



Teacher Resource

PNG Anniversary

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Where is Papua New Guinea? Find on a world map.
2. Papua New Guinea and Australia used to be joined by land. True or false?
3. What year did PNG hold its first elections?
4. How many years ago did PNG gain independence from Australia?
5. What do you understand more clearly since watching the BTN story?

Activity: Class Discussion

After watching the BTN PNG Anniversary story, respond to the following questions (individually, in pairs or as a class).

- Summarise PNG Anniversary story using your own words. When, how and why is it celebrated?
- Describe how people in Papua New Guinea are celebrating Independence Day.
- What traditions might you see at an Independence Day celebration?



Activity: Diversity in your class

Celebrate the diversity in your classroom. Students will share with the class which celebrations are important to them and research why countries around the world celebrate national days.

- Learn about where students in your class come from and mark on a world map. Describe some of the special occasions that your family celebrate throughout the year, and mark on your

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KEY LEARNING

Students will explore Papua New Guinea's history and learn about its independence.

CURRICULUM

HASS – Year 5

The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place.

HASS – Year 6

The geographical diversity and location of places in the Asia region, and its location in relation to Australia.

Australia's interconnections with other countries and how these change people and places.

Geography – Year 7

The cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place.

classroom calendar. What do these special occasions have in common? How are they different? Use a Venn diagram to record your responses.

- Make a list of special days and weeks that are celebrated in Australia and around the world. For example, Chinese New Year, Australia Day and Eid al-Fitr. Mark on your classroom calendar.
- Make a list of countries that celebrate their own National Independence Day. For example, Independence Day in Papua New Guinea, Greece, India or the USA. Choose one to research in depth and investigate the origin and significance of the celebration. Include the date of the holiday, when the country became independent and why. Design and make a poster, using symbols, words and images, to mark the celebration and display in the classroom.

Activity: Australia's Neighbours

Which country is Australia's closest neighbour?

Before watching the BTN PNG Anniversary story, ask students which country they think is Australia's closest neighbour. Students will record their answer on a piece of paper and put in a hat. Read the responses aloud and tally on the classroom whiteboard. Look at a world map to reveal the answer.

Students will choose one or more of the following to research in depth.

- Locate Papua New Guinea on a world map and emphasise the proximity of Papua New Guinea as a near neighbour to Australia. What other countries are near to Papua New Guinea? What questions do you have about the geography of Papua New Guinea? Develop your own question for inquiry.



Map of Papua New Guinea (Source: [National Museum Australia](#))

- Make a list of the 'push' and 'pull' factors that have contributed to people moving to Australia from Papua New Guinea and vice-versa. 'Push' factors are conditions that drive people to leave their country and 'pull' factors are conditions that attract people to a new country. Think about environmental, economic, social and political factors.
- When did Australia first build a strong link with their closest neighbours Papua New Guinea? How did Papua New Guinean locals help Australian soldiers during WWII? Explore other links that Australia has with Papua New Guinea.

Activity: Compare and Contrast

Students will conduct in depth research, finding similarities and differences between Australia and Papua New Guinea, using the table below to help organise their information. As part of their research, students will:

- Write down the name of the source of the information.
- Look for facts and opinions that answer their inquiry question/s.
- Write down, in their own words, facts and opinions from the source.

Area of Research	Australia	Papua New Guinea
Geography Capital cities, climate, environment, area and population. Include a map.		
People Culture, customs, language, health, religion, beliefs and food.		
History		
Government		
Economy Education, work, trade, industries and products		
<i>Inquiry questions (choose one or more to research in depth)</i> • How would your life be similar and/or different if you grew up in Papua New Guinea? Write your response in the form of a day's journal entry and describe what you would eat, what school would be like and where you would live. • Where would you 'go' to learn more about Papua New Guinean culture? Why is it important to learn about other cultures? • Why is it important that Australia and Papua New Guinea have a good 'relationship'? • Explain the type of aid work that Australia does in Papua New Guinea. Why does Australia give aid to Papua New Guinea?		
<i>References</i> • Collect and reference primary and secondary sources (including photographs, newspapers, stories and maps). Consider using internet search engines, museums and library catalogues to find your information. • How useful were your sources of information?		

Activity: Create a travel brochure

Students will design and create a brochure about Papua New Guinea. Their brochure (A4 folded) should be informative and eye-catching to attract tourists to Papua New Guinea. Students will design their brochure keeping in mind a specific audience, for example, families, backpackers or seniors, and make sure their brochure reflects that audience.

Students will include the following elements in their brochure:

- Geography/History – give a brief history of Papua New Guinea and where it is located.
- Food – food eaten every day and food eaten at special ceremonies.
- Major attractions – things to do and see.
- Cultural traditions – celebrations and traditional customs.
- Language – provide some useful phrases and words.
- Reviews – feedback from a visitor's perspective.



Activity: Cultural Expedition

In small groups, students will plan a cultural expedition to Papua New Guinea. Students will need to:

- Identify what their team's expedition will involve. Their team should be looking for a blend of adventure and culture (include 4-5 highlights).
- Research what the expedition highlights will be as well a list of things to know about Papua New Guinea.
- Plan their itinerary and budget. Research the cost of airfares from Australia to Papua New Guinea for the team. Consider any other costs when planning for the expedition. Design and make their own passports.

Expedition highlights

- Follow in the footsteps of history and walk the Kokoda trail.
- Cultural exchange – visit the local markets or learn about traditional dance and music.
- Visit the nature park in Port Moresby.
- Learn how to cook a traditional Papua New Guinean meal.
- Visit a school and spend time with other students your age. What can you teach them about Australia?

Factsheet! Find out more about Papua New Guinea's:

- People
- Culture
- Customs – learn about local customs.
- Weather – when is the best time to visit Papua New Guinea?
- Language – learn some useful words and phrases.

Useful Websites

- [Papua New Guinea Travel Guide](#) – National Geographic
- [Papua New Guinea country brief](#) – Australian Government
- [Map of the territories of New Guinea and Papua](#) – National Museum Australia
- [PNG Independence](#) – BTN