### Geography: Stage 3 (Years 5 and 6) A Diverse and Connected World

Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students will explore and reflect upon the importance of intercultural understanding.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Australia’s global connections – Papua New Guinea</th>
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<tbody>
<tr>
<td>Key inquiry question:</td>
<td>What are Australia’s connections with Papua New Guinea?</td>
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### Content

**Global connections**

Students:

- investigate connections between Australia and other countries of the world, for example: (ACHGK034, ACHGK035)
  - description of connections Australia has with other countries eg trade, migration, tourism, aid
Student Learning Activities

**Activity 1: Engagement, locating and questioning – Introducing Papua New Guinea**

a. Locate Australia and its position in the Asia Pacific region. Measure the distances from the closest section of Australia’s coast to New Zealand, to Indonesia and to Papua New Guinea. Geographically what is Australia’s closest neighbour?

b. As a class, list the connections students in the class have with Papua New Guinea. Students respond from personal experiences considering holidays, work, friends or family, sporting personalities, television, stories.

c. View Source 1, a photo of an Australian girl who lives and attends school in Port Moresby, Papua New Guinea. What traditional clothing is she wearing? Why?

d. Develop inquiry questions for investigation:
   - What are the historical links between Australia and Papua New Guinea?
   - What are the current links between the two countries?
   - What will the relationship be like in the future?

**Source 1:** Australian girl in traditional dress in Morobe Province, 2015. Photo: Kelvin Bramley
Activity 2: Acquiring geographical information – The Pacific War

Students collectively view and analyse images of connections between Australia and Papua New Guinea. They draw conclusions as to the connections that are represented.

View Sources 2 to 5: The Pacific War

During the Second World War, fighting extended to the Pacific region where the Allied forces, predominately made up of the United States, Britain and Australia, fought against Japanese aggression that began with the bombing of Pearl Harbour in 1941.

During January and February 1942 Japanese troops invaded and won victories in many countries in Asia and the South Pacific, including the then Territory of Papua and the Territory of New Guinea. Advances were made into Australia with Darwin being bombed in March 1942.

Australians were at war with Japan on the battlefields of Papua and New Guinea. The Papuan people supported the Australian forces in combat and as carriers of supplies and injured soldiers. The extraordinary lengths the Pupuans took in carrying the wounded and sick through thick jungle and battles earned them the name of ‘fuzzy wuzzy angels’.

Source analysis:

Observe

- When were these photos taken?
- What and who is shown in the photos?

Infer

- How did the Papuan people help Australian soldiers in the war?
- Considering the location of Papua New Guinea to Australia, why was the alliance between Australia and Papua New Guinea so important?
**Source 2:** Still from the Damien Parer film Assault on Salamaua, 1943, Australian Department of Information. Parer's film shows the human experience in war. Parer was killed in battle in 1944.

[Image of Still from Damien Parer film Assault on Salamaua, 1943]


**Source 3:** Military operations in New Britain, ca. 1943-1945. Food supplies being offered to Australian and allied troops, Australian Department of Information, United States Office of War Information.

[Image of military operations in New Britain, ca. 1943-1945]

Source 4: The Kokoda Track, ca. 1943-1945. The ‘fuzzy wuzzy angels’ carrying wounded Australian and allied soldiers. They never left the side of the wounded. Australian Department of Information, United States Office of War Information.


Source 5: Military operations in Buna and Oro Bay, ca. 1943-1945. Troops faced mountainous terrain, thick jungles and tropical diseases making the war effort extremely difficult. Australian Department of Information, United States Office of War Information.

Activity 3: Acquiring geographical information – Post Second World War

After the Second World War, the Territory of Papua and New Guinea was administered by Australia. It wasn’t until 1972 that the name Papua New Guinea was established. Australia continued to administer Papua New Guinea until the country achieved Independence in 1975.

View Sources 6 to 9 and contemporary images in the Australian Government Department of Foreign Affairs and Trade album in Flickr. [https://www.flickr.com/photos/dfataustralianaid/albums/72157637431518595](https://www.flickr.com/photos/dfataustralianaid/albums/72157637431518595)

Source analysis:

Observe

- When were these photos taken?
- What and who is shown in these photos?

Infer

- What type of support does Australia provide Papua New Guinea?
- What are the connections between Australia and Papua New Guinea?

Question

- What else would you like to know?

