



# CONVICT LIFE AT LANYON

TEACHER INFORMATION






📍 *Lanyon Homestead | ACT Historic Places*

# CONVICT LIFE AT LANYON

This learning experience immerses students in the history of convict life at Lanyon Homestead. Through hands-on investigation and role-based learning in an authentic historic setting, students explore real spaces, objects and stories from the past. The program examines First Nations connection to Country, the impacts of European settlement, and the everyday lives of assigned convicts. It fosters empathy, critical thinking and meaningful real-world connections to Australia's colonial history.



## PROGRAM AT A GLANCE

-  **Time:** 10am-2pm
-  **Year Level:** Year 3-6
-  **Location:** Lanyon Homestead
-  **Capacity:** Max 80 students
-  **Ratio:** 1 teacher to 10 students

## BEFORE VISIT

- You will be contacted by our team 2 weeks in advance of your excursion. Please confirm student numbers and advise of any access or learning needs.
- Arrange supervision (1 adult per 10 students).
- Divide students into even groups (max 21 per group).
- Review booking [Terms and Conditions](#) (*Convict Life at Lanyon* proceeds in wet weather).

## ON THE DAY

- Long pants and enclosed shoes required. Sun protection recommended.
- Warm/waterproof clothing in cooler months.
- Students to bring filled water bottle and packed lunch.
- Students to wear name tags.
- Bring a first aid kit.
- Direct bus on arrival to the **main visitor carpark**.
- Encourage restroom use on arrival and during breaks.
- Students will have a fruit break on arrival at 10am and lunch break at 12pm.

## DURING PROGRAM

- Students will be assigned a convict identity during the program (to streamline delivery and prioritise well-documented identities).
- Two teachers/adult helpers must be available to support the role-play rotation.

## AFTER PROGRAM

- A post-excursion convict identity resource will be emailed to the booking teacher for follow-up learning.

# PROGRAM ROTATIONS

## INSIDE CONVICT LIFE

Students learn about daily life at Lanyon for assigned convicts. They engage with individual and collective convict identities through collaborative problem-solving activities.

## STONE BARN INVESTIGATION

Students explore the heritage Stone Barn using guided prompts. Through collaborative, inquiry-based learning and case studies, they investigate convict identities and experiences.

## OBJECT STUDY

In this hands-on, object-based activity, students handle and examine historical items connected to Lanyon. Working collaboratively, they categorise, question and speculate on each object's purpose and ownership. This inquiry-driven task strengthens observation skills and supports critical and speculative thinking.

## SCARRED TREE WALK

This immersive, place-based experience engages students in sensory, inquiry-based learning as they move through the landscape. Through discussion and observation, they learn about Ngunnawal and Ngambri custodianship; investigate changing land practices; and develop a deeper understanding of continuity and change.

## CONVICT ROLEPLAY

In this dynamic, immersive roleplay, students take on the roles of convicts completing daily chores. They explore power, labour and the realities of convict life, building empathy and critical understanding. Two assisting adults/teachers are required to support small group rotations during the roleplay activity.



## PROGRAM SCHEDULE

**10:00am** Lanyon staff greet bus at main car park

**10:00–10:20am** Fruit break

**10:20am–12:00pm** Morning rotations

**12:00–12:30pm** Lunch

**12:30–1:50pm** Afternoon rotations

**2:00pm** Departure

*Times are indicative. Our staff will adjust the schedule as needed (e.g. for late arrivals).*

# FAQS

## WET WEATHER PLAN

*Convict Life at Lanyon* proceeds in wet weather. Activities are moved to sheltered locations, except the Scarred Tree Walk. A decision will be made in consultation with your staff on the day to proceed with the walk in light rain or replace it with an alternative activity. Students will have access to a sheltered area for breaks and bag storage. Wet weather gear is strongly recommended, as students will need to move between program locations across the property. Please refer to the [Terms and Conditions](#) for information on cancellations and postponements.

## CAN PARENTS ATTEND TO HELP MEET SUPERVISION REQUIREMENTS?

Yes! Parent helpers are welcome to support schools in meeting the required supervision ratio of 1 adult to 10 students. The Teacher In Charge retains duty of care over their students for the duration of their visit and are responsible for the conduct of their students. Please note that at least two supervising adults from your school are required to assist with the roleplay rotation. Our staff will provide clear instructions, demonstrations and facilitate the chore rotations on the day.

## HOW WILL THE DAY RUN?

Please arrive at the main visitor carpark at 10:00am. Lanyon staff will welcome your group, guide students to their fruit break, and provide a briefing to your team on the day's schedule. Students will then begin their first rotations, break for lunch at midday, and complete remaining rotations in the afternoon. Timings are flexible and may be adjusted by our presenters in response to late arrivals, weather, or other unforeseen circumstances.

## HOW WILL STUDENTS ACCESS CONVICT IDENTITIES?

Convict identities are now distributed on arrival at Lanyon. This streamlined approach maximises program time and allows us to focus on a smaller number of well-researched identities that can be meaningfully referenced throughout the experience. Following your visit, the booking teacher will receive a digital resource with additional convict identity information to support continued classroom learning.



# CURRICULUM LINKS

## Year 3 Humanities & Social Sciences

### History

[AC9HS3K01](#)

causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes

### Geography

[AC9HS3K04](#)

the ways First Nations Australians in different parts of Australia are interconnected with Country/Place

### Civics and Citizenship

[AC9HS3K06](#)

who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed

## Year 4 Humanities & Social Sciences

### History

[AC9HS4K03](#)

the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony

[AC9HS4K04](#)

the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion

### Geography

[AC9HS4K06](#)

sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place

### Civics and Citizenship

[AC9HS4K07](#)

the differences between "rules" and "laws", why laws are important and how they affect the lives of people

## Year 5 Humanities & Social Sciences

### History

[AC9HS5K02](#)

the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment

[AC9HS5K03](#)

the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony

### Geography

[AC9HS5K04](#)

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

### Economics and Business

[AC9HS5K08](#)

types of resources, including natural, human and capital, and how they satisfy needs and wants