial Australia and left a lasting influence.
AC9HS5K01 – Explain the roles of significant individuals and groups in shaping Australian colonies and society.	The dramatisation explicitly portrays Caroline Chisholm’s leadership, showing how her Christian motivation and resourcefulness shaped Australian social policy and compassion-based reform.
AC9HC5K01 – Describe the shared values of Australian society, such as respect, equality, fairness, and compassion.	Acting out Caroline’s encounters and decisions allows students to connect civic values (fairness, equality, compassion) with the Christian ethics that inspired them, reinforcing moral understanding.

TOPIC 6	THE GOLD RUSH ERA & EUREKA STOCKADE

Lesson 6.1: Gold Fever! The Rush Begins

Theme: The beginning of the Australian Gold Rush

Character Trait Focus: Resourcefulness

Age Group: 5–12 years

A) Introduction

Parent/Tutor Says:

"Today we're going to learn about a real adventure that happened long ago here in Australia. People from all over the world rushed to a place called Ballarat to dig for gold! Some became rich, but many didn't. Still, they all had to use something more important than gold – *resourcefulness*. That means using what you have, thinking cleverly, and not giving up. Let's go back in time and meet a boy named Tom who went looking for treasure... and found something even better."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Are you ready?"

Story: "Tom and the Golden Adventure"

Tom Harrington was just twelve years old when he first heard the word that would change everything: *gold*.

He was helping his father knead dough in their bakery in Parramatta when a neighbour burst in holding a crumpled newspaper. "Gold found near Bathurst!" the man cried. "And now more at Ballarat!"

Tom's eyes lit up like a flame. Gold? Real gold? The kind pirates searched for in books?

His cousin Jack, who was fifteen and full of wild ideas, slapped Tom on the back. "We should go and dig for it!"

Tom's father laughed. "Dig for gold, eh? You boys wouldn't last a day in the bush."

But Tom couldn't stop dreaming about it.

A few weeks later, Jack managed to convince Tom's parents to let them join a wagon group heading to the goldfields. "We'll be safe," he promised. "We've got a tent, food, and good heads on our shoulders."

So off they went, riding a wooden cart pulled by a slow but steady old horse named Digger. They packed shovels, pans, bread, a kettle, and a Bible.

On the road, they met people from all over – men with strange hats, women with cooking pots tied to their wagons, and even children carrying little pans tied with string. Everyone talked about gold nuggets as big as pumpkins and rivers sparkling with treasure. But the trip wasn't easy. The road was rough. One night, their cart got stuck in the mud. Jack pushed, Tom pulled, but it wouldn't budge.

"I'll try this," Tom said, running to a nearby tree. He broke off a long branch, wedged it under the cart wheel, and pushed. With a great creak and splash, the cart popped free.

"Well done, Tom!" someone called. "That's resourcefulness!"

Tom grinned. He liked that word.

When they finally reached Ballarat, it looked like a sea of tents. People were digging, shouting, cooking, arguing, singing. The air smelled of smoke and sweat and something exciting.



Jack picked a spot by a creek. "This will be our claim," he said. "Time to dig!"

[George French Angas. Gold diggers arriving at Bathurst on way to Ophir, c.1851]

For the next days, the boys worked hard. Tom's hands grew blistered from the shovel. His arms ached from shaking the pan. They found a few tiny flakes – just enough to glimmer in the sunlight – but nothing big.



One night, it rained so hard that their tent collapsed. Everything was soaked. Jack groaned. “That’s it. I’m ready to go home.”

But Tom wasn’t. He remembered his father’s voice: “When things get tough, don’t give up. Use your head and your heart.”

So, Tom hung their clothes over a fire to dry. He dug a trench with an old spoon to drain water from their tent site. He even found some reeds to filter the dirty creek water. “We’ll be alright,” he said.

Later, Tom met Mr. Chen, a kind man from China who was digging nearby with his two brothers. They didn’t speak much English, but they smiled a lot. One day, Mr. Chen noticed Tom’s shovel was broken. Without saying a word, he handed Tom a spare one.

In return, Tom gave him some leftover bread.

“Gold,” Mr. Chen said slowly, pointing at his heart, “is here too.”

Tom didn’t quite understand – but he felt something warm in his chest.

The days passed. They saw fights, heard about thieves, and watched others get rich – or give up. But they also saw acts of kindness. People helped each other mend tents, cook meals, and carry buckets.

One day, the troopers came. They were checking licences – papers that diggers had to buy just to be allowed to dig. Jack didn’t have theirs handy. The trooper frowned.

“You’ll have to come with us,” he said.

Tom’s heart thumped. “Wait!” he cried and ran to the tent. He rummaged through every bag until there it was! The licence! He waved it in the air. The trooper sighed and let them go.

“You’ve got nerve, kid,” he said.

Tom sat down by the creek that night and looked at the stars. He still hadn’t found a big nugget. But he had learned to fix things, solve problems, and make friends.

“I guess the real treasure,” he whispered, “is what you discover inside yourself.”

C) Narration

Parent/Tutor Says:

“Now that I’ve finished reading the story, I want to hear what you remember. Can you retell the story to me in your own words, like you’re telling someone who’s never heard it before? Tell me about Tom’s journey, what happened at the goldfields, and what he learned.”

Give time for the student to retell the story.

Encourage them gently with prompts if needed:

“What happened first?... Who did Tom meet?... What did Tom learn about real treasure?”

D) Reflective Thinking

Youngest Students (Ages 5–7)

1. What did Tom go looking for?
2. What did he find that was even better than gold?
3. How did Tom use his cleverness to help in the story?

Middle Primary (Ages 8–10)

1. Why were people excited about gold?
2. What does it mean to be resourceful? Can you think of a time you were resourceful?
3. Why was Mr. Chen important in the story?

Upper Primary (Ages 11–12)

1. What were the risks and rewards of joining the Gold Rush?
 2. How did Tom’s understanding of ‘treasure’ change?
 3. Why do you think God values people more than gold?
-

E) Activity

Choose one or more of the following hands-on or dramatic activities:

Option 1: Make a Goldfields Survival Backpack

Parent/Tutor Instructions:

1. Say: “Let’s imagine we’re going to the goldfields just like Tom and Jack! What would we need to survive?”
2. Help your child draw or pack a pretend backpack with 8 items. They can use real things from around the house or draw pictures of them.
3. For each item, ask: “Why would this help you survive?” Write a label or make a pretend ‘resourcefulness kit’.

Option 2: Mini Play – “Tom’s Golden Discovery”

Parent/Tutor Instructions:

1. Let your child act out the story of Tom and Jack arriving at the goldfields. You can play Mr. Chen or the trooper.
 2. Use simple props: a pan (bowl), shovel (spoon), tent (sheet).
 3. Have them dramatise scenes of digging, fixing the tent, meeting Mr. Chen, and discovering the true treasure.
 4. Afterward, ask: “What part did you like best? What did you learn?”
-

F) Biblical Connection & Wrap-Up

Bible Verse:

Matthew 6:19–21 – “Do not store up for yourselves treasures on earth... But store up for yourselves treasures in heaven... For where your treasure is, there your heart will be also.”

Parent/Tutor Says:

“Let’s think about what Jesus said. Gold doesn’t last forever – but the love we show, the kindness we give, and the wise choices we make *do* last. Tom didn’t find a gold nugget, but he found friendship, courage, and clever ways to solve problems. That’s treasure too!”

Reflection Question:

“What kind of treasure do you want to store up in your heart?”

Prayer Prompt:

“Dear Jesus, thank You for teaching me that true treasure is found in wisdom, kindness, and helping others. Help me to be resourceful like Tom and to always look for the treasure You want me to find. Amen.”

Lesson 6.2: Life in the Goldfields – Struggle, Spirit & Success

Theme: Daily life on the Australian goldfields

Character Trait Focus: Resourcefulness

Age Group: 5–12 years

A) Introduction

Parent/Tutor Says:

"Last time we met a boy named Tom who went to the goldfields looking for treasure. But even when people found gold, life on the goldfields was not easy. People lived in tents, cooked outside, and had to be clever to survive sickness, storms, and tough times. Today's story is about a family who lived on the goldfields. They didn't find gold, but they found something better – friendship, faith, and the courage to keep going. As we listen, look out for all the ways they used resourcefulness to turn hardship into hope."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Are you ready?"

