



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 class preparations.
- 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.
- Dressing up** – students are welcome to arrive dressed up. We will supply pinafores for girls and sailors collars for boys for the maypole dancing activity. **Sun hats** are needed for the outdoor sessions.
- 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 and morning tea then assemble at front of building to start program at 10.25am	
10.25–11.10	Recreated 1880s lesson in 1877 room	Source-based activities in 1910 room
11.15–12.00	Source-based activities in 1910 room	Recreated 1880s lesson in 1877 room
12.05–12.50	Playground games, drill, maypole	Drill, maypole, playground games
1.00	Lunch/Depart	

VISIT INFORMATION

Wet weather – the excursion will go ahead. Indoor drill and craft will replace the outdoor session and maypole dancing will be omitted due to lack of space. The students need wet weather gear for moving between spaces.

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 – 1-2 weeks before your visit 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.

Social story – you might want to share the [social story](#) with your students to prepare them for 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 has school and everyday life changed and remained the same over time?
- What aspects of past schooling can be seen today and what do they tell us?
- How have changes in technology shaped our schooling and daily lives?

Recreated 1880s school lesson – 1877 schoolroom

Before entering the schoolroom, lined up in single-gender lines, differences in everyday life and travelling to school in the past and the present will be highlighted. Hands will be inspected for cleanliness before the students enter the schoolroom. 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 given during the lesson. In order to build empathy and understand differing perspectives, the students will be shown the cane and an early school punishment book.

During the session, primary sources will be used, personal stories told and similarities and differences discussed using the language 'then' and 'now', 'past' and 'present' and 'a long time ago'.

Hands-on primary sources – 1910 rooms

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

Working in pairs, 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 schooling in the past
- *Tops and toys* – examining and using past children's toys, games and puzzles
- *Suitcase investigation* – handling and examining original contents of 1960s Globite suitcases
- *Jelly pads and stamp pads* – reproducing a map using a jelly pad and numbers and images using rubber stamps as changing printing technologies
- *Postcards from the past* – examining photographs of early school children
- *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 adult helpers in attendance at the fire at all times, and if the weather is not too hot.

Maypole dancing, drill and playground games – grass and asphalt areas outside

Maypole dancing

Maypole dancing was a traditional activity at special occasions such as Empire Day, sports days and the Annual Schools' Display at the showground. In the context of life in the past, images of children's clothing of the late 1800s/early 1900s will be shown then girls' pinafores 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.

Drill

Standing in straight, evenly spaced lines, and instructed using military language, the students will be drilled in some simple wand or dumb-bell exercises that were used in schools from the 1880s through the early 1900s to build fitness and instil order and discipline.

Playground games

The students will play some playground games such as:

- *Fly* – using sticks. This game shows students the value of using found objects around them in their play. See the *How to Play Fly* sheet.
- *Skipping* – using the long rope. See the *Chants and Rhymes* sheet.
- *Bowling (rolling) hoops* – using a stick or hand
- *Quoits* – using original rope quoits
- *Clapping chants* – such as *Granny in the Kitchen*.

HISTORY K-10 SYLLABUS LINKS

Outcomes

HT1-1 communicates an understanding of change and continuity in family life using appropriate historical terms

HT1-2* identifies and describes significant people, events, places and sites in the local community over time

HT1-3 describes the effects of changing technology on people's lives over time

HT1-4 demonstrates skills of historical inquiry and communication

Historical concepts and skills

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

Present and Past Family Life

Key inquiry questions

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Content

Differences and similarities between students' daily lives and life during their parents' or grandparents' childhoods, including family traditions, leisure time and communications (ACHHK030)

- Discuss similarities and differences from generation to generation, e.g. family celebrations and traditions, leisure activities and changes in technology/communication over time through a range of sources
- Compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents/grandparents

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)

- Define and use terms relating to time, sequencing objects or photographs from the past, e.g. *then* and *now*, *past* and *present*, *a long time ago*

The Past in the Present

Key inquiry questions

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?*
- How have changes in technology shaped our daily life?

Content

The impact of changing technology on people's lives (ACHHK046)

- Identify examples of changing technologies in their home or community
- Discuss the similarities and difference of technology from the past through a range of sources and sequence them over time

** The following content is of most relevance to local schools and also schools in communities without rich local history. Please let us know if this is part of your historical inquiry.*

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK030)

- Identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important
- Investigate an aspect of local history

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)

Students:

- identify an historical site or sites in the local community. Discuss their significance, why these sites have survived and the importance of preserving them.