



WHOSE PLACE? WHOSE STORY?

Connecting to People and Place.

MACq 01 Educational Program.

MACq 01

A storytelling hotel.

Standing on the shadow of a former island, in the footprint of earlier wharf side buildings, MACq 01 shows and shares the stories of former and present inhabitants who, like us, called this island 'home'.

From indigenous origins, through European arrival, convicts and free settlers, this program examines the past through colourful histories, exploration of the surrounding location and group activities. During this exercise, students discover their own connection and similarities to this place and these people.



Our team take on the role of Storytellers as they lead students through the program. Children will have the opportunity to handle artefacts, unravel character stories and discover the tangible signs and clues to the presence of those who were here before us.

As this is a shorter program and numbers cannot exceed 32 children, we recommend combining this activity with another education program offered by T.M.A.G.

This program is adaptable to different year groups and incorporates the following areas in the current HASS curriculum – [view here](#)



IMPORTANT INFORMATION

P to Year 6 (Highly recommended for Years 3 & 4)

Duration: 1 hour & 45 minutes (10am - 11.45am or 1pm - 2.45pm)

32 students maximum per session (1:6 Teacher/carer to student ratio)

Cost: \$6.00 per child

Wheelchair accessible.

For bookings or further information

Email: education@macq01.com.au

18 Hunter Street, Hobart TAS 7000



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TEACHERS' INFORMATION

Prior to Arrival.

During the program children will be divided into two equal groups. For a later activity, these two groups will be further broken down to 3 or 4 smaller groups of no more than 4 children each. Schools are asked to have groups clearly fixed prior to arrival. The group plan sheet is attached.



Arrival.

Groups should endeavour to arrive 15 to 20 minutes before scheduled start time and assemble on the enclosed deck at the South East corner of the MACq 01 building. (Closest end to the cruise ship terminal. Directional map attached.) A tea and toilet break may be taken at this point if required.

(Please note: Hotel guest toilets are not available for use. Appropriate nearby toilet facilities will be pointed out on arrival.)

Introduction.

A 10 - 15 minute introduction with an interactive story element sets the scene for the program's activities and establishes the points of enquiry for the group. Items covered are the geography/location, indigenous inhabitants, explorers, European arrival, convicts and free settlers.



Activities.

After the group has initially divided in two, **Group One** will go outside for exploration and investigation of the Hunter Island precinct. This will run for 35 minutes with a 5 minute discussion at the conclusion. **Group Two** remain indoors, going upstairs to seek out and hear the stories of four separate characters. These characters are specifically chosen to invite further enquiry. 35 minutes with discussion at conclusion. After this point, the two groups change activities. All participants are gathered together at the end for discussion, questions and summation.

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Vehicles dropping off students are advised to turn into Evans Street and pull up in the drop off lane of the cruise ship terminal (No. 2 Macquarie Point.) Students can alight safely here. Proceed as a group to the Assembly point on the deck area at the south end of the MACq 01 building. Storytellers will meet the group at this location.

Please Note: Group entry is not through the main hotel doors on Hunter Street or the wharfside.

Once the Storytellers have met the group, they will arrange access to toilets.

A coordinated toilet stop will take place in small groups before the session begins.

If the group is delayed in transit or requires further direction, please call 6210 7600.



TOUR GROUP PLANNING DOCUMENT

Group A:

Responsible adult for this group:

Group B:

Responsible adult for this group:

Please prepare your groups prior to the MACq01 Tour by writing down each student from your class in the template below.

Group 1	
Group 2	
Group 3	
Group 4	

Group 1	
Group 2	
Group 3	
Group 4	

Important Information:

Adult supervision and support for each group is highly encouraged. Where possible, we encourage a 1:6 teacher/carer to student ratio.

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LINKING EXPERIENCE TO CURRICULUM

Australian Curriculum Inquiry Questions:		MACq 01 Tour Link:
Grade 2	<ul style="list-style-type: none"> What aspects of the past can you see today? What do they tell us? What remains of the past are important to the local community? Why? How have changes in technology shaped our daily life? 	<ul style="list-style-type: none"> Through exploration, clues and questioning we aim to connect the students with tangible elements and stories of the past. Discovery of how the experiences of people like them from former times have shaped our current life and location.
Grade 3	<ul style="list-style-type: none"> Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? What is the nature of the contribution made by different groups and individuals in the community? How and why do people choose to remember significant events of the past? 	<ul style="list-style-type: none"> How the choices of people from one time have come to affect how and where we live today. Our community was – and is made up of a diverse range of individuals and groups. The land we see today was formed to cater to the growing needs of Hobart.
Grade 4	<ul style="list-style-type: none"> Why did the great journeys of exploration occur? What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans? Why did the Europeans settle in Australia? What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers? 	<ul style="list-style-type: none"> Students are guided to discover different stories of Tasmania's original inhabitants. Arrival of the first Europeans, interaction with the Palawa and outcomes of colonisation. Contemporary artefacts, documents and local exploration assist in creating a tangible connection.



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