Story: "Mary's Camp – Hope in the Dust"

Mary Collins carefully stirred the porridge bubbling over the fire. Even as the smoke tickled her eyes, and her white sleeves turned black from soot, she listened to the lonely calls of the Currawongs in the tree-tops. The Castlemaine bushland was a beautiful place in the early morning. Soon the campsites would be a-buzz with activity.

Children cried. Kettles hissed. Dogs barked. Men's voices called out in different languages – English, Irish, German, and Chinese. From each site hope flashed out like a bushfire. Would today be the day to find the 'motherlode' of their dreams?

Mary's husband Dan had already left their tent to go digging. Their son Joseph, who was eleven, had helped carry water from the creek and now played near the tent. Baby Anne was snuggled in a shawl on Mary's back.



[S.T. Gill -Iron Bark, Bendigo, 1882-3]

Their home was a simple canvas tent tied to sticks and poles. The floor was bare earth, with sacks or bark strips for rugs and a few wooden boxes for chairs and shelves. There was no kitchen, no bathroom, and no front door – just a length of fabric that flapped in the wind.

But Mary didn't complain.

Bark from the trees were turned into shelves, tied up with twine. She stitched old flour sacks into curtains. She lined the baby's cradle with soft sheep wool from a nearby butcher. She even made soap from ashes and fat.

"Use what you've got," she often said. "God gave you hands and a brain for a reason."

Sometimes she traded her soap for eggs or flour at the market. Joseph made toys from sticks and string and swapped them with other kids. Everyone had to be creative to survive.

Kindness in Canvas Town

Next door lived Elsie, a Scottish woman with a big laugh and strong arms. She taught Mary how to bake bread in a covered pot right on the coals. In return, Mary helped mend clothes for Elsie's boys.

The children in the camp found ways to have fun. They made skipping ropes out of flax and rolled hoops made from old cartwheels. On Sundays, while some families completed household chores and read books, other families gathered to sing hymns and read the Bible under the trees. Mr. Lee, a Chinese man who sold hot tea, always brought his bamboo flute and played gentle tunes while people sang.

Even though the goldfields were dusty and hard, there was joy too.

Illness and Fear

Not everything was happy, though. One year, a terrible sickness spread through the camp. People called it "camp fever." It made children very sick, and clean water was hard to find.

Mary boiled every drop of water they drank. She made herbal tea from eucalyptus leaves to help people breathe easier. One night, a family nearby lost their two youngest children. Mary held Joseph close and cried.

"Lord," she whispered, "thank you for keeping us safe. Help me be a helper to others."

People started calling her "Nurse Mary" because she always showed up with a warm cloth, a gentle hand, or a word of hope from the Bible. She wasn't a real nurse – but she was a real helper.

Winter Winds and Helping Hands

When winter came, the cold winds tore through the tents. Some nights, frost formed on the water buckets. Baby Anne cried often, and Mary had to find a way to keep the family warm. She stuffed grass into the gaps in the tent. She made a little fireplace using rocks and a broken pan. When a storm blew off their neighbour's tent roof, Dan helped patch it up using tin cans and the axle of an old wagon.

"Our neighbours are our lifeline," he said.

Everyone helped each other. One man built a coffee grinder out of a meat tin. A Polish shoemaker used horsehair and a heated shovel to fix boots. A Chinese miner showed others how to clean dirty creek water using charcoal and cloth.

No one had much, but they all had *something*. And when they shared it, it was like finding treasure.

The Real Gold

One Sunday, a travelling preacher came and built a wooden cross between two gum trees. He spoke about hope, even in hard times.

"Suffering builds perseverance," he said. "And perseverance builds character. And character gives us hope."

Mary wept. She thought of the dust, the cold, and the sickness – but also of the kindness, the sharing, and the strength she'd found.

They hadn't found gold in the ground. But they had found something better.

C) Narration

Parent/Tutor Says:

"It's your turn now! I want you to tell me the story back in your own words. Try to remember what happened to Mary and her family. What did life look like on the goldfields? What were the challenges? And how did people use resourcefulness to get through it?"

Let your child retell the story aloud. Prompt them gently if they get stuck:

"What did Mary do with the bark?... Who was Mr. Lee?... What made her a helper?" "How did they make clean water?"

D) Reflective Thinking

Youngest Students (5–7 years)

1. What kind of house did Mary live in?
2. What did she use to make shelves?
3. How did Mary help her neighbours?

Middle Primary (8–10 years)

1. Why was life hard on the goldfields?
2. What did people do to stay warm and healthy?
3. What does it mean to be resourceful? Can you think of a time when you were?

Upper Primary (11–12 years)

1. How did people work together in the goldfields?
 2. What does it mean to find “gold” in kindness and community?
 3. What are some things you can do when life gets hard, just like Mary did?
-

E) Activity

Choose one or both of these practical or creative activities:

Option 1: Goldfields Camp Creation

Parent/Tutor Instructions:

1. Say: “Let’s build a mini version of the camp Mary lived in.”
2. Using craft materials (cardboard, sticks, fabric, string), create:
 - A tent with rolled cloth or paper
 - A cooking fire (paper circles or sticks)
 - A market stall or tea stand like Mr. Lee’s
3. Add small signs or labels showing how people were resourceful
4. When finished, ask: “What does this show us about how people lived?”

Option 2: Role Play – “A Day in Canvas Town”

Parent/Tutor Instructions:

1. Let your child act out a scene:
 - Stirring porridge
 - Trading soap for eggs
 - Helping a sick neighbour
 - Singing by the fire
 2. Join in acting as Elsie, Mr. Lee, or a preacher.
 3. Ask afterward: “What part was your favourite? Why do you think Mary was called ‘Nurse Mary’?”
-

F) Biblical Connection & Wrap-Up

Bible Verse:

Romans 5:3–4 – “Suffering produces perseverance; perseverance, character; and character, hope.”

Parent/Tutor Says:

“When things are hard, God can help us grow stronger inside. Mary didn’t find gold, but she found

something even better – *hope*. She kept going, helped others, and made the most of what she had. That’s what resourcefulness is all about.”

Reflection Question:

“Where do you think God might be growing your perseverance right now? How can you be a helper like Mary?”

Prayer Prompt:

“Dear God, thank You for giving me a mind to think and hands to help. When things are hard, help me to be like Mary – resourceful, kind, and full of hope. Amen.”

Lesson 6.3: The Eureka Stockade – Standing Up for Fairness

Theme: A true story about standing up for justice

Character Trait Focus: Resourcefulness

Age Group: 5–12 years

A) Introduction

Parent/Tutor Says:

"Have you ever felt like something wasn't fair? In today's story, we're going to learn about a time when many people on the goldfields felt just like that. They worked hard, but the government made them pay money again and again just to dig – and even if they found no gold! Today we'll meet some of the men and women who used courage and resourcefulness to stand up for what was right. Some of them built a fort, others wrote letters, and some even helped the hurt and wounded. Let's see what happened at the Eureka Stockade."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

Story: "The Blue Flag and the Brave Stand"

In the dusty fields of Ballarat in 1854, the gold rush was in full swing. People from all over the world were digging holes, panning for gold in creeks, and hoping to find treasure. But there was something making life very hard for the diggers – something that felt unfair.

The government made them buy a licence just to dig. Even if a miner found no gold, he still had to pay. If he didn't have his licence on him at all times, he could be arrested or fined. Troopers (police officers) would come through the camps, checking people's pockets and tents.

One of the diggers, a man named Peter Lalor, didn't think this was right. Peter had come from Ireland and believed in fairness. He had once been a schoolteacher, but now he was a gold digger like everyone else.

"This is not the way things should be," Peter said. "People who work hard should be respected – not bullied."

A Meeting on the Hill

One day, thousands of miners gathered at a place called Bakery Hill. There were Irishmen, Germans, Italians, Chinese workers, and Australians – standing together. They were tired of being treated unfairly.



