



We acknowledge the Wallumedegal Peoples of the Darug Nation, the Traditional Owners of the land on which the Schoolhouse Museum stands. We pay our respect to Elders past and present and recognise the continuing learning systems of Aboriginal Peoples on this land.

School	Contact teacher	Phone number

Date/s	No. of classes	Grade/s	No. of students

Cost – \$20.00 per student. Accompanying adults free. An invoice will be sent after the visit. No GST.

Accompanying adults – A minimum of two parent/carer or adult helpers are needed for the toasting activity. A maximum of two parent/carer helpers per class can attend. **All adults must be fully vaccinated.**

Teacher checklist

- Excursion plan** – emailed to each teacher for their class preparations
- Name tags** – first name only, essential for us to personalise the sessions
- Hand sanitiser, first aid, student medical kits** – for use by your staff and students as required
- Toasting helpers briefed** – please send the video Briefing for Toasting Activity <https://youtu.be/cTRLdTS2YNw>.
- Fire safety** – brief students on basic fire safety when near an open fire. There's a toasting pic in the [social story](#).
- Lunch and drinks** – BYO. There are no tea or coffee making facilities. Take-away is nearby or BYO thermos.
- Bags** – small backpacks or library bags are best as birds can get into plastic bags
- Wet weather gear** – needed for moving between spaces on rainy days
- Sun hats, water bottles** – the outdoor sessions can be sunny and hot. There is minimal air conditioning indoors.
- Letter from Molly** – read the letter to your students before your visit
- Additional needs notified** – let us know if you have students with additional needs or need the wheelchair ramp
- Change in numbers** – notify us if the number of students booked has changed. This impacts our staffing.

Program

	Class A	Class B	Class C
10.00–10.20	Arrival then morning tea in grounds. We will collect your students at 10.20am .		
10.25–11.20	1880s lessons	1900s-1970s school resources	1900s drill and maypole and 1960s lessons and games
11.25–12.20	1900s-1970s school resources	1900s drill and maypole and 1960s lessons and games	1880s lessons
12.20–12.50	Lunch. We will collect your students at 12.45pm .		
12.55–1.50	1900s drill and maypole and 1960s lessons and games	1880s lessons	1900s-1970s school resources

Visit information

Wet weather – the excursion will go ahead. Indoor drill and craft will replace the games session. 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 for vehicle access. Please supervise student movement and use the marked walkway near the classrooms and grass.

Play areas – there is no access to the play equipment. The oval can be used but not between 11.10am-12.10pm and 1.50pm-2.10pm or if North Ryde PS students are on it. Alternative play areas are the tennis court, under the trees or in front of the museum buildings on the asphalt and grass.

Molly letter – 1 to 2 weeks before your visit you will receive in the mail a handwritten letter from fictional Molly Mathers. Students will solve the mystery during their excursion. Students are welcome to write to Molly after their visit.

Pre and post visit learning resources – on our [Resources](#) page. Pre and post visit Google site <https://bit.ly/3N0Dkfl>.

Souvenirs – email your order: [\\$6 pen and ink set](#), [\\$9 copy book](#), can be added to your school invoice.

Risk management advice and COVID-19 safety plan – on our [Schools page](#). All adults must be fully vaccinated.

Toasting helpers – two adult helpers are needed to supervise the toasting activity in which students cook toast over an open fire. This could be two parent/carers for the whole group who remain at the fire for the whole excursion, or two per class who are at the fire for one session. The helpers cannot be the class teacher or class teachers' aide as both are needed to supervise their students in other areas of the classroom.

Bread and golden syrup ingredients labels – are on our [Schools page](#).

Cancellations – confirmed bookings cancelled within two school-term weeks (14 days) of the visit will incur a \$300 cancellation fee.

COVID-19 related cancellations – cancellations due to COVID-19 guidelines or situations will not incur a cancellation fee. Please provide as much notice as possible as casual staff have been allocated to work on your excursion days.

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 lesson – 1877 schoolroom

The focus of this session is on recreating aspects of schooling in the 1880s. Before entering the schoolroom, lined up in single-gender lines, daily chores and travelling to school in the past will be highlighted. Palms of hands will be shown to the teacher as they were in the past. An oath to Queen and country will be recounted.

Inside the schoolroom, sitting on long-toms at original 1880s desks, the students will practise their times tables and read along using a copy of an 1880s reader. Students will 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 mentioned during the lesson with reference made to the cane and 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 to 1970s school resources – 1910 rooms

The focus of this session is on examining and interacting with objects used at school in between the 1900s and 1970s. The session will start with Australia's former national anthem, God Save the King. Attention will be directed to features of 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.

The students will explore artefacts on display, examine objects closely and be encouraged to ask questions through a variety of activity stations. These include:

- Treasure hunt – observing and identifying objects and artefacts from education in the past
- 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
- Woodwork – constructing timber toys using screwdrivers, screws, bolts and wing-nuts as boys did up to the 1970s and girls and boys did in the 1980s
- Weaving – contributing to a wool weaving using a cardboard loom, as students did in the 1960s to 1980s
- 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.

*Note - 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. The helpers cannot be the class teacher or teachers' aide.

1900s drill and maypole and 1960s lessons and games – 1960s room and asphalt areas outside

1900s wand drill exercises

Standing in evenly spaced rows, and instructed using drill commands, the students will be undertake some simple wand or dumb-bell exercises that were used in schools from the 1880s through the early 1900s. Drill was intended to build fitness and instil order and discipline. Students will also march in lines as they used to at school.

Maypole dancing

Displays of maypole dancing were included at special school events such as Empire Day, sports days and annual schools' displays at showgrounds undertaken from the 1870s to the 1970s. The students will hold a ribbon and skip around the maypole, accompanied by folk music, winding the colourful ribbons down the pole. Images and examples of children's clothing of the late 1800s/early 1900s will be shown at the start of the session. Girls will be invited to wear a lacy collar or pinafore and boys a sailor collar for the short maypole activity. Pinafores were worn by girls to protect their dress as clothing was scarce and difficult to wash.

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 1870s-1905, 1905-1970s, 1950s-1970s and the present.

Sitting at 1960s timber chairs and desks, the students will experience a mini 1960s Cuisenaire rods lesson where they construct a mat of 12 and use that to solve number sentences. Around the room are teaching resources and displays of students' craft work.

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

Note to teachers

Children's experiences of schooling in NSW in the past were diverse. What is represented in the NSW Schoolhouse Museum program is evidenced through primary sources but was not shared by all children in NSW.

Children's schooling experiences were impacted by the type of schools available due to remoteness, cultural heritage and abilities. For instance, Aboriginal students on Aboriginal reserves could only attend Aboriginal schools which followed a modified syllabus focusing on manual and domestic skills taught by untrained teachers, government policies allowed discrimination of Aboriginal students in public schools up to 1972 and children in isolated areas originally had access to only a basic education through half-time schools, house-to-house schools and travelling schools.

Refer to the NSW Department of Education's [Glossary of school types](#) and the links on the [History of education](#) page on our website for further information.