

**Susan Boyer presents**

## **'Stories of Life at Sydney Cove'**

storytelling that breathes life into Australia's First Fleet stories

Teacher comments after Susan Boyer's storytelling sessions:

*'Our kids loved it. They were very engaged and came out saying they wanted more, which was just how my colleague and I felt!*

**Julie Tuck, Windsor Public School, NSW**

*'...thank you for taking time out of your busy schedule to visit us. The visit to our school by a real life author was a great experience. The students were discussing the visit afterwards in class and are in the process of planning their own chapter of a story from a 'first Australians' point of view when they saw the ships arriving. I would recommend a visit by you to any teacher.*

**Neil Simcock, Junction Park State School, Queensland**

Storytelling sessions include:

- Convicts' experience of the First Fleet voyage
- Adventure, dilemma, mystery and discovery encountered on their arrival at Sydney Cove
- First meetings and ongoing connections between Indigenous and non-Indigenous peoples

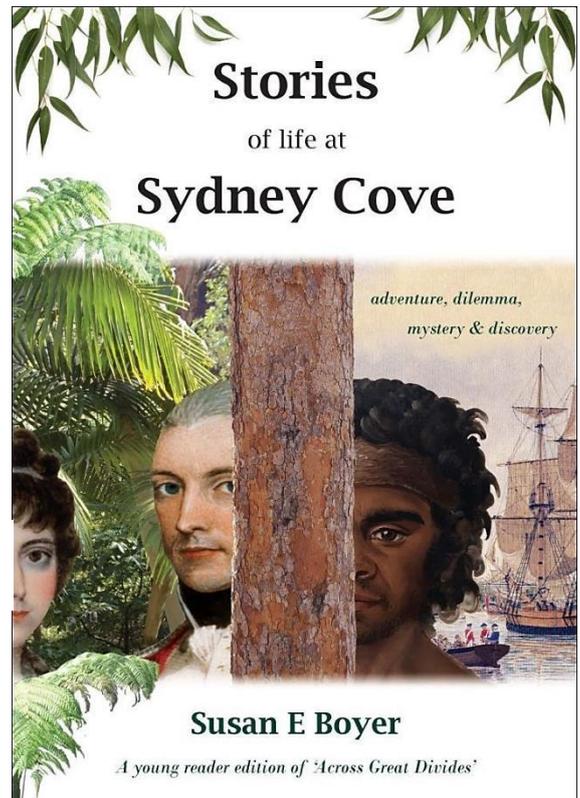
The stories give perspectives from Indigenous and non-Indigenous viewpoints.

Visual literacy and student interaction is fundamental to the storytelling session.

**Session duration:** 45 minute + question time (or longer if desired)

**Suitability:** Primary School: Year 3 - Year 6 } See curriculum  
High School: Year 9 } links overleaf.

**Cost:** Due to funding from **Copyright Agency's Cultural Fund** during 2018, a limited number of school visits will be at **NO COST** to the school. To discuss eligibility contact Boyer Educational Resources: [boyer@eftel.net.au](mailto:boyer@eftel.net.au)



**Author requirements:** Data projector and screen, table and cleared area for storytelling props.

A prerequisite for author visits is that classes do the pre-visit activity available at [http://www.birrongbooks.com/images/SLSC-Pre-visit-Discussion-Questions .pdf](http://www.birrongbooks.com/images/SLSC-Pre-visit-Discussion-Questions.pdf) and that classes have copies of *Stories of Life at Sydney Cove* for post-visit activities.

### **About the Author**

**Susan Boyer** is a contemporary Australian author with twenty-four titles currently in print. She has a background in English Language and Literacy teaching and a passion for Australian colonial history.

Following her teaching career, she is now a full-time researcher, writer and presenter, and participates in **Reading Australia's Authors in Schools** program. Her latest book, *Stories of Life at Sydney Cove* was positively reviewed on Children's Book Council's website: <http://readingtime.com.au/stories-life-sydney-cove/>

In 2018, due to funding from **Copyright Agency's Cultural Fund**, Susan will focus on a new project, visiting schools for storytelling sessions relating to topics in the Australian History Curriculum.

For more information about Susan Boyer go to: [www.susanboyer.com.au](http://www.susanboyer.com.au)

# 'Stories of Life at Sydney Cove'

relates to the following Australian Curriculum History Units (v8.2) content descriptions

## Year 4 First contacts

- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival ([ACHASSK085](#))
- The nature of contact between Aboriginal people & the Europeans, and the effects of interactions on families and the environment ([ACHASSK086](#))

## Year 5 The Australian Colonies

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed ([ACHASSK107](#))
- The impact of a significant development or event on an Australian colony ([ACHASSK108](#))
- The role that a significant individual or group played in shaping a colony ([ACHASSK110](#))

### Key Inquiry Questions at year 5 level are:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- What were the significant events and who were the significant people that shaped Australian colonies?

**Year 9 The Making of the Modern World:** Content includes, 'The nature and extent of the movement of peoples (convicts & settlers) in the period 1750 – 1901 ([ACOKFH015](#))

### Depth study: Movement of peoples (1750 – 1901)

- The influence of the Industrial Revolution on the movement of peoples throughout the world, including ...convict transportation ([ACDSEH018](#))
- The experiences of...convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience ([ACDSEH083](#))
- Changes in the way of life of a group(s) of people who moved to Australia in this period... ([ACDSEH084](#))

Sourced from: <http://www.australiancurriculum.edu.au/humanities-and-social-sciences/hass/curriculum/f-10?layout=1>

**Find free downloadable PDF classroom activities for History and English at:**

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

Click [Stories of Life at Sydney Cove](#), then click the [Free Resources](#) link.

**'Stories of Life at Sydney Cove' is available in bookstores & online from Birrong Books**

### Susan Boyer's school visits and storytelling sessions

Contact Susan to organise a school visit. These sessions involve a 45 minute storytelling session, however there is an option for longer sessions with a break for student brainstorming and writing.

Susan's storytelling incorporates the adventure of the voyage of the First Fleet from first-hand accounts. Events surrounding the landing of the First Fleet are explored from the varied perspectives of the people involved, such as convicts, marines and Aboriginal people. Visual literacy and student interaction is an integral part of the storytelling session.

If a visit is of interest, contact Boyer Education by email: [boyer@efTEL.net.au](mailto:boyer@efTEL.net.au) or by phone **0438 274 380**, or contact Susan on **0407 274 380**, with potential dates and class numbers, to discuss details further.

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