Peter stood up before them and raised a brand-new flag. It was dark blue with white stars shaped like the Southern Cross. The flag blew high in the wind.

“This flag stands for fairness,” Peter called. “Let’s promise to stand together. No matter where we come from, we’re all in this together.”

The men all raised their hands and took an oath: “We swear by the Southern Cross to stand truly by each other and fight to defend our rights and liberties.”

The Stockade is Built

Some diggers believed the government would never listen unless they showed they were serious. So, they built a little fort called a *stockade* – made of logs, wooden carts, and tools.

About 150 men stayed inside the stockade. They had few weapons – some old guns, axes, and even cooking pans tied to their arms as shields.

At night, they trained and prayed. Women brought food and helped prepare bandages. One woman, named Anastasia Hayes, wrote letters for the sick and boiled bark from a willow tree to ease people’s pain.

Peter Lalor helped keep spirits up. “We may not have much,” he said, “but we have each other – and we’re not alone when we stand for what’s right.”

The Surprise Attack



[Charles Doudiet, Eureka slaughter, 3rd December 1854]

Very early on Sunday morning, December 3rd, when the diggers were still sleepy, soldiers and police suddenly attacked the stockade. They came quickly and in great numbers – almost 300 men!

The battle was loud and messy. Diggers tried to fight back, but they were outnumbered and not well armed. Within 30 minutes, the stockade was broken. Many diggers were wounded or killed. Peter Lalor was shot in the arm and had to hide. His arm was so badly hurt that it later had to be cut off.

The Southern Cross flag was pulled down.
The stockade was over.

The Aftermath

People all across the colony were shocked. Even those who hadn't supported the protest said the government had gone too far.

Peter Lalor escaped and hid for a while. But then something surprising happened. When the captured diggers were taken to court and accused of treason, the public defended them. Every single one was found "not guilty."

Soon after, the unfair licence system was scrapped. A new one was made – cheaper, simpler, and fairer. And now, diggers could vote in elections too.

Peter Lalor later became a politician – a leader who helped make better laws for the people.

The Legacy of the Southern Cross

The Eureka Stockade didn't last long – but it made a difference. It showed that people working together could bring about change. The flag with the Southern Cross became a symbol of fairness and courage.

And in the middle of all this were men and women who used what they had – wood, cloth, cooking tins, their voices, and their prayers – to stand up for what they believed was right.

Sometimes, real treasure is found in standing firm, not in finding gold.

C) Narration

Parent/Tutor Says:

"Now I'd love to hear what you remember from the story. Can you tell me what happened with the Eureka Stockade? Who was Peter Lalor? Why were the diggers upset? And how did they try to fix things?"

Let the child retell the story aloud in their own words. Offer encouraging prompts if needed:
"What did the blue flag mean?... What was the stockade?... What happened afterward?"

D) Reflective Thinking

Youngest Students (5–7 years)

1. What did the diggers think was unfair?
2. What did they build to show they were serious?
3. What happened when the troopers came?

Middle Primary (8–10 years)

1. Why was the blue flag important to the diggers?
2. How did people show kindness and courage in the story?
3. What happened after the stockade battle?

Upper Primary (11–12 years)

1. How did the diggers use resourcefulness in their protest?
 2. Was the stockade battle successful or not? Why?
 3. What does this story teach us about fairness, justice, and standing up for others?
-

E) Activity

Choose one or more of these activities to help bring the story to life:

Option 1: Design a Fairness Flag

Parent/Tutor Instructions:

1. Say: “The diggers made their own flag to show what they stood for. Let’s design our own flag to show fairness and kindness.”
2. Use paper, crayons, or fabric scraps to design a flag with symbols of:
 - Unity (e.g. hands, hearts, stars)
 - Christian values (e.g. a cross, olive branch)
 - Fairness (e.g. a scale or smiling faces)
3. Ask your child to explain what each part means.

Option 2: Mini Drama – “The Diggers Speak Up”

Parent/Tutor Instructions:

1. Help your child act out the story:
 - A meeting at Bakery Hill
 - Raising the flag
 - Building the stockade
 - A scene of kindness (e.g. Anastasia helping the wounded)
 2. Join in by playing Peter Lalor, a miner, or a trooper.
 3. Afterward, ask: “What would you do if something was unfair
-

F) Biblical Connection & Wrap-up

Bible Verse:

Micah 6:8 – “What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”

Parent/Tutor Says:

“God cares deeply about justice – about treating people fairly. He also wants us to show kindness and stay humble. The diggers at Eureka were trying to fix something unfair. Some of their choices were brave, but not all were wise. We can learn from their courage and also from God’s wisdom about how to stand up for others with love and mercy.”

Reflection Question:

“What’s one way you can speak up for someone or help make things fair – in your family, at church, or with friends?”

Prayer Prompt:

“Dear Lord, thank You for teaching me to care about justice. Help me to speak kindly and stand up for what is right. Teach me to be resourceful, wise, and brave like Peter Lalor – and humble like Jesus. Amen.”

Extra Reading

Hidden Women of History: how mother of 8, Mary Anne Allen made do on the goldfields

<https://theconversation.com/hidden-women-of-history-how-mother-of-8-mary-anne-allen-made-do-on-the-goldfields-amid-gunshots-rain-and-sly-grog-161354>

In February 1852, 46-year-old Mary Anne Allen set off from Melbourne for the Mt Alexander (Castlemaine) diggings with her husband Reverend John Allen and their eight children, the youngest aged five.

Histories of the Victorian gold rushes often overlook women’s presence on the goldfields in 1852. Women, children and home, however, were always part of goldfields life.

Mary Anne Allen’s diary appears to have been written for publication. In it she observes life on the diggings, not through the lens of masculinity and mateship, but through family and home.

A perilous journey

Englishwoman Mary Anne and her family had arrived in Port Phillip before the gold rushes. They migrated in 1849 to deliver the word of God for Scottish evangelist and colonial enthusiast John Dunmore Lang. Yet two years later the family abandoned their congregation in search of gold, “dreaming of little beyond wealth and competency”.

On route to Mt Alexander, the family almost lost their dray over a ravine. Their son Frederick tried to “scotch the wheels” (likely wedging a stone or bar to stop them rolling) but to no avail.

“My little girl came running towards me”, wrote Mary Anne in her diary. “She said we expected father would have been killed but Fred’s hand was smashed and two of his fingers broken.” Disaster was averted, but it would be just the beginning of the family’s trials.

Next, four bushrangers bailed up a bullock driver ahead of them. The Allen family continued cautiously forward, one of her sons armed with a gun, the second with a hatchet, a third with a club. Mary Anne’s younger children inquired anxiously, “What will they do with you Mamma?” Fortunately, Providence spared Mary Anne an answer.

Life in the clearings

Mary Anne found the new goldfields “remarkably picturesque and singularly beautiful”. The countryside was already home to miners’ mia-mias (based on Aboriginal dwellings) and hundreds of tents, scattered for miles through the still dense bush.

But clean drinking water was impossible to find. A German miner gave Mary Anne’s children a cup of water, milky with chalk. Another miner gave Mary Anne a loaded gun to help her protect any water they found. The family moved on to nearby Barker’s Creek, where there were fewer tents and more available water.

The Allen’s erected their tent and furnished it with handmade “bush bedsteads”: saplings driven into the ground and bed cases filled with dried leaves. Their table was topped with bark and the floor carpeted with the same. Mary Anne wrote that the bark decomposed rapidly in wet weather, producing an “exceedingly unpleasant” smell.



Many miners’ tents, she wrote, were lined with blankets inside and bullock hides externally to keep out the weather. Her sons built a stone fireplace with bark sides, which they topped with an old sugar cask. They put up a tarpaulin awning so the family could bake damper and roast meat without standing in the rain. Even with these precautions, mould covered everything.

Henry Winkles, ‘Interior of a digger’s tent’, c.1853. National Library of Australia

Living with uncertainty

Families lived in fear of the dangers presented by mine shafts. The lesson was brought home for the Allen family as they watched a man trapped down a shaft. Then another man went in after him. The father of one of the men rushed forward and he too fell headlong into the mine. The whole party, Mary Anne noted disapprovingly, was the worse for “the influence of spirits”.

