

SYDNEY LEARNING ADVENTURES

Silk Road to Gold Tracks

Teacher Resource Pack

Secondary Program | Stages 4 and 5 History and Geography





Acknowledgements

Welcome - Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people, on whose land, Tumbalong, our excursions take place. We recognise the continuous connection all First Australians have with country, community, water and sky. Sydney Learning Adventures pays its respect to Elders past, present and emerging.

The Silk Road to Gold Tracks program has been designed for Sydney Learning Adventures and the Chinese Garden of Friendship.

We gratefully acknowledge the assistance of King Fong from Chinatown Promotions and Public Relations Pty Ltd, and Michael Hor, previously from the Chinese Garden of Friendship.

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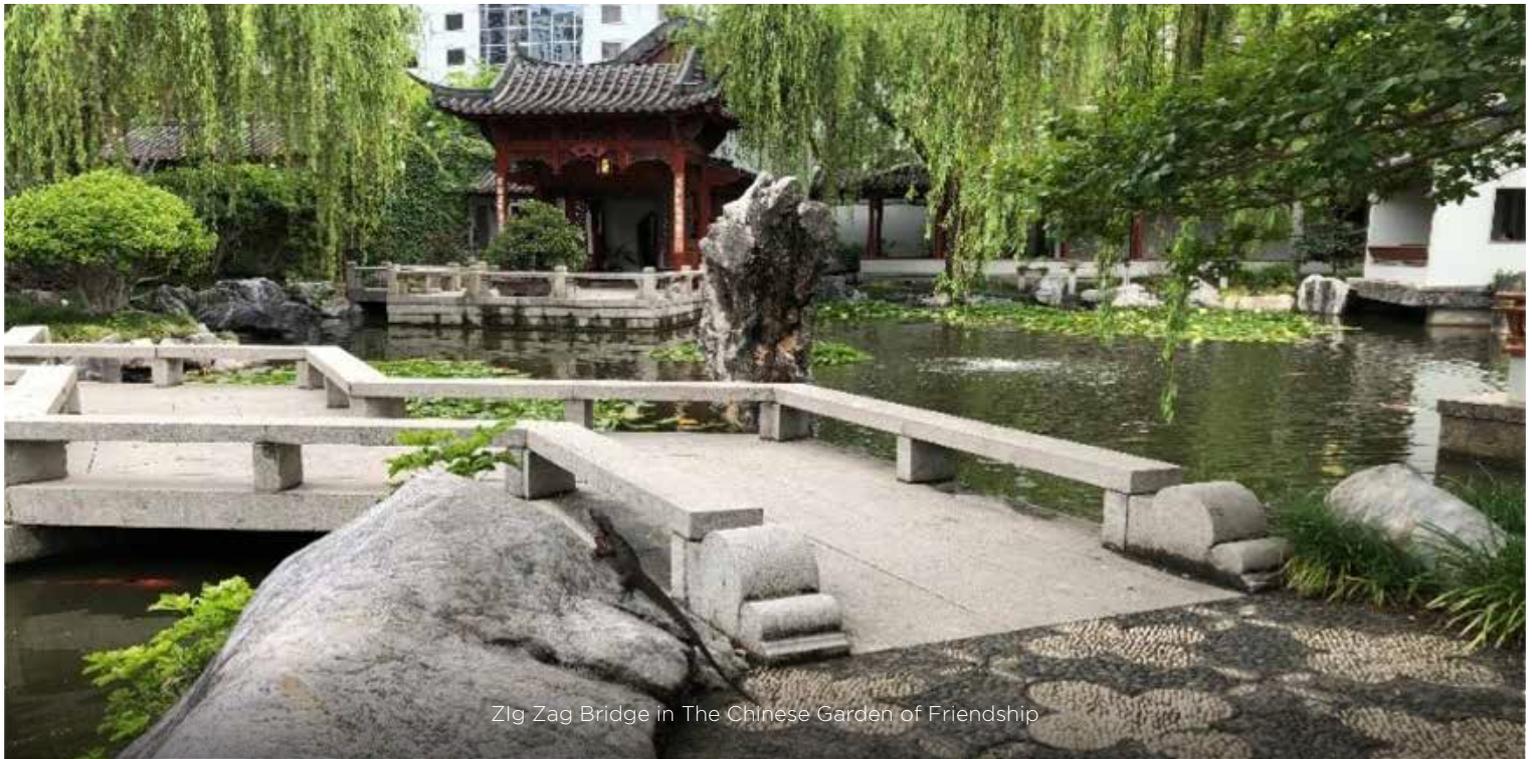
Aboriginal and Torres Strait Islander people should be aware that this document may contain images of deceased persons in photographs and/or printed material.



One of the Welcome Gates in Sydney's Chinatown

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Zig Zag Bridge In The Chinese Garden of Friendship

Your Learning Experience

The Silk Road to Gold Tracks program engages students in a broad-based and extensive investigation into the complexity of China's culture, economy, society and beliefs in the context of Australian immigration in the 19th and 20th centuries. Why did Chinese people decide to leave their homeland and settle in a new and unfamiliar place? How did they live once they were here? What elements of their culture, if any, did they compromise to survive and prosper? And what challenges did they need to overcome to remain?

Students will be motivated to understand and respond to these questions whilst visiting the contrasting environments of Sydney's vibrant Chinatown, brimming with Chinese heritage, traditional goods and bustling business activity and the quiet, nature-filled serenity of the Chinese Garden of Friendship. This magnificent garden is a symbol of friendship, inclusivity, and respect between China and Australia, and provides students with an opportunity to explore the importance of nature in Chinese philosophy.

