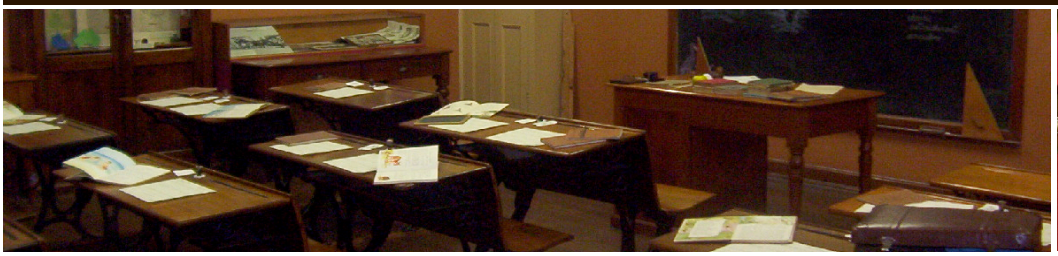
NSW SCHOOLHOUSE MUSEUM
OF PUBLIC EDUCATION

EXCURSION PLAN 2018



SCHOOL	CONTACT TEACHER	PHONE NO.

DATE/S	NO. CLASSES	GRADE/S	NO. STUDENTS
COST: $18.00 per student. Accompanying adults free. An invoice will be sent after the visit. No GST.			

TEACHER CHECKLIST

- ☐ **Visit plan** – emailed to **each teacher** for their preparations. There are some teacher-led activities.
- ☐ **Name tags** – first name only, essential for us to personalise the lessons and manage the students.
- ☐ **Two parent helpers per class** – to supervise **toasting** over an open fire (in Terms 2 and 3 only).
- ☐ **Parent helpers briefed** – toasting helpers should be familiar and comfortable with their role.
- ☐ **Students briefed on fire safety** – students should understand basic fire safety when near an open fire.
- ☐ **Lunch and drinks** – the day starts with morning tea. There are no tea or coffee making facilities for adults but take-away is nearby.
- ☐ **Water bottles** – essential in Terms 1 and 4. There is minimal air conditioning**.** It can be hot inside and outside.
- ☐ **Bags** – small backpacks or library bags are preferred as they will be left outside. Birds can get into plastic bags.
- ☐ **Wet weather gear** – the students need wet weather gear for travelling between spaces.
- ☐ **Souvenir pen and ink sets** – email your order: $5 per set which can be added to your school invoice.
- ☐ **Letter from Molly Mathers read** – please read the letter to the students a day or so before you visit.
- ☐ **Special needs notified** – let us know if you have students with special needs or need the wheelchair ramp.
- ☐ **Change in numbers** – please notify us if the number of students booked has changed. This impacts our staffing.

PROGRAM

	Class A	Class B
10.00–10.20	Arrival then morning tea in grounds. Return to start program at **10.25am.**	
10.25–11.20	**1880s lessons** (1877 room)	**1900s-1970s school resources** (1910 room)
11.20–12.15	**1900s-1970s school resources** (1910 room)	**1880s lessons** (1877 room)
12.15–12.45	Lunch. Please return by **12.45pm**	
12.45–1.15	**1900s drill and maypole** (outside)	**1960s lessons and games** (1960 room and grass)
1.15–1.45	**1960s lessons and games** (1960 room and grass)	**1900s drill and maypole** (outside)
1.45–1.55	Conclusion then depart	

VISIT INFORMATION

Wet weather – the excursion will proceed. Indoor drill and craft will replace the outdoor activities. Maypole dancing will be omitted due to lack of space. The students will need wet weather gear for travelling.

Location – GPS: 154 Cox's Road, North Ryde, at the top of the North Ryde Public School grounds. Buses can drop off students at the Cox's Road bus stop outside the school. **Enter through the picket gate near the zebra crossing.**

Driveway and car park safety – avoid these areas. The driveway beside the museum and rear car park is used as a vehicle access. Please supervise student movement and use the walkway on the west (right).

Play areas – there is no access to the play equipment at any time. Please do not use the oval from 11.10am-12.10pm and 1.50pm-2.10pm or if North Ryde PS students are using it at other times.

Molly letter – you will receive in the mail a handwritten letter from fictional Molly Mathers. Students will see the items mentioned and solve the mystery during their excursion. Students are most welcome to write to Molly after their visit.

Photos of early schooling – not essential to view but helps set the scene. Links are on our Resources page.

Information sheets – these can be downloaded from the Resources page on our website.

Risk management advice – is on our website on the Schools page.