Source 7: Drilling for gas. Stanley Gas Field, Western Province. Benefits are shared between local landowners, national government and project sponsors, 2015. Photo: Horizon Oil
Source 8: Young Australians experiencing the Kokoda Trail as tourists, 2008. Photo: Ben Webb

Source 9: Man uses fresh water supply funded by AusAID, PNG, 2011. Photo: Michael Wightman, AusAID

Image by Brian Webb from Flickr
IMG_2544 by Ben Webb available at https://www.flickr.com/photos/benwebboz/12922258135/in/ph

Images by: AusAID
Man uses fresh water supply funded by AusAID, PNG, 2011, Department of Foreign Affairs and Trade by Michael Wightman,
| Source 10: Port Moresby General Hospital, Papua New Guinea, 2010. ICU Nurse Manager Velin Tonga gets a lesson from Australian medical scientist Ian Barrett in checking blood gases. Ian has volunteered his services for Operation Open Heart. Supported by AusAID, Australian surgical teams travel to developing countries to perform and train local surgeons in specialist cardiac surgery. Photo: Rocky Roe/AusAID |
| Source 11: MV Medics Queen sea ambulance, 2012. The MV Medics Queen travels along the South Fly coast of Western Province, Papua New Guinea, taking specialist tuberculosis medical staff on outreach clinics to treat people in their communities. Photo: AusAID |
Doctor and Nurse, Operation Open Heart, PNG, Department of Foreign Affairs and Trade 2010 by Rocky Roe, AusAID available at https://www.flickr.com/photos/dfataustralianaid/10693109575/ under a Creative Commons Attribution 2.0. Full terms at http://creativecommons.org/licenses/by/2.0/

The MV Medics Queen sea ambulance travels along the South Fly coast of Western Province, taking specialist TB medical staff on outreach clinics to treat people in their communities by AusAID available at https://www.flickr.com/photos/dfataustralianaid/10729467166/ under a Creative Commons Attribution 2.0. Full terms at http://creativecommons.org/licenses/by/2.0/
### Activity 4: Acquiring and representing geographical information – Australia’s investment relationship with Papua New Guinea


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<th>Question</th>
<th>Response</th>
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<tr>
<td><strong>a.</strong> Study the information under the title: <em>Australia’s investment relationship with Papua New Guinea, 2014 (e).</em> What is Australia’s investment into Papua New Guinea (A$m)?</td>
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<tr>
<td><strong>b.</strong> Study the information under the title: <em>Papua New Guinea’s global merchandise trade relationships.</em> To what country does Papua New Guinea send most of its exports? What is this as a percentage? What items are exported to Australia? Do you think Australia invests and promotes businesses that export to Australia?</td>
<td></td>
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<tr>
<td><strong>c.</strong> From what country does Papua New Guinea receive most of its imports? What is this as a percentage? What items are imported from Australia? Are there items listed that will enhance business opportunities and allow for economic growth?</td>
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Activity 5: Acquiring, representing and processing geographical information – Australia’s aid to Papua New Guinea

Examine the Australian Government Department of Foreign Affairs and Trade fact file on aid to Papua New Guinea.


The introductory statement on the fact file states:

“As our nearest neighbour and close regional partner, a stable and prosperous Papua New Guinea is in Australia’s national interest”

Analyse the information and complete the table.

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<tr>
<td>a. Good governance is about a country making wise political decisions. Other than strengthening governance, what are the two objectives of Australian aid into Papua New Guinea?</td>
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<tr>
<td>b. List two ‘program highlights’ that enhance human development.</td>
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<td>c. What ‘program highlight’ would promote economic growth?</td>
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<tr>
<td>d. Why is it in Australia’s best interest to provide aid to Papua New Guinea?</td>
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### Activity 6: Processing geographical information – Australia and Papua New Guinea connections

Create a flow chart to illustrate the connections between Australia and Papua New Guinea.

**AUSTRALIA AND PAPUA NEW GUINEA CONNECTIONS**
### Activity 7: Communicating – Connections between Australia and Papua New Guinea

Write into the speech bubbles below.

#### Source 12:

[Image of wounded soldier and soldier being helped]


#### Source 13:
Battle of Kokoda veteran Len Griffiths meets ‘Fuzzy Wuzzy Angel’ and Kokoda Village Chief Benjamin Ijumi at the conclusion of the commemorative service for the 70th anniversary of the Battle of Kokoda.

[Image of veteran and village chief shaking hands]

Kokoda and Beachheads battles 70th anniversaries commemorative visit by Dept of Veteran's Affairs (Australia) available
Activity 8: Communicating – Future connections between Australia and Papua New Guinea

In 1978, the Governor-General of Papua New Guinea and the Governor of New South Wales discussed the friendship and positive relationship between the two countries.

**Source 14:** Visit of the Governor-General of Papua New Guinea and wife to Government House, Sydney with the Governor of New South Wales, Sir Roden Cutler and Lady Helen Cutler, 1978

Place yourself at Government House today. With a partner, write the conversation between yourselves and a young person from Papua New Guinea. In the conversation include discussions on:

Education, health, people, aid, sport, business, roads and infrastructure, tourism, future directions.

<table>
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<tr>
<th>Background notes for teachers</th>
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<tr>
<td><strong>Key dates</strong></td>
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<tr>
<td>A newly independent Australia administered the Territory of Papua in 1906. After the First World War and the German withdrawal from New Britain, New Guinea became a mandated territory of Australia in 1920. After the Second World War Papua and New Guinea were combined and Australia continued as administrator until 1975 when Papua New Guinea achieved independence.</td>
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Today, Australia and Papua New Guinea enjoy a strong bilateral relationship where economic growth, cultural understanding and political diplomacy is encouraged and supported.