This program allows students to experience first-hand contemporary Chinese-Australian culture in two contrasting settings. The immersion in unique customs and folklore creates an empathetic pathway to examining and analysing historic patterns of Chinese immigration to Australia, and the significant events and people that gave these national trends a human face.

The Silk Roads to Gold Tracks program, led by Sydney Learning Adventures' lively and highly trained guides, delivers a tailored learning experience that encourages and supports students to gain broad insights into the experiences of Chinese immigrants within our society and the struggles they endured to gain civil rights and acceptance. This learning process allows students to develop strong feelings of connection to the Chinese individuals and groups who have contributed to the multicultural Australia of today.

Curriculum Outcomes Overview and Key Inquiry Question

The Silk Road to Gold Tracks program covers content, skills and concepts from the Stage 4 and Stage 5 curricula through addressing the key inquiry question:

What factors influenced the developing contact between Australia and China, and how did the many changes associated with this affect Australian and Chinese communities?

Throughout the program, students engage with the curricula outcomes through participation in a range of activities at two significant locations. These locations are:

1

Chinatown

Students have their curiosity stimulated and imaginations stirred whilst visiting the lively and thought-provoking surrounds of Chinatown, the bustling centre of Chinese business, commerce, social interaction, entertainment and shopping. Seeing traditional products as diverse as jade, sea cucumbers and silk displayed in shop windows, and hearing the stories behind their cultural and historical significance, leads students to consider the importance of trade and trade routes in ending China's once-isolated status, and explore in detail the migration patterns that followed the establishment of trade links. Seeing first-hand the many benefits Chinese immigration brought to Australia provides the perfect opportunity to examine the attitudes, on individual, community and national levels, resident Australians developed towards Chinese people making Australia their home. Students will explore and analyse these attitudes, particularly as they are reflected in the increasingly restrictive legislation, aimed at limiting Chinese immigration, that characterised Australian politics from the 1850s.



Window Displays in Chinatown

The Chinese Garden of Friendship

Visiting the Chinese Garden of Friendship intensifies the scope and depth of students' learning, as moving from the busy and noisy environs around Dixon Street to the tranquility and peace of the Garden shows different, nuanced elements of the character and heritage Chinese people brought across the ocean. Special features within the Garden, including animals, plants, buildings and lakes, symbolise the Chinese belief that harmony with nature is essential for good health and wellbeing. Students will identify, and search for, examples of the principles of Yin and Yang, Feng Shui and Wu-Xing while in the Garden, as well as learning about the meaning and application of these principles. Other activities undertaken in the Garden include students working together in teams to research the history, design principles, special characteristics and hidden meanings of the Garden, working out the solutions to Chinese themed riddles and discovering the legend behind the animals chosen to be in the Chinese zodiac.



Dragon Wall at the Chinese Garden of Friendship

Stages 4 and 5 Curriculum Outcomes – History

Topic	Stage 4 History Depth Study 3: The Asian World Depth Study 5: The Asia-Pacific World Depth Study 6: Expanding Contacts
Outcomes	HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-2 describes major periods of historical time and sequences events, people and societies from the past HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-4 describes and explains the causes and effects of events and developments of past societies over time HT4-5 identifies the meaning, purpose and context of historical sources HT4-6 uses evidence from sources to support historical narratives and explanations HT4-7 identifies and describes different contexts, perspectives and interpretations of the past HT4-8 locates, selects and organises information from sources to develop an historical inquiry HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past
Topic	Stage 5 History The Making of the Modern World Depth Study 1: Making a Better World? The Movement of Peoples Depth Study 2: Australia and Asia
Outcomes	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Links between our program activities and the NSW syllabus outcomes are outlined in the following tables. Please note that all programs will be modified to cater for the specific Stage group visiting. Teachers will be consulted prior to the start of the program.

Stages 4 and 5: History

Program Activities

1. Tour of Chinatown

Students will:

- observe the unique features of Chinatown, including written language, distinctive Chinese architecture, symbolic artefacts such as guardian lions, Chinese cultural goods including jade, sea cucumbers and abalone and restaurants serving well-known Chinese dishes
- make strong associations between Chinese shared practices, such as rituals, celebrations, superstitions, philosophies and natural medicinal practices, and Chinese people's sense of identity and ancestral "soul"
- feel the change in atmosphere that accompanies being in Chinatown and discuss the elements that contribute to this change
- recognise that Chinatown means different things to different people, for example what is a tourist attraction to some is also a place of business to others
- appreciate the historical importance of Chinatown as providing a safe transitional sanctuary for Chinese immigrants to adjust to a new culture
- notice details that raise awareness of the diversity within Chinatown itself, as a place where culturally distinct Chinese communities intertwine and overlap to celebrate one homeland
- link the sights around them to the many ways in which Chinese immigration brought change, and in particular benefits, to Sydney and Australia
- recognise some Chinese characters from signs and have their meaning explained in relation to the strokes used
- appreciate the importance to all people of maintaining ties to their culture, origins and history and the need for a shared space to better achieve this
- hear stories of Chinese immigrants and their experiences in Australia, and their contributions to bringing Chinese and Australian people together
- learn about China's trade history and the country's gradual move from being an isolated nation to having open borders
- understand the importance of warfare and conflict, particularly the Opium Wars, the treaties of Nanking and Peking and the Boxer Rebellion, in influencing China's trade and immigration patterns
- examine Chinese immigration in relation to significant events, for example the Gold Rush
- comprehend the considerable impact the Immigration Restriction Act, and preceding legislation, had on Chinese immigration during the 19th and 20th centuries
- analyse the social and economic forces behind the Immigration Restriction Act and examine how these were successfully translated into political action
- recognise the full range of challenges and hardships, from repressive legislation to everyday hostility, most Chinese immigrants endured