Cancellations – confirmed bookings cancelled within two school-term weeks (14 days) of the visit will incur a $200 cancellation fee.

SESSION OUTLINES

Inquiry questions

- How and why has primary education in New South Wales changed?
- What aspects of education in New South Wales have remained the same?

Recreated 1880s school lessons – *1877 schoolroom*

To start, the students will line up in single-gender lines. Differences in everyday life and travelling to school in the past and the present will be discussed. Hands will be inspected for cleanliness before the students enter the schoolroom and once inside an oath to Queen and country will be recited.

Sitting on long-toms at original 1880s desks, the students will chant tables and read from an original reader. Students will learn to write Copperplate using a slate and slate pencil as well as writing with pen and ink as examples of changing writing technologies.

Examples of early school discipline strategies will be integrated during the lesson. In order to build empathy and understanding of differing perspectives, the students will be shown the cane and will examine pages of an early school punishment book.

During the session, primary sources will be shown and used, personal stories told and comparisons will be made to emphasise the changes and continuities in education and associated technologies since the 1880s.

1900s-1970s school resources – *1910 rooms*

The session will start with the national anthem and the students' attention will be directed to the classroom, desks and displays. Aspects of education in the period 1900s to 1970s will be highlighted. The students will be shown how sources are used to provide evidence and tell stories of the past. They will be shown appropriate artefact handling techniques to protect old objects.

The students will explore artefacts on display, examine objects closely and be encouraged to ask questions through:

- **Treasure hunt** – observing and identifying objects and artefacts from education in the past from c.1900 to 1970
- **Suitcase investigation** – handling and examining original contents of 1960s to 1980s Globite suitcases to form an historical narrative on its past owner
- **Jelly pad and pen and ink map** – reproducing a map using a gelatine hectograph as a changing printing technology (1940s to 1970s); using pen and ink to label the states and territories as a changing writing technology (used to the late 1960s), and mapping as a continuous learning activity to represent geographical information.
- **Twisted threads** – making a twisted thread cord as girls did in prescribed needlework lessons up to the 1970s
- **Red Cross bandage rolling** – wearing Red Cross arm-bands and rolling narrow bandages as NSW school students did during the1914-1918 First World War as one of their contributions to the war effort, in the lead up to the establishment of the Junior Red Cross in 1918.
- **Postcards from the past** – examining photographs of early school children to identify changes in education
- **Tales and toasting*** – toasting a piece of bread over the open fire whilst chatting about past technologies.

*NB Tales and Toasting can only proceed if there are two parent helpers in attendance at the fire at all times, and if the weather is not too hot. The helpers cannot be the class teacher or teachers' aids.

1900s drill and maypole and 1960s lessons and games – *1960 room and outside*

1900s wand drill – *asphalt*

Wand drill was used in NSW schools from the 1880s through the early 1900s to build fitness and instil order and discipline. Standing in straight, evenly spaced lines, and instructed using military language, the students will be drilled in some simple wand exercises.

Maypole dancing – *asphalt*

Maypole dancing was a traditional activity at special school occasions such as Empire Day, sports days and the Annual Schools' Display at the showground undertaken from the 1870s to the 1970s. In the context of education in the past, images of children's clothing of the late 1800s/early 1900s will be shown then girls' lace collars and boys' sailor collars will be provided for the students to wear during the maypole dancing. In pairs, as a class, the students will hold a ribbon and skip around the maypole, accompanied by folk music, winding the colourful ribbons down the pole.

1960s lessons – *1960s classroom*

This activity enables students to view a recreated 1960s classroom so that they can make comparisons in education in the periods 1880-1900, 1900-1970, 1960-1970 and the present.

The students will briefly experience a 1960s lesson using Cuisenaire rods to construct a mat of 12 and using that to solve a series of number sentences and viewing the displays of craft student work samples and teaching resources.

1960s Playground games – *grass outside 1960s classroom*

The students will play some playground games such as skipping using a long rope, and if time, 'fly' using sticks, a game that demonstrates the use of found objects in student's play.

HISTORY K-10 SYLLABUS LINKS

Outcomes

HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time

HT2-5 applies skills of historical inquiry and communication

Historical concepts and skills

Use of sources, continuity and change, cause and effect, perspectives, empathetic understanding, significance

Community and Remembrance

Key inquiry questions

- How has our community changed? What features have been lost and what features have been retained?

Content

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory (ACHHK061)

- Using a range of sources, describe and explain how and why ONE area, e.g. transport, work, **education**, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times