Bushfires were a frightening, yet entertaining, reality:

One small tree burnt through fell at our horses feet. We hastened onwards and when out of danger we sat and admired the grandeur of the scene.

At night, diggings glowed with fires outside every tent and lamps lit by candlewicks made from honeysuckle flowers soaked in oil. One night, as the family sat reading around their table, a gun was fired through their tent. The bullet landed on her son’s book: “So uncertain was life at Barker’s Creek”.

On the diggings, Sunday was not for religion but for domestic duties and domestic quarrels. Sometimes Mary Anne expected that “instant death would ensue from stabbing members of their own families”.

TOPIC 7	HOW ABORIGINAL LIFE HAS IMPROVED

Lesson 7.1: From Survival to Stability – Early Steps Toward Advancement

Character Trait Focus: Resourcefulness

Target Age: 5–12 (with reflection levels by age group)

A) Introduction

Parent/Tutor Says:

"Today we're starting a new unit about how life changed for some Aboriginal people after settlers came to Australia. Sometimes we hear only the sad parts, but there were also times when things improved – especially through Christian missions. We're going to hear a story today about a boy named Koen. He faced some big challenges, but also found new hope through learning, faith, and helping others. As we listen, let's think about how resourcefulness – using what we have and what we learn – can help us bless others."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

Story: "Koen's Journey – A New Path in a Changing Land"

In the warm, dry land near the Darling River, a young Aboriginal boy named Koen lived in a bark shelter with his family. Their camp was shaded by tall gum trees, and the river sparkled nearby. Koen's people were skilled hunters and gatherers. They knew which plants healed sickness, which tracks belonged to kangaroos or emus, and where to fish each season.

Koen had learned much from his elders. He could find grubs under tree bark, follow animal trails, and gather water from hollows in trees. His favourite thing was to sit by the river and listen to stories from the old men, who spoke of the Dreaming and how the land was shaped.

But one day, Koen noticed something strange- fences. Long wooden fences had been built further upstream. Sheep and cattle were drinking from the creeks and stepping over the food plants. Koen's father frowned. "The land is changing," he said. "We must be careful."

Over time, more settlers came. Some were kind. Others were not. Koen's family kept away from trouble, but it was harder to find food. Some of the men went to work at a sheep station. They came back tired and quiet.

Then one day, a stranger arrived on horseback. He was a tall white man named Mr. Turner. He wore a wide hat and had a soft voice. But he didn't come to take land or sheep. He came with something called a 'book'.

"I've come from the mission," he said kindly. "I want to offer your children a chance to learn. To read, to write, to know more about the world – and also, to know about God."

Koen's parents were unsure. But they also wanted something better for their son. After talking around the fire for many nights, they said yes.

A New Way of Living

The journey to the mission took three days. Koen rode on a cart with two other children. When they arrived, Koen saw little wooden huts, a garden with vegetables, and a building with benches, books, and a wooden cross on the wall.

Koen had never seen so many books. There were so many things that were new to him. He had never used a pencil. He didn't know how to write his name. But he had good eyes and a quiet mind. He watched, he listened, and he began to learn in a different way.

Miss Baker, the teacher, was gentle but firm. "Koen is very thoughtful," she told Mr. Turner. "He learns quickly."

Soon, Koen could read short Bible verses. He helped other children sound out words. He learned maths, drawing, and how Jesus loved the poor, the sick, and those who were forgotten.

At night, the children read psalms by lamplight and sang hymns before bed. Koen's favourite verse was Isaiah 40:11-"He gathers the lambs in His arms and carries them close to His heart." Koen felt like one of those lambs. God cared for him – not just as part of a group, but as a person.

Learning from Both Worlds

As he grew older, Koen became a helper at the mission. He taught bush skills to the missionaries – how to find water in dry times, how to use bark to make rope, how to track animals. He showed younger boys how to light a fire without matches and make bush soap from ash.

In return, he learned how to use tools, build garden beds, and speak clearly in English. He helped translate Bible stories for elders. When people got sick, Koen boiled tea-tree leaves for steam baths and helped with European medicine too.

"He's learning from both worlds," said Mr. Turner. "And God will use that."

Going Back to Give Back

At seventeen, Koen made a big decision. The mission had asked him to stay and help teach – but he felt God calling him to return home.

He arrived back at the river carrying a Bible, wearing a collared shirt and boots. Some of the older men stared. “He’s changed too much,” they muttered.

But Koen didn’t argue. He listened. He helped. He taught reading by drawing letters on a flat stone with chalk. He helped dig a garden for a widow and bought shoes for some of the children.

He even helped two young men get work at a station where they were treated fairly. He told them about Jesus – not by preaching loudly, but by being kind, brave, and helpful.

He used what he had learned to bless others. Slowly, the community began to listen.

C) Narration

Parent/Tutor Says:

“Now I want to hear what you remember. Can you tell me Koen’s story in your own words? What happened to him? What did he learn? And how did he help others?”

Encourage your child to give as much detail as they can. Prompt gently if needed:

- “What did the man on the horse say?... What was the mission like?... How did Koen use both bush skills and new learning?”
-

E) Reflective Thinking

Youngest Students (5–7 years)

1. Who was Koen?
2. What new things did he learn at the mission?
3. How did he help his people?

Middle Primary (8–10 years)

1. Why was life changing for Koen’s people?
2. What does it mean to be resourceful like Koen?
3. Why do you think he chose to go back and help?

Upper Primary (11–12 years)

1. How did Koen use both traditional and Western skills?
 2. What made Koen a good leader and teacher?
 3. How do you think God used Koen’s life to bless others?
-

E) Activity Options

Choose one or both of these activities:

Option 1: “Two Worlds” Skills Poster

1. Fold a sheet of paper in half.
2. On one side, draw pictures of Koen’s bush skills (e.g., finding water, tracking animals, cooking with fire).
3. On the other side, draw Koen’s mission skills (e.g., reading, carpentry, gardening).
4. In the middle, write or draw ways Koen helped others using both kinds of knowledge.

Option 2: Write a Letter from Koen

1. Pretend you are Koen writing to a cousin who still lives near the river.
2. In your letter, explain what you’ve learned and how God helped you.
3. Finish with an invitation: “Come and see for yourself.”
4. Decorate the letter with symbols of both cultures (e.g., river gum leaves and a cross).

F) Biblical Connection & Wrap-up

Bible Verse:

Isaiah 40:11 – “He tends His flock like a shepherd. He gathers the lambs in His arms and carries them close to His heart.”

Parent/Tutor Says:

“Koen loved this verse. It reminded him that God doesn’t forget us – He cares for us, holds us close, and guides us. Even when things change or feel hard, God is with us.”

Reflection Prompt:

“Has God helped you learn something new or given you a way to help others? How can you use what you’ve learned to be a blessing?”

Prayer Prompt:

“Dear God, thank You for caring for us like a shepherd. Help me to learn with an open heart and use what I’ve learned to bless others, just like Koen did. Amen.”

Lesson 7.2: Missions, Schools, and Opportunity

Character Trait Focus: Resourcefulness

Target Age: 5–12

A) Introduction

Parent/Tutor Says:

"Today's lesson continues our look at how some Aboriginal people found new opportunities through Christian missions. Some of these places weren't perfect, but many were built on love, dignity, and faith in God. In this story, we'll meet a girl named Mina who discovered hope and purpose at a mission school. She didn't just learn to read – she learned to serve, to lead, and to love others. As you listen, think about how resourcefulness means using what you've learned to help others."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

Story: "Mina and the Mission School"

Mina was just eight years old when she arrived at Maloga Mission with her aunt. They had walked for two days through the scrubby bush near the Murray River, their feet dusty and their bellies rumbling. Mina had never left her people before, but her aunt said this place would give them a chance to start again.

Mina's family had suffered. Her father had died the year before from a fever. The land near their camp had been cleared for farming, and there was little left to eat or sell. But at the mission, there were fruit trees, vegetable gardens, and wooden buildings with tidy paths between them.

It looked like hope.

A Place of Learning

Maloga Mission was run by Daniel and Janet Matthews, a Christian couple who believed that every person mattered – black or white, rich or poor. They had started the mission to help Aboriginal families who had lost land, health, and homes.

Mina was shy but curious. She stared at the classroom – a long building with benches, slates, and books. A cross hung on the wall, and each morning the children read Bible verses aloud. Mina had never held a pencil before, but she was ready to learn.

Her teacher, Miss Jennings, was patient. "Mina listens with her whole face," she told Mr. Matthews. "She doesn't just hear words. She understands them."

In the first month, Mina learned the alphabet, started writing her name, and copied her first memory verse: “The Lord is my shepherd; I shall not want.”

Learning to Be Resourceful

The mission didn’t have many supplies. There was no electricity, no fridge, and not much money. But the people made the most of what they had.

- Boys learned carpentry and how to care for animals.
- Girls learned sewing, cooking, and how to keep a clean home.
- Everyone learned reading, writing, health, and the Bible.

Mina helped sew dresses out of sugar sacks. She made soap by boiling ashes and animal fat. She even stitched pages from leftover paper to make her own diary, tied with string.

When rain washed away part of the path to school, Mina and her friend Ruth found pieces of bark and laid them down as stepping stones.

Miss Jennings smiled. “That’s what I call thinking ahead.”

Growing in Faith

One evening, Mina stayed behind after class. She looked up at Miss Jennings and asked, “Why does Jesus love us – even when the world forgets us?”

Miss Jennings knelt down and said gently, “Because you are made in God’s image. The world sees your skin. But Jesus sees your heart.”

That night, Mina wrote in her diary:
“I am His. Not forgotten. Not dirty. Chosen.”

She never forgot that moment.

Becoming a Leader

By the time Mina turned fifteen, she was helping in the classroom. She showed younger children how to read, helped lead hymns, and taught simple health tips.

She also found clever ways to explain faith using stories from the bush.

“Jesus is like the waterhole,” she once told the children. “Quiet, deep, and always there.”

When a man in the community became sick, Mina boiled tea-tree leaves for steam breathing and stayed by his side, reading Psalm 23.

At Sunday school, she wore a small cross sewn into the hem of her dress. Not to show off, but to remind herself of who she served.

Mr. Matthews once said, “Mina doesn’t just learn – she teaches. She doesn’t just grow – she gives.”

Spreading the Light

When Mina was grown, she married a Christian Aboriginal man who also loved helping others. Together, they started a new school on a nearby reserve.

They held classes under gum trees, sang hymns by lantern light, and taught sewing, gardening, reading, and Scripture. Mina was known as “Aunty Mina” by everyone – not just because of her age, but because she listened, encouraged, and prayed.

To one frightened child she said, “You are not too small to do great things.”

And Mina proved it – with her life.

C) Narration

Parent/Tutor Says:

“Now I want you to retell the story of Mina. What do you remember about her time at the mission? What did she learn? What kind of leader did she become? Tell it like you’re explaining it to someone who’s never heard the story.”

Encourage detail. Prompt if needed:

“What did Mina do with bark?... What did she write in her diary?... How did she help others when she grew up?”

D) Reflective Thinking

Youngest Students (5–7 years)

1. Who was Mina?
2. What did she learn at the mission school?
3. How did she help other people?

Middle Primary (8–10 years)

1. Why did Mina feel special after hearing the Bible verse?
2. What does it mean to be resourceful like Mina?
3. How did she serve others with the things she learned?

Upper Primary (11–12 years)

1. What kind of leader did Mina become?
 2. How did her faith and resourcefulness work together?
 3. What lessons from Mina’s life can help you grow in character?
-

E) Activity Options

Choose one or more of the following:

Option 1: “Memory Verse Bookmark”

1. Pick one of Mina’s favourite verses (e.g. Psalm 23 or John 3:16).
2. Create a decorated bookmark with the verse.
3. On the back, write what that verse meant to Mina and what it means to you.
4. Use colours and symbols from the story (e.g. cross, gum leaves, lantern).

Option 2: What Mina Learned – Two-Column List

1. On one side, list practical skills Mina learned (sewing, gardening, etc.).
2. On the other, list spiritual lessons (faith, courage, kindness).
3. At the bottom, write: “How can I learn and serve like Mina?”

F) Biblical Connection & Wrap-up

Bible Verse:

Ephesians 2:10 – “We are God’s handiwork, created in Christ Jesus to do good works...”

Parent/Tutor Says:

“Even though Mina didn’t start with much, she discovered that she was created for good works. God gave her a new path and helped her bless many people. You and I were made to do good things too – not when we’re grown-ups someday, but even now.”

Reflection Prompt:

“What good works might God be preparing you to do right now?”

Prayer Prompt:

“Dear God, thank You that I am Your handiwork. Help me to learn well, love others, and use what I’ve been taught to help and bless others – just like Mina did. Amen.”

Lesson 7.3: Aboriginal Christians Who Made a Difference

Character Trait Focus: Resourcefulness

Target Age: 5–12

A) Introduction

Parent/Tutor Says:

"In our first two lessons, we met Koen and Mina – Aboriginal children who grew through learning, faith, and service. Today, we'll learn about some real Aboriginal Christian leaders from Australian history. These were people who lived in both Aboriginal and Western worlds. They loved their culture, followed Jesus, and used their gifts to help others. Some were inventors, teachers, pastors, nurses, or leaders. As you listen, think about how God can use you too – no matter how young you are – if you live with courage, love, and resourcefulness."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

Story: "Light in Two Worlds – Aboriginal Christian Leaders of Australia"

Long ago, many people believed that Aboriginal Australians couldn't lead or teach. But they were wrong. Today's story is about four real Aboriginal leaders who loved God, served their people, and used what they had to make a difference. They walked in two worlds – with courage, kindness, and faith.

David Unaipon – The Preacher and Inventor

David was born in 1872 on a Christian mission in South Australia. His family belonged to the Ngarrindjeri people.

From the time he was a boy, David loved machines. He would take things apart just to see how they worked. But he also loved the Bible and would often read Scripture aloud to others. When David grew up, he became a lay preacher – a kind of helper who travelled and spoke about God's love.

But David wasn't just a preacher. He was also an inventor. He studied the boomerang and designed a helicopter model based on its flight. He invented shears for cutting wool and dreamed up ideas for energy and farming. Even though some of his ideas were copied without giving him credit, David kept learning.

He became the first Aboriginal author to be published and once said,
“The heavens declare the glory of God.”
Today, David’s face is on the Australian \$50 note.



Gladys Elphick – Helping Women with Dignity



Gladys was born in 1904 and belonged to the Kurna and Ngadjuri people.

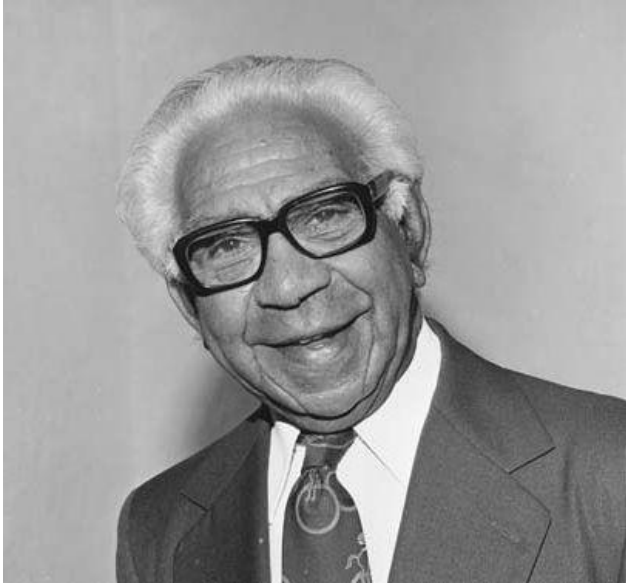
She grew up working hard in a factory during the war, in the kitchen at home, and in her community. But Gladys saw that many Aboriginal women needed support. Some were sick, some were alone, and some had no home.

Gladys started a group to help them. She cooked meals, visited homes, and helped women find safe places to live. She believed that women should be strong and supported. Though she wasn’t a preacher, Gladys lived out her faith by showing love and care.

She once said:

“We must walk forward – not with anger, but with strength.”

Doug Nicholls – Pastor, Footballer, and Leader



Doug was born in 1906 on a mission in New South Wales. As a young man, he loved to run and play football. He became so fast and strong that he was chosen to play in top teams. Crowds cheered when Doug ran onto the field.

But Doug knew that God had a different job for him.

He became a Christian pastor, speaking at churches and working with people in need. Doug also worked with the government to speak up for Aboriginal rights. He became a leader and later served as the **Governor of South Australia** – the first Aboriginal person to have such a high role.

Doug once said,

“The cross makes us one. There is no black or white in the blood of Christ.”

Faith Thomas – Nurse and Cricket Star



Faith was born in 1933. She grew up with her family and also in a children’s home run by Christians.

Faith loved to play sports and became the first Aboriginal woman to play cricket for Australia! She bowled fast and hit hard.

But Faith also trained to be a nurse. She worked in hospitals and travelled to care for people in faraway towns. She was proud of her Aboriginal heritage and proud of her faith in Jesus. She prayed with her patients and always gave kindness, even when the job was hard.

She once told a young girl,

“Jesus is your friend. He will never leave you.”

One Light, Many Lamps

These leaders were different – men and women, young and old, in cities and the bush. But they were alike in this:

- They followed Jesus.
- They used what they had.
- They helped others.
- They didn't give up.

They didn't stop being Aboriginal to follow Jesus. And they didn't stop loving Jesus to serve their culture. They let their light shine in both worlds.

And that light still shines today.

C) Narration

Parent/Tutor Says:

“Now I'd love to hear what you remember. Can you tell me about one or more of the leaders from today's story? What did they do? How did they help others? What did their faith help them to do?”

Encourage your child to retell in their own words. Prompt gently if needed:

- “What did David invent?... What did Doug do before he became a pastor?... How did Gladys help women?”
-

D) Reflective Thinking

Youngest Students (5–7 years)

1. Who was one of the leaders in today's story?
2. What special thing did they do?
3. How did they show love for Jesus?

Middle Primary (8–10 years)

1. Why do you think God used each of these people?
2. What is one thing you admire about them?
3. How did they let their light shine?

Upper Primary (11–12 years)

1. What made these Aboriginal Christian leaders special?
 2. How did they serve in both their culture and their faith?
 3. What do you think it means to be “a light in two worlds”?
-

E) Activity Options

Choose one or more:

Option 1: Hero Poster

1. Pick one of the leaders.
2. Draw a picture of them and write their name at the top.
3. Around the edges, write or draw what they did and what made them resourceful.
4. Add their quote or a Bible verse like Matthew 5:16.

Option 2: Four Leaders Chart

1. Draw a chart with 4 boxes.
 2. In each box, write:
 - The leader's name
 - What they did
 - How they used their gifts for God
 3. At the bottom, write: "I can let my light shine too."
-

F) Biblical Connection & Wrap-up

Bible Verse:

Matthew 5:16 – "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

Parent/Tutor Says:

"Jesus told His followers to shine like lights – not by showing off, but by doing good and pointing others to God. That's exactly what these leaders did. They used their talents, time, and love to help others and honour God."

Reflection Prompt:

"What gifts or strengths do you have? How could you use them to help someone this week?"

Prayer Prompt:

"Dear God, thank You for these Aboriginal leaders who showed faith, courage, and kindness. Help me shine my light too – at home, at church, and wherever I go. Amen."

TOPIC

8

PROUD TO BE AUSTRALIAN

Lesson 8.1: What It Means to Be Proudly Australian

Character Trait Focus: Resourcefulness

Target Age: 5–12

A) Introduction

Parent/Tutor Says:

"Today we're starting a unit called *Proud to Be Australian*. But we're not just going to talk about flags or sports. We're going to talk about the kind of people we are becoming – helpful, wise, kind, and brave. Being proud of Australia doesn't mean we ignore hard things in the past. It means we are thankful for what is good, learn from mistakes, and try to do what's right, right now. Today's story follows a group of students who go on a journey around Australia to discover what makes our country special – and how things like helping others, caring for nature, and working together show the true Aussie spirit."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

Story: "The Great Australian Road Trip – Discovering Our Nation"

It started with a school project – but became something much bigger.

Eight students from around Australia were chosen for a special journey. Their teacher, Mr. Thomas, called them "Team Australia." They came from farms, cities, towns, and the outback. Some were Indigenous. Others had Chinese, Italian, Lebanese, Sudanese, or English heritage.

"We want to find out," said Mr. Thomas, "what it really means to be Australian."

Stop 1: Canberra – Where Choices Are Made



Their first stop was Parliament House in Canberra.

“This is where laws are made,” said Mr. Thomas. “But Australia’s greatness isn’t just in government – it’s in the people who elect the men and women who then serve the country by making good laws.”

Stop 2: Uluru – The Land Speaks



Next, they travelled far inland to Uluru. A local Aboriginal guide named Jimmy showed them ancient stories painted on rocks and taught them how to find water using roots and sand patterns.

“Before cities,” said Jimmy, “the land taught us. It still does.”

Maya, who was from Melbourne, was surprised. “I didn’t know any of this.”

That night, they slept in swags under the stars and felt small under the wide, silent sky.

Stop 3: Sydney – Spirit in the City



In Sydney, they met a firefighter who had helped during the Black Summer bushfires.

“We didn’t wait for someone to tell us what to do,” he said. “We just helped.”

Tom, one of the students, nodded. His family had lost their farm in a flood.

“Sometimes Australians don’t talk much,” he said, “but we show up when it matters.”



They visited hospitals, community centres, and the ANZAC Memorial, Hyde Park, Sydney.

Everywhere, people told stories of kindness, courage, and rebuilding.

“It’s the spirit,” said their guide. “Ordinary people doing good without being asked.”

Stop 4: A Small Coastal Town – Kindness for All Creatures

In Queensland, they visited a turtle rescue centre. Leila, whose family was from Sudan, helped clean plastic from the beach.

“They care for life that isn’t even human,” she whispered. “That’s special.”

Mr. Thomas nodded. “This land is a gift. Protecting it is part of being Australian.”

Stop 5: Regional Victoria – Honouring the Past

In Victoria, they met Aunty Merle, an Aboriginal elder.

“My people lived on reserves,” she said, “but God helped us rise.”

She showed them old school photos, a Bible she still read, and a community centre where she taught reading.

“Pride isn’t pretending things were perfect,” she told them. “It’s honouring those who didn’t give up.”

Maya wrote in her journal:

“Pride is remembering who we are and choosing who we want to be.”

Final Night: What Makes Us Proud?

On their last night, the students sat around a campfire and talked.

“Is it the Opera House?” someone asked.

“Is it our freedom?” said another.

“Is it our many cultures?” added someone else.

Tom looked at the fire. “I think it’s when we remember each other. When we don’t leave anyone behind.”

Everyone nodded.

“That’s it,” said Mr. Thomas. “Australia isn’t perfect. But we’re a people who try. We show up. We care. And that’s something to be proud of.”

C) Narration

Parent/Tutor Says:

“Now I’d like you to tell me the story in your own words. Try to remember where the students went, who they met, and what they discovered about being Australian.”

Prompt as needed:

- “What did they learn from Jimmy at Uluru?”
 - “Who was the firefighter?”
 - “What did Leila say about the turtles?”
 - “What did Tom think was most important?”
-

D) Reflective Thinking

Youngest Students (5–7 years)

1. Where did the students travel?
2. Who did they meet that helped others?
3. What do you like about living in Australia?

Middle Primary (8–10 years)

1. What values did the students discover on their trip?
2. Why is kindness part of being a good Australian?
3. What does “remembering each other” mean to you?

Upper Primary (11–12 years)

1. What does true national pride look like?
 2. How can Australians from many cultures share one country?
 3. What role does resourcefulness play in building a better Australia?
-

E) Activity Options

Choose one or more:

Option 1: “Proud to Be Australian” Collage

1. Use paper or a digital tool to make a collage.
2. Include drawings or pictures of people helping others, beautiful nature, Aboriginal stories, and different cultures.
3. Add captions: “We care,” “We protect,” “We remember,” “We help.”

Option 2: Family Interview

1. Ask a parent, grandparent, or friend:
“What makes you proud to be Australian?”

2. Write down their answer.
 3. Write your own answer: “After today’s lesson, what makes me proud to be Australian is...”
-

F) Biblical Connection & Wrap-up

Bible Verse:

Philippians 2:4 – “Let each of you look not only to his own interests, but also to the interests of others.”

Parent/Tutor Says:

“The students in our story learned that being Australian isn’t just about where we live – but how we live. When we care for others, protect what’s good, and work together, we reflect Jesus’ love for our neighbours.”

Reflection Prompt:

“How can I be someone who shows up, helps out, and builds up my country?”

Prayer Prompt:

“Dear God, thank You for our land, our people, and the many cultures that make Australia special. Help me to be kind, brave, and resourceful – so I can be a light in this nation. Amen.”

Lesson 8.2: Australian Achievements Worth Celebrating

Character Trait Focus: Resourcefulness

Target Age: 5–12

A) Introduction

Parent/Tutor Says:

"Today's lesson is all about celebrating some of the things Australians have achieved. A nation isn't great because it shouts the loudest. It's great when its people care for others, solve problems, and show strong character. You'll hear stories today about people who invented helpful things, healed the sick, and made life better for others-quietly and faithfully. Some were Christians. All of them used resourcefulness to turn simple ideas into something meaningful. As you listen, think about what you could do one day to help others too."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

Story: "The Quiet Heroes – Australian Inventions That Changed the World"

Ellie was 14 years old when she asked her Pop a big question.

"Pop," she said, "what has Australia ever invented?"

Pop grinned. "Plenty. More than you'd think."

He reached into a cupboard and pulled out a dusty box. On the top was an old envelope marked '**Proud Aussie Moments**'. Inside were clippings, photos, and memories – each with a story.

Story 1: A Beating Heart

"In the 1920s," said Pop, "there was a doctor named Mark Lidwill. He made the first pacemaker using simple wires and batteries. It helped a baby whose heart was failing."

"Did he get rich?" Ellie asked.

"No," Pop said. "He didn't even patent it. He just wanted to help."

"That's kindness," Ellie whispered. "And clever thinking."

Story 2: The Spray That Saved Lives

Next was a photo of an army camp.

“During World War II,” Pop said, “Aussie scientists invented a spray to treat wounds. That invention became the spray can! Now we use it for paint, cooking oil, and medicine.”

“So... we invented hairspray and healing spray?” Ellie laughed.

“Exactly.”

Story 3: The Flying Doctor

“Now, this man’s on the \$20 note,” Pop said. “His name was John Flynn. He was a Christian minister who saw that people in the outback had no doctors. So he started the Flying Doctor Service.”

“With planes?” Ellie asked.

“Yep. And a radio. He prayed, then acted. And now thousands of lives have been saved.”

Story 4: The Science of Life

“Here’s one you might not know,” Pop said, showing a photo of a scientist.

“This is Professor Elizabeth Blackburn. She discovered how cells stay healthy. Her work helps us understand ageing and cancer.”

“Wow,” said Ellie. “Did she win an award?”

“She won the Nobel Prize,” Pop smiled. “But more importantly – she kept going, even when it was hard.”

Story 5: The Everyday Helpers

The last envelope held clippings of different people.

“**Fred Hollows**,” Pop said, “was an eye doctor who helped thousands see again – especially in Aboriginal communities and poor countries.”

“**Catherine Hamlin**,” he continued, “was a Christian nurse who worked in Africa for 50 years, helping mothers heal after childbirth.”

“And this,” he added, pointing to a man running, “is **Ron Clarke**. He never won Olympic gold, but he ran with heart and helped build sports for others.”

Ellie sat quietly. “They weren’t all rich. Or famous.”

“No,” Pop said. “But they all used what they had. That’s true greatness.”

He pulled out a small wooden cross from the box.

“My dad made this in the war,” he said. “He told me: ‘Our greatest achievement isn’t a machine. It’s love in action.’”

Ellie nodded slowly. “Then maybe the best thing I can invent... is a life that helps others.”

C) Narration

Parent/Tutor Says:

“Now I’d love to hear what you remember. Can you retell the story of Ellie and her Pop? What did she ask him? What stories did he tell? What do you think the message of the lesson was?”

You can prompt gently:

- “What did the doctor invent?”
 - “Who flew doctors across the outback?”
 - “Which helpers showed love quietly?”
-

D) Reflective Thinking

Youngest Students (5–7 years)

1. What did Ellie ask her grandfather?
2. What is a pacemaker or a flying doctor?
3. What does it mean to be helpful?

Middle Primary (8–10 years)

1. Who was your favourite quiet hero from the story? Why?
2. What does “resourcefulness” mean in these stories?
3. Why didn’t the inventors do things just to become famous?

Upper Primary (11–12 years)

1. How did faith and resourcefulness go together in today’s lesson?
 2. Why do you think these achievers are still remembered – even if they weren’t loud or popular?
 3. What small act of kindness or service could you do this week to live like them?
-

E) Activity Options

Choose one or both:

Option 1: “Aussie Invention Cards”

1. Pick two people from the story (e.g. John Flynn, Elizabeth Blackburn, Fred Hollows).
2. On index cards or paper, draw their face, write their name, and list:
 - What they did
 - What problem they solved
 - What character they showed (e.g. kind, brave, resourceful)
3. Add a Bible verse or quote underneath.

Option 2: “Small Things, Big Impact”

1. In your journal, finish this sentence:
“I used to think success meant...”
 2. Then write: “Now I think success means...”
 3. Include one way you could use your gifts to help others – just like the quiet heroes in today’s story.
-

F) Biblical Connection & Wrap-up

Bible Verse:

Colossians 3:23 – “Whatever you do, work at it with all your heart, as working for the Lord, not for people.”

Parent/Tutor Says:

“Many of the Australians in our story worked quietly and humbly. They didn’t seek fame. They worked for the good of others and, in some cases, to serve God. This is what it means to work with your whole heart – no matter how big or small the job is.”

Reflection Prompt:

“What small task could I do this week with my whole heart, for God and for others?”

Prayer Prompt:

“Dear God, thank You for the quiet heroes in Australia’s story. Help me to be faithful in the small things, to use what You’ve given me, and to work with kindness and courage. Amen.”

Lesson 8.3: Becoming a Resourceful Australian Citizen

Character Trait Focus: Resourcefulness

Target Age: 5–12

A) Introduction

Parent/Tutor Says:

"In our final lesson about being proudly Australian, we're going to learn that being a good citizen isn't just about waving flags or watching fireworks. It's about what kind of person you are every day – at home, at your homeschool support group, or in your community. You don't need to be rich or famous to help your country. You just need a heart that's ready to serve. Today's story is about a boy named Jordan who discovered what it really means to be a citizen – with hands that help, a heart that cares, and a spirit of resourcefulness."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

Story: "The Little Deeds That Build a Nation"

Jordan was a regular boy who lived in a small country town in Australia. He liked riding his bike, helping his uncle on the farm, and building things from scrap wood. He wasn't the best student, and he didn't talk much in class. But one day, something changed.

His teacher asked a question:

"What kind of Australian do you want to be?"

Some students said, "Rich!"

Others said, "Famous!"

Jordan just sat quietly. He wasn't sure.

Then the rain came.

A week later, it started pouring. The river near town flooded. Water rushed into streets and homes. Shops closed. Roads broke apart. Jordan's family was okay, but others weren't.

So Jordan grabbed his uncle's ute (small pick-up truck) and rope. They helped people move furniture, clean mud from sheds, and deliver food. Jordan even borrowed a kayak to ferry an elderly couple to safety.

He didn't wait to be asked. He just helped.

The local bakery put up a sign:

"We are still standing – thanks to our resourceful neighbours."

Jordan read the word "resourceful" and smiled. It stuck in his mind.

Learning What Citizenship Means

A few weeks later, Jordan's class talked about Australian citizenship – not just about passports or voting, but about what kind of people we choose to be.

They made a list on the board:

- Respect people of all cultures
- Help when others are in need
- Look after the land
- Tell the truth
- Know our country's history
- Don't just complain – do something

Jordan raised his hand and asked, "What if you're not good at anything big?"

His teacher smiled and said, "Then be good at the small things that matter."

A Visit from Aunty Faith

Later that term, Aunty Faith, an Aboriginal elder, came to speak at school. She had lived through hard years but had helped teach bush skills and reconciliation.

She said, "Being proud of Australia means knowing where we've been and choosing where we're going. Real citizenship means being a **caretaker** – not just of land, but of people."

Jordan liked that word – **caretaker**. It made him feel like he had a job to do.

Jordan's New Mission

Over the next few months, Jordan began doing little things differently.

- He picked up rubbish near the creek.
- He mowed a neighbour's lawn without being asked.
- He helped organise the youth group BBQ.
- He fixed a broken fence at the community garden.
- He sat next to a quiet kid at church and said, "Hi."

An old man from town patted him on the back and said,

"You've got the Aussie spirit, mate – hands, heart, and humility."

Jordan blushed. But deep down, he felt proud.

He didn't need to be rich or famous. He just needed to be faithful.

"I want to be the kind of Australian," he said, "who shows up, helps out, and keeps going."

And that's the kind of citizen who builds a better country.

C) Narration

Parent/Tutor Says:

"Now it's your turn to tell the story. Can you tell me what happened to Jordan? What did he do during the flood? How did he grow into a resourceful citizen?"

Prompt if needed:

- "What did the bakery write on the sign?"
 - "What did Aunty Faith say about being a caretaker?"
 - "What little things did Jordan do to help others?"
-

D) Reflective Thinking

Youngest Students (5–7 years)

1. What did Jordan do when the flood came?
2. What does it mean to be helpful every day?
3. What can you do this week to be a good citizen?

Middle Primary (8–10 years)

1. Why didn't Jordan need to be famous to make a difference?
2. What does it mean to be a caretaker, like Aunty Faith said?
3. What are some little things you could do to help build up Australia?

Upper Primary (11–12 years)

1. What does this story teach about the connection between faith and citizenship?
 2. What kind of person do you want to become as an Australian and as a Christian?
 3. Why is resourcefulness so important for the future of our nation?
-

E) Activity Options

Choose one or more of the following:

Option 1: “Citizenship Action Plan”

1. On a large piece of paper, title it: **“How I Can Build a Better Australia”**
2. Draw or write 6–8 ways you can help at home, school, church, or your community.

Examples:

- Pick up litter
 - Help a younger sibling
 - Use kind words
 - Recycle
 - Say thank you
 - Pray for leaders
3. Decorate with drawings and choose a Bible verse to include at the bottom.

Option 2: Letter to Your Future Self

1. Write a letter to yourself five years from now.
2. Tell your future self what kind of Australian you want to be.
3. Include things like:
 - How you want to treat others
 - What values you want to show
 - What small things you want to keep doing
4. End with a motto or Bible verse to live by.

F) Biblical Connection & Wrap-up

Bible Verse:

Matthew 5:14–16 – “You are the light of the world... Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Parent/Tutor Says:

“Jordan discovered that being a good citizen wasn’t about waiting for permission or praise. It was about showing love through actions. As Christians, we’re called to shine like lights – to help, care, and bring hope wherever we are.”

Reflection Prompt:

“What’s one small thing you can do this week to shine your light and bless your country?”

Prayer Prompt:

“Dear God, thank You that I live in Australia. Help me be a good citizen – resourceful, kind, and full of faith. Show me how to shine my light with little actions that make a big difference. Amen.”

TOPIC 9

CULMINATING PROJECT OR ASSESSMENT

Summary of Differentiation Across Levels

Level	Focus	Cognitive Level	Output Type
F–2	Identify & retell	Recall / simple understanding	Oral + drawing
3–4	Explain & describe	Cause/effect reasoning	Paragraph + diagram
5–6	Analyse & evaluate	Inquiry + judgement	Report / presentation

FOUNDATION – YEAR 2

Assessment Title:

“Life Then and Now – Telling a Pioneer Story”

Task Description:

Students create a **visual and oral presentation** comparing life in early colonial Australia with their life today. They will:

- Draw or create a simple sequence (3–5 images) showing:
 - A pioneer activity (e.g. building huts, cooking, carrying water)
 - A modern equivalent
- Orally **retell a pioneer story** (e.g. Captain Cook, First Fleet, or a pioneer family)
- Identify one important person or group (e.g. Captain Phillip, settlers, Aboriginal people)
- Describe one way life was different and one way it is similar

Skills Demonstrated (Aligned to Achievement Standard):

- Identify significant people/events
- Recognise change over time (technology, lifestyle)
- Represent places simply (maps/drawings)
- Ask/answer questions and retell narratives

Conditions of Assessment:

- Completed during class/home learning time with teacher/parent support
- Oral narration permitted (not writing-heavy)
- Use of drawings, simple labels, and discussion
- Teacher observation checklist + short oral explanation

Aligns with: identifying change, simple representation, storytelling, and drawing conclusions

YEARS 3–4

Assessment Title:

“Building a Colony – Cause, Effect, and Experience”

Task Description:

Students create a **written and visual explanation** of early Australian settlement. They will:

- Write a **structured explanation (1–2 paragraphs)**:
 - Why the British came to Australia
 - What challenges settlers faced
 - How resourcefulness helped them survive
- Create one supporting product:
 - Annotated diagram (e.g. Sydney Cove, hut, farm), OR
 - Cause-and-effect chart (e.g. “problem → solution”)
- Include at least one perspective:
 - Settlers OR Aboriginal people OR leaders (e.g. Phillip)

Skills Demonstrated (Aligned to Achievement Standard):

- Describe causes and effects of colonisation
- Explain experiences of people (before/after 1788)
- Identify impacts on people and environments
- Interpret information and present explanations
- Propose simple responses (e.g. “what should they have done?”)

Conditions of Assessment:

- Completed over multiple lessons (draft + final)
- Use of class notes, stories, and activities
- Scaffolded writing support allowed
- Must include labelled diagram or organiser
- Teacher marking using rubric (explanation + accuracy + structure)

Aligns with: explaining causes/effects, perspectives, and structured explanations

YEARS 5–6

Assessment Title:

“Was Colonisation Resourceful and Responsible?” (Inquiry Task)

Task Description:

Students complete a **multi-step inquiry and evaluation task**:

Part A – Inquiry & Research

- Develop 2–3 inquiry questions (e.g. “How did settlers survive?” “What were the effects on Aboriginal people?”)
- Collect and organise information from:
 - Lesson stories
 - Provided sources
 - Notes and activities

Part B – Analysis

- Explain:
 - Key events (colonisation, settlement, expansion)
 - Roles of significant people (e.g. Cook, Phillip, Chisholm)
 - Effects on:
 - Environment
 - Aboriginal peoples
 - Society

Part C – Evaluation & Response

- Evaluate:
 - Was colonisation **resourceful**, **responsible**, or both?
- Provide:
 - Evidence-based conclusion
 - One proposed action or alternative decision (historical reflection)

Part D – Presentation

Choose ONE:

- Written report (3–5 paragraphs), OR
- Oral presentation with visual support, OR
- Portfolio (maps, diagrams, reflections)

Skills Demonstrated (Aligned to Achievement Standard):

- Explain causes, effects, and significance
- Analyse perspectives and impacts
- Evaluate evidence and sources
- Identify patterns (migration, settlement, change)

- Propose and justify responses
- Use subject-specific language

Conditions of Assessment:

- Completed over extended time (1–2 weeks)
- Access to multiple sources
- Drafting and teacher feedback allowed
- Must include:
 - Evidence
 - Explanation
 - Evaluation
- Assessed with rubric (knowledge, reasoning, evidence, communication)

Aligns with: explanation, evaluation, evidence use, and proposing actions