Historical Concepts and Skills taught

Continuity and change

Students will:

- understand how attitudes, opinions and prejudices existing in the past were products of their time
- identify the local, national and global forces that contributed to changing attitudes towards Chinese immigration in the 20th century
- assess how changing conditions in the colony affected the fortunes of Chinese immigrants
- sequence events occurring nationally and globally during the 18th and 19th centuries, including the Gold Rushes and industrial advances
- demonstrate a relationship between these events and social, economic and cultural changes in Sydney, with particular reference to Chinese immigrants
- appreciate how multiculturalism developed in Australia over time

Cause and effect

Students will:

- recognise links between cause and effect are multiplex and intricate, requiring careful investigation, especially in relation to complex events such as immigration patterns
- appreciate cause and effect chains have short-, medium- and long-term effects, as evidenced by changing attitudes and reactions to Chinese immigration
- discuss the role of China in Britain's decision to colonise Australia
- analyse the many benefits having Chinese communities in Australia brings
- explore the reasons behind Chinatown's development and success

Perspectives

Students will:

- employ multiple perspectives, including that of Chinese immigrants and Australian workers, to reconstruct life on the goldfields and in Sydney's Chinatown, during the 19th and 20th centuries
- reassess their personal values and beliefs by forming close emotional connections with people from the past whose lives they are examining
- appreciate it is sometimes necessary to combine purposeful imagination, which is subjective, with historical evidence to fully understand what life in past times was like

Empathetic understanding

Students will:

- gain awareness of how fearful for their jobs Australian workers may have felt when Chinese workers arrived
- sympathise with, and feel affronted by, the prejudice and discrimination directed at Chinese immigrants

Program Activities

- be moved by visiting the Australian Chinese Ex-Services Monument, with its symbolic helix, and hearing the stories of Chinese Australians who fought in western wars for their adopted country

2. Exploration of the Chinese Garden of Friendship

Students will:

- value the Chinese Garden of Friendship as a symbol of mutual respect, co-operation, admiration and partnership between Australia and China
- experience the tranquility and calm of the Garden, and its conduciveness to self-reflection
- observe, and hear stories of the symbolic meanings, of the many traditional Chinese animals that make the garden their home, including koi fish, eastern water dragons and turtles (if you're lucky!)
- appreciate the symbolism of Australian fauna, such as ibis and ducks, sharing the Garden with traditional Chinese animals
- relate features of the Garden to Chinese philosophies and beliefs, including the crucial role connection to nature plays in human wellbeing, the importance of balance in all lives and the mortal need for protection from cosmic evil-doers
- discern the principles of Feng Shui, Yin-Yang and Wu Xing as they appear in the Garden's design
- become aware, through the experience of being present in the Garden, that built environments can convey meaning as part of a cultural system
- hear Chinese legends that exemplify the power of mythology in Chinese customs and behaviour
- gather information about the Chinese horoscope and apply its teachings to themselves and their peers
- make analogies between core elements of the Garden and their own bodies, for example water represents our blood and mountains our spine
- research information about the Garden's plant and animal life, architecture, pavilions, carvings and symbolism using interactive screens
- work in teams to select key facts relating to the Garden, for example its history and design principles
- present their findings to their peers, teacher and guide
- see staff perform a variety of roles to best present the Garden to the public, for example fish feeding, garden maintenance and conducting tours

Historical Concepts and Skills taught

- realise the concerns and needs of Chinese immigrants in the 19th and 20th centuries were similar to those of immigrants today
- respect the difficulties that new immigrants faced settling in a new country

Significance

Students will:

- understand how important preserving culture, language and traditions is to maintaining a sense of identity and belonging
- hear about the impact one man, Mei Quong Tart, had on improving Chinese-Australian relations
- assess the significance of experiences on the goldfields in shaping, and giving force to, anti-Chinese sentiment
- examine the effect one piece of legislation, the Immigration Restriction Act, had on Chinese immigration

Contestability

Students will:

- use primary source material, particularly newspaper reports, to examine the concept of bias
- understand the importance of basing inferences on careful observation and research so they can be justified
- recognise their own interpretations of the past may be contested
- become aware of the difficulties of gaining certainty about many aspects of the past

Comprehension: chronology, terms and concepts

Students will:

- use appropriate historical terms and concepts to answer questions posed during the program
- reinforce comprehension by using information explained in the program to express opinions and discuss issues
- sequence past events to show relationships between historical forces

Analysis and use of sources

Students will:

- understand we need a range of historical sources to gain a more complete picture of the past
- use primary sources shown during the program to pose analytical questions and form their own opinions
- place the lives of Chinese immigrants in the context of local, national and global circumstances

Research

Students will:

- use interactive screens to research different aspects of the Chinese Garden
- consider the opinions of others when selecting and explaining relevant facts



Chinese hawker walking the streets to sell his goods.
Lithograph by Livingstone Hopkins, 1887.
Published courtesy of the National Library of Australia.

Historical Concepts and Skills taught

Explanation and communication

Students will:

- select relevant information and use precise language to complete a worksheet based on the Chinese Garden of Friendship
- give a presentation to their peers sharing information they have found about the Garden
- work collaboratively in teams to select relevant facts
- ask, and respond to, questions and participate in discussions in a safe and supportive environment
- form opinions about how well the Garden insulates itself from the outside city

Stages 4 and 5 Curriculum Outcomes – Geography

Topic	<p>Stage 4 Content: People, Places, Environments and Management</p> <ul style="list-style-type: none"> • Landscapes and Landforms • Place and Liveability • Interconnections
Outcomes	<p>GE4-1 locates and describes the diverse features and characteristics of a range of places and environments</p> <p>GE4-2 describes processes and influences that form and transform places and environments</p> <p>GE4-3 explains how interactions and connections between people, places and environments result in change</p> <p>GE4-4 examines perspectives of people and organisations on a range of geographical issues</p> <p>GE4-5 discusses management of places and environments for their sustainability</p> <p>GE4-6 explains differences in human wellbeing</p> <p>GE4-8 communicates geographical information using a variety of strategies</p>
Topic	<p>Stage 5 Content: People, Places, Environments and the Future</p> <ul style="list-style-type: none"> • Changing Places • Human Wellbeing
Outcomes	<p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p> <p>GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>

Stages 4 and 5: Geography

Program Activities

1. Tour of Chinatown

Students will:

- observe and interpret the many distinctive architectural, symbolic, geographical and lifestyle-related features that have their origins in Chinese civilisation
- visit a range of retail, commemorative, recreational and social locations in Chinatown that relate directly to the ability of Chinese immigrants to maintain their sense of identity and connection in a new land
- appreciate that business and financial areas can also have spiritual and aesthetic value
- develop theories about why Chinatown is located where it is within central Sydney
- learn about the different ways the land which Chinatown now occupies has been used, from pre-contact to today and possibly into the future
- compare the success and atmosphere of a pedestrian mall (Dixon Street) with that of a busy vehicular street (Sussex Street) in animating space and nurturing business
- pick out any culturally alien features of Chinatown, that do not necessarily add to the ambience and 'feel' of the location
- theorise as to possible future changes in Chinatown to ensure its survival and prosperity, for example the opening of a museum dedicated to the history of Chinese people in Australia
- consider Chinatown as a space meeting many diverse needs, including residential, business, tourism, shopping and eating
- assess the success of Chinatown in providing a site conducive to social connections and interactions

2. Chinese Garden of Friendship

Students will:

- recognise the Garden as a unique gift and symbol of friendship and respect between New South Wales and Guangdong province in southern China
- appreciate the Garden is a built environment with the specific purpose of providing a place that inspires private contemplation and promotes wellbeing
- identify areas and features in the Garden that embody and express principles central to Chinese values, for example the Dragon Wall is designed with open spaces to foster clarity and clear views and allow for the positive movement of Chi, or vital life energy
- explore the Garden as a place of careful design, where features are carefully placed in relation to the total space and relationship to other objects
- assess the ways in which the Chinese Garden of Friendship contributes to the liveability of Chinatown and Sydney City
- connect features of the Garden, especially the rocks, waterfalls and lakes, to the geography of Guangdong province and Southern China
- see landscapes created on a miniature scale in the penjing displays

Concepts and Skills taught

Place

Students will:

- deliberate on the factors that make Chinatown a distinct place
- form opinions about the authenticity of Chinatown
- compare the many purposes and faces of Chinatown, for example a place of noisy delivery vans and outdoor tai chi practitioners
- consider the Chinese Garden as both a complete, individual place and as an integral part of Chinatown

Space

Students will:

- study the way Chinatown is organised and managed as a living, working space
- think about how space is shared and divided to meet the varying needs of visitors, workers and residents in Chinatown
- assess what value the Chinese Garden brings to the area, as space that has high real estate value

Scale

Students will:

- appreciate the scale of Chinatown on many levels, including height, area and use of underground levels
- recognise the scale of Chinatown is open to change by non-local stakeholders, for example the state government
- assess if the size and scale of the Chinese Garden of Friendship is sufficient for it to truly provide a place of respite and adequately incorporate Chinese design principles

Environment

Students will:

- learn how every aspect of the Garden, both built and natural, has meaning in Chinese civilization and is part of a long cultural history
- recognise the Garden provides an optimal environment for many animals, including koi, turtles and lizards
- analyse why the Garden has also become home to animals that have "invaded", for example eels and ibis
- assess the threat invading species pose to traditional animals in the Garden
- discuss if the Garden is diminished by its location, for example the views of skyscrapers outside the walls and the noise from traffic

Interconnection

Students will:

- examine how Chinatown allows Chinese people to maintain strong connections to China
- learn about the migration patterns that influenced the development of Chinatown
- see Chinatown as a place where a diverse range of people, independent locations and dissimilar environments interact

Program Activities

- value pavilions as man-made structures that blend with the surrounding environment and enhance people's ability to connect with nature
- explain how and why the Chinese Garden of Friendship holds aesthetic value that contributes to Chinese people's maintenance of culture and sense of identity
- identify both the tangible and intangible attributes that make the Chinese Garden of Friendship unique
- understand why the Chinese Garden of Friendship has been awarded World Heritage status
- discuss how the Garden is structured, organised and managed by people
- use interactive touch screens to research different aspects of the Garden, such as its history, design, construction and symbolism
- in teams, work collaboratively to select key facts from their researched information
- use negotiation skills to select a team leader to present the chosen facts to their peers, teacher and education guide
- appreciate the economic constraints that affect decisions made about how the Garden is managed and operated

Concepts and Skills taught

Change

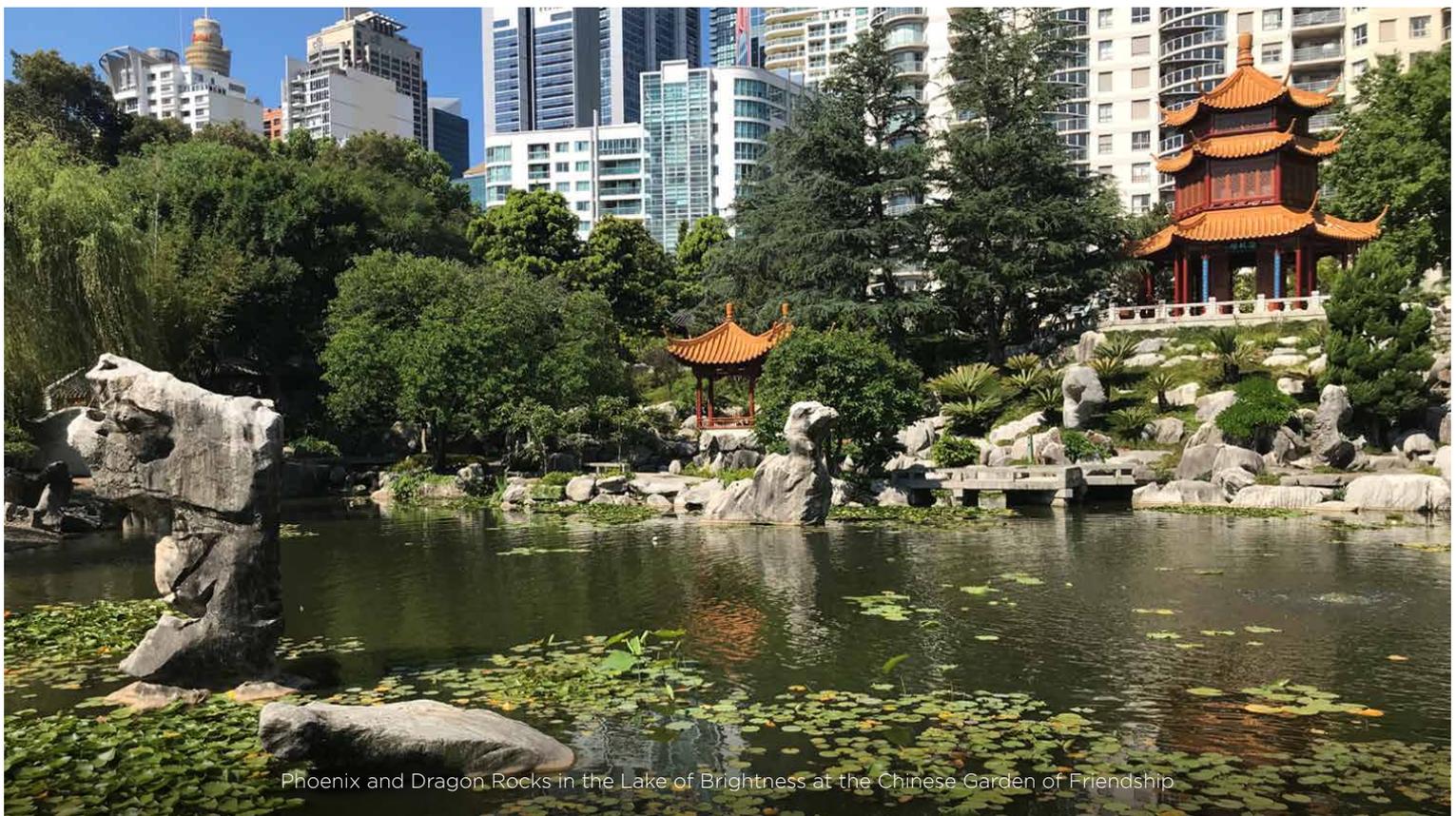
Students will:

- understand the minimal impact Aboriginal inhabitation of the area had on the land compared to Western occupation
- link the establishment of the current Chinatown, Sydney's third, to changing conditions in the colony
- reflect on ways to ensure the continuing viability of Chinatown into the future

Sustainability

Students will:

- identify local changes, for example newly constructed glass towers nearby, raising temperature within the Garden and affecting plant and animal life
- reflect on the many sustainability challenges the Garden faces, for example managing ravens as predators, minimising the degradation caused by a large ibis population nesting in Garden trees, preventing eels entering the lakes via the City's storm water drains and caring for plants not in their natural environment
- consider how economic decisions, such as outsourcing the tea rooms in the Garden, are related to the financial viability of the Garden



Phoenix and Dragon Rocks in the Lake of Brightness at the Chinese Garden of Friendship

Schedule for The Day

Please meet your guide on the corner of Goulburn and Dixon Street in Chinatown (as shown on the map included in this pack). Please arrive at the meeting point at least 5 minutes before the scheduled start of the program to allow time for students to be organised into groups and meet their guide.

A bus drop-off and pick-up is on the corner of Sussex and Goulburn Streets, also shown on the map included in this document.

Male, female and disabled bathroom facilities are available at the Chinese Garden of Friendship. There are also public toilets available on the route from Chinatown to the Chinese Garden of Friendship. Please speak to your guide on the day if your students would like to use these facilities.

Accessibility at the Chinese Garden of Friendship:

Pathways and pavilions in the lower garden are accessible for wheelchairs and prams; however, steps and rocky pathways make the upper part of the garden difficult for wheeled transport to access. Please let us know in advance if any of your students or parents have limited mobility so alternative arrangements for a small part of the tour can be made.

The Silk Road to Gold Tracks program will conclude at the Chinese Garden of Friendship.

Program Activities

Session	Component	Location	Timing
Session 1	Tour of Chinatown	Dixon and Sussex Streets, Chinatown	60 mins
Session 2	Exploration of the Chinese Garden of Friendship	Chinese Garden of Friendship, Darling Harbour	60 mins

If more than 1 group is on the site, program activities will happen in the same order but in separate groups.

Your Education Guide for the day will ask you to complete a short evaluation form before the completion of the program to help with our continuous improvement.



Students meeting their guide at the meeting point

Pre and Post Excursion Activity Suggestions

PRE AND POST EXCURSION ACTIVITIES

Pre-excursion activities

- Familiarise students with the size, geography and diversity of China, the 4th largest country in the world. Place China and Australia within a global context, noting the relatively small distance between them.
- Discuss what makes a place such as Chinatown relevant and successful, especially in the face of challenges such as pandemics and travel restrictions. The following article could prove a starting point: <https://www.smh.com.au/national/nsw/it-s-all-bubble-tea-shops-the-battle-over-the-soul-of-chinatown-20211115-p5992a.html>
- Encourage students to express their own understandings and experiences of disadvantage, prejudice and discrimination.

Post-excursion activities

- Have students list 3 products they saw in Chinatown that are not available for sale in the local area, for example sea cucumbers, jade and mooncakes. Explain the significance of one of these in Chinese culture.
- Construct a timeline of anti-Chinese legislation in Australia, detailing the main restrictions of each on Chinese immigration.
- Research the Lambing Flat Riots of 1860-61 and write an account of the factors contributing to the rioting, the main incidents during the riots and reactions to the events.
- Brainstorm the advantages and benefits Chinese immigration has brought to Australia, covering economic, social, cultural, political and personal spheres.
- Design a personal Garden of Contemplation that incorporates students' ideas for establishing a space that is conducive to fostering inner harmony, peace and self-reflection.



Eastern Water Dragons near the Lake of Brightness

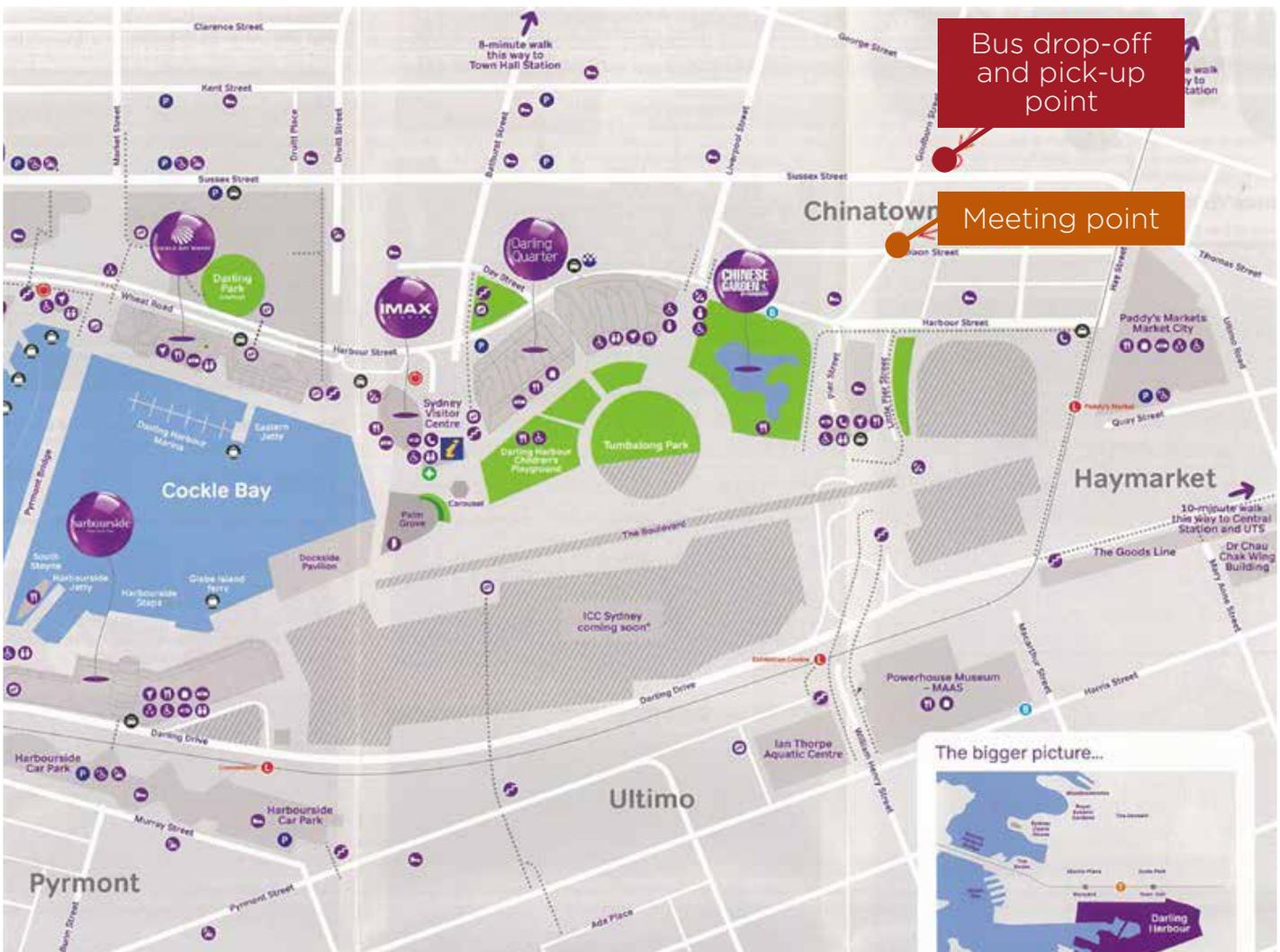
Map of Darling Harbour and Chinatown

Meeting point:

Corner of Goulburn and Dixon Streets, Chinatown

Bus drop-off and pick-up point:

Corner of Goulburn and Sussex Streets, Chinatown



Chinese Garden of Friendship: Self-guided School Booking Form

School name:	
Contact name:	Contact role:
Telephone:	Mobile:
Email address:	
Postal address:	Postcode:
Class age:	Total number of guests:
Date(s) proposed:	Time of visit:

Category	Admission Rate	Quantity	Total Price
Students	\$4.00		
Accompanying adults	\$8.00		
Free of charge teachers <ul style="list-style-type: none"> • 1 FOC teacher per 20 students – high school • 1 FOC teacher per 10 students – primary school 			
		Total cost:	

Payment details:

Payment can be made on arrival by cash, cheque, credit card and EFTPOS or after the visit by cheque only.
Please make cheques payable to: Place Management ABN: 51 437 725 177

Please select when the payment will be made:

On the day of the visit. The tax invoice will be provided upon entry to the Garden.

After the visit. The invoice will be sent directly to school for payment.

Please provide contact name and email: _____

Signature: _____ Date: _____

Terms and conditions:

Welcome to the Chinese Garden of Friendship

The Chinese Garden of Friendship is one of Sydney's most popular destinations for school groups, adult learning, heritage clubs and other groups. To ensure that all of our visitors enjoy their time at the garden, the staff and management ask that you assist us by supervising your students at all times. Please also familiarise your group with the following guidelines before entering the garden.

- Children must be supervised always with a minimum of 1 teacher per 20 high school students and 1 teacher per 10 primary school students. We welcome large school groups however request a maximum of 50 students in one group at a time with a break of 5 minutes between admission of each group.
- Please walk around the garden, running is not permitted.

There are several permanent water features in the garden. Please ensure students maintain a safe distance from these.

- Please do not pick flowers, climb trees, handle the wildlife or climb or jump on or off the garden beds or rockeries.
- Please show consideration for other visitors by moving quietly around the garden.
- Please use the bins which are provided for the disposal of any rubbish you may have.
- Please note the Teahouse area is reserved for Teahouse paying patrons only.
- Please report any faults or breakages to the garden staff at reception.
- Please watch your step as there are steep stairs, uneven surfaces, which can be slippery if wet, and barrier-free water edges throughout the garden. We recommend that visitors wear flat, non-slippery walking shoes and stick to the paths and assess your own risk at all times.
- Persons under the age of 16 must be under the direct supervision of an adult at all times.
- Smoking is not permitted anywhere inside the venue.
- Please help us to protect our wild birds, animals and fish by not feeding or touching them. Domestic animals are not permitted.
- Remain alert as there may be swooping birds in this area, although rare and generally during springtime.

Stay safe and enjoy your visit.

For more on Chinese Garden of Friendship General Conditions of Entry and safety information, please refer to our website

I have read and agree to the terms and conditions.

Signature:

Date:

Chinese Garden of Friendship: Conditions of Entry

Chinese Garden staff and management are dedicated to providing a safe and enjoyable environment for all patrons, staff and clients. These general conditions of entry are applicable to all visitors, clients, patrons and staff attending the Chinese Garden of Friendship and are subject to change without notice.

Entry into the Chinese Garden is subject to the following general conditions:

1. The right of admission is reserved. The Chinese Garden staff have the right to refuse entry to, or to remove from, the Chinese Garden any persons who are intoxicated or disorderly, or whose conduct is unlawful or offensive, or who are not entitled to attend an event. Any persons who cause a disturbance, or who refuse to comply with reasonable requests from the Chinese Garden staff, may be removed from the venue.
2. In accordance with the Smoke Free Environment Act 2000, the Chinese Garden is a smoke free venue. Smoking is not permitted anywhere inside the venue. Any patrons who refuse to comply, will be removed from the venue.
3. It is to be clearly noted that under the Civil Liabilities Act 2002 No 22, general admission crowds and general access may cause recreational risk. All patrons purchasing tickets, or attending events within the Chinese Garden, are asked to assess their own risk prior to entry.
4. Persons under the age of 16 must be under the direct supervision of an adult at all times. At the discretion of the Chinese Garden staff, they reserve the right to refuse entry to, or to remove from, the Chinese Garden, or to refer to the police, any persons under the age of 16 who are without adult supervision.
5. Bags and other items may be subject to inspection and patrons may be searched. Any persons who refuse inspections or searches may be denied entry to the Chinese Garden.
6. The Chinese Garden is a Licensed Premises and fully supports and practices the Responsible Service of Alcohol. Any person found inside the Chinese Garden to be intoxicated, violent, quarrelsome or disorderly will be removed and prevented from re entering. Police will be notified of any person found supplying minors with alcohol and these persons will also be removed from the Chinese Garden.
7. Visitors are not permitted to bring external or commercial food or beverage products into the Teahouse of the Chinese Garden. Decisions about whether such products will be permitted in the Garden are at the discretion of the Chinese Garden management or based on specific event requirements. Visitors will be advised to dispose of such items or will have the items confiscated prior to entering the Chinese Garden. This does not apply to food or beverages for persons with special dietary requirements.
8. The Chinese Garden staff will refuse entry to persons who are drug affected or carrying drugs.
9. The Chinese Garden staff will refuse entry to persons carrying, or attempting to bring in, alcoholic beverages, cans, glass and bottles (including PET bottles unless otherwise expressly stated).
10. The Chinese Garden staff will refuse entry to persons carrying, or attempting to bring in, weapons (real or replica), laser pointers, fireworks, chains, glow sticks, skateboards, skates and

11. The Chinese Garden staff may refuse entry of persons with larger backpacks and bags, other than handbags or bags of similar size.
12. The Chinese Garden staff will refuse entry of persons with drones and, or, other remote controlled devices.
13. No animals can be brought onto the premises, except for assistance animals. No animals may be left unattended outside of the Chinese Garden.
14. All patrons are responsible for their own property and whilst the Chinese Garden staff will take precautions to reduce damage or theft, responsibility will not be taken for damage or loss of personal property.
15. All patrons are required to be appropriately dressed and wear shoes at all times for their own safety. The Chinese Garden staff reserve the right to deny entry to visitors wearing clothing items displaying offensive text and/or images.
16. Visitors must take extra care around uneven surfaces and the water's edge. It is advisable that visitors wear flat, non slippery walking shoes.
17. Visitors cannot cause any damage to the Chinese Garden structures and environment, including its fauna, flora and wildlife. Feeding wildlife, including koi fish, birds and water dragons, is prohibited unless under the supervision of the Chinese Garden staff.
18. Visitors should not harm any wildlife within the garden. Chasing, or throwing rocks at animals is strictly prohibited.
19. Visitors must be aware that animals within the garden are wild and can be unpredictable, especially during breeding season. Beware of swooping birds.
20. Visitors only have access to the stone or paved pathways of the Chinese Garden. Visitors are not permitted to enter the garden beds, climb trees or the rockery, or swim in the lake. This includes the grassed areas and lawns of the Chinese Garden.
21. Visitors are welcome to take images for personal use. All school and commercial entities must seek prior approval and follow venue hire terms and conditions. Please refer to the Filming and Photography Information Pack on our website for further details.
22. The pavilions around the garden may be hired for an extended period. For further details on Venue Hire, please refer to our website.
23. Bikes are to be chained at the appropriate parking spots on the Chinese Garden forecourt.
24. Visitors should be aware that the Chinese Garden is monitored by a CCTV network.
25. The Chinese Garden forecourt is a pedestrian precinct. No vehicles are permitted on site.

The Chinese Garden staff and management appreciate your understanding and cooperation.

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Chinese Culture	https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-core-concepts
Darling Harbour and the Chinese Garden of Friendship	www.darlingharbour.com
National Museum of Australia	www.nma.gov.au/explore/features/harvest-of-endurance/scroll/early-chinese-migrants
Place Management NSW	www.dpie.nsw.gov.au
Sydney’s Chinatown	www.sydney.com/destinations/sydney/sydney-city/chinatown-and-haymarket
Sydney Learning Adventures	www.therocks.com/schoolexcursions/sydney-learning-adventures-programs
Sydney Living Museums	https://sydneylivingmuseums.com.au/stories/chinese-goldfields
The Australia-China Story	https://aus.thechinastory.org/archive/chinese-immigration-to-australia-and-chinese-australians/
The Lote Agency	www.loteagency.com.au/a-brief-history-of-chinese-migration-to-australia/
The National Archives	www.naa.gov.au/explore-collection/immigration-and-citizenship
The National Library of Australia	www.nla.gov.au
The State Library of NSW	www.sl.nsw.gov.au

Contact us

Your Booking

If you have any questions regarding your booking, please contact Sydney Learning Adventures on (02) 9240 8552 or email tours@property.nsw.gov.au.

Chinese Garden of Friendship

Address:

Pier Street, Corner Harbour Street, Darling Harbour NSW 2000
Phone: (02 9240 8888

Opening hours:

10am - 5pm

Admission:

Students: included in the cost of program
Teachers: free
Additional parents and carers: \$8 per person

Accessibility:

Pathways and pavilions in the lower garden are accessible for wheelchairs and prams; however, steps and rocky pathways make the upper part of the garden difficult to access.

Drop off:

The closest passenger drop-off point to the garden is on Harbour Street.

Facilities:

The Chinese Garden has toilet facilities, including a fully upgraded accessible toilet. There is a Chinese 'Teahouse' style restaurant located in the Chinese Garden of friendship, called "Gardens by Lotus".

For more information on the programs that Sydney Learning Adventures offers, visit our website: www.sydneylearningadventures.com