



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 – \$24.00 per student. Accompanying adults free. No GST. Refer to [Invoicing and payment](#).

### Teacher checklist

- Confirm numbers** – at least 7 days before the excursion
- Excursion plan** – email to each teacher
- First aid, student medical kits** – for use by your staff and students
- Lunch and drinks** – BYO, there are no tea or coffee making facilities
- Bags** – backpacks are best as they can be sealed against bird attack, they'll be left outside
- 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.
- Letter from Molly** – read the letter to your students before your visit
- Additional needs notified** – let us know if you need the wheelchair ramp or accessible toilet.
- Fire safety** – brief students on basic fire safety when near an open fire. There's a toasting pic in the [social story](#).
- Toasting activity** – toasting bread over the fire is by request only. Notify us if you wish to do it.
- If toasting, helpers briefed** – send the video [Briefing for Toasting Activity \(https://youtu.be/cTRLdTS2YNw\)](https://youtu.be/cTRLdTS2YNw).

### Program

	Class A	Class B	Class C	Class D
9.55–10.10	Snack or quick morning tea		Snack or quick morning tea	
10.15–11.00	1880s school lessons	Outdoor chants, games, craft	Maypole, drill, peak into the 50s and 60s	Hands-on objects 1910 room
11.05–11.50	Outdoor chants, games, craft	1880s school lessons	Hands-on objects 1910 room	Maypole, drill, peak into the 50s and 60s
11.50–12.10	Lunch – we will collect your students at <b>12.10pm</b> – <b>with all your bags</b>			
12.15–1.00	Maypole, drill, peak into the 50s and 60s	Hands-on objects 1910 room	1880s school lessons	Outdoor chants, games, craft
1.05–1.50	Hands-on objects 1910 room	Maypole, drill, peak into the 50s and 60s	Outdoor chants, games, craft	1880s school lessons
1.50–2.00	Toileting, bag collection, depart			

## Visit information

Location	GPS 154 Cox's Road, North Ryde – the north-eastern corner of North Ryde Public School. Buses can drop off students at the Cox's Road bus stop outside the school. Enter through the <b>picket gate near the zebra crossing</b> .
Risk management advice	Linked on the <a href="#">Schools page</a> .
Parent/carer helpers	There is a <b>maximum of two parents/carers</b> per class.
Wet weather	The excursion will go ahead. The students need wet weather gear for moving between spaces. Indoor activities will replace the outdoor sessions. Maypole dancing will be omitted.
Pre and post visit resources	We recommend sharing our picture book with the students – <a href="#">Lessons by mail – the story of a 1930s correspondence school boy</a> . Digital resources and fact sheets on our <a href="#">Resources</a> page.
Social story	A social story is on our <a href="#">Resources</a> page.
Molly letter	A handwritten letter from fictional Molly Mathers will be posted to you 1 to 2 weeks before your visit. It will