**Papua New Guinea**

Papua New Guinea is a developing nation with 85% of its population living and working in farming and agriculture. The remaining 15% live in urban areas. Subsistence farming is the common practice with the main crops being sweet potato, taro and greens. Their diet is supplemented by meat, predominately pork, fish and imported products.

In rural areas housing is traditional in style. There are over 800 language groups in Papua New Guinea and many groups remain isolated through a lack of roads and almost impassable terrain, particularly in the wet season.

**Challenges**

Issues surrounding health, education and wellbeing are major hurdles to development. Diseases such as malaria and dengue fever are common and tuberculosis (TB), cholera and HIV/AIDS are of growing concern. Just 40% of the population have access to clean water. The population reflects the trends of developing nations with life expectancy low (66 years), high birth rates, high maternal mortality rates and a high infant mortality rate (39 per 1000). Adult literacy rates are low at 64% and time spent in school is less than five years.
The nation is experiencing some positive economic growth and trade is developing however the country struggles with poor governance, corruption, economic mismanagement and poverty and crime. In 2015, the official advice for travelling to Papua New Guinea was ‘high degree of caution’. This is due to the high rates in crime, violent incidents including car-jackings and rape. Travel warnings also relate to poor road infrastructure and the high risk of landslides and flooding in the wet season.

Papua New Guinea has implemented strategies that will see them strive for improvements in human capital development, gender, youth and people empowerment, wealth creation, institutional development and service delivery, security and international relations, environmental sustainability and climate change, spiritual, cultural and community development and strategic planning, integration and control.

*Papua New Guinea Vision 2050 – National Strategic Plan Taskforce, 2011*


**Australia and Papua New Guinea**

It is in Australia’s interests to assist Papua New Guinea in reaching their goals. Australia contributes 10.5% of all Official Development Assistance (ODE) to Papua New Guinea. Investment priorities are in health, education, governance, law and order and investment and trade. Our two nations also experience political cooperation on regional and global issues affecting our two countries in particular issues relating to the environment.

On completing this unit students will have a greater understanding of the positive relationship between Australia and Papua New Guinea, how geographic proximity and historical links have bonded the two countries and the friendship that currently exists.

Students will explore the aid Australia provides the people and government of Papua New Guinea, economic investment and the importance of our trading partnership. Tourism opportunities, sport and migration will also be observed providing opportunities for further inquiry.

Students will be challenged to consider the future connections between the two countries.
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<th>Outcomes</th>
<th>Geographical Inquiry Skills</th>
<th>Geographical Concepts</th>
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| GE3-2 explains interactions and connections between people, places and environments | **Acquiring geographical information**
- develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040)
- collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041) | **Place**: the significance of places and what they are like eg characteristics of places on a global level. |
| GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry | **Processing geographical information**
- evaluate sources for their usefulness (ACHGS035, ACHGS042)
- represent data in different forms, for example plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042)
- represent different types of geographical information by constructing maps that conform to cartographic conventions using | **Space**: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg global patterns of spatial distribution; how people organise and manage spaces in their local environment. |
|                                                                         |                                                                                             | **Environment**: the significance of the environment in human life, and the important interrelationships between humans and the environment eg how the environment influences people and places; how people influence the environment; the effect of natural disasters on the environment. |
|                                                                         |                                                                                             | **Interconnection**: no object of geographical study can be viewed in isolation eg how environments influence where people live; ways people influence the characteristics of their environments; diversity of cultures and peoples around the world. |
## Communicating geographical information
- present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)
- reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046)

## Scale:
the way that geographical phenomena and problems can be examined at different spatial levels eg environmental and human characteristics of places on local, regional and global scales; the effect of global events on people and places locally, regionally and globally.

## Sustainability:
the capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg extent of environmental change; environmental management practices; sustainability initiatives.

## Change:
explaining geographical phenomena by investigating how they have developed over time eg changes to environmental and human characteristics of places.

### Learning across the curriculum
- Aboriginal and Torres Strait Islander histories and cultures
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Critical and creative thinking
- Literacy
- Numeracy
- Personal and social capability
- Civics and citizenship
- Difference and diversity
- Work and enterprise

**Resources**

**Picture books**
- Angel of Kokoda by Mark Wilson
- The Lost Tail by Patricia Bernard and Tricia Oktober
- The Turtle and the Island by Barbara Ker Wilson and Frane Lessac

**Websites**
- Graphical animations providing information on economic, social and environmental development [http://www.gapminder.org/](http://www.gapminder.org/)
- Flickr photo files [https://www.flickr.com/photos/dfataustralianaid/sets/72157637431518595_and](https://www.flickr.com/photos/dfataustralianaid/sets/72157637431518595_and)
  [https://www.flickr.com/search/?text=papua%20new%20guinea%20](https://www.flickr.com/search/?text=papua%20new%20guinea%20)
Country statistics [http://www.indexmundi.com/](http://www.indexmundi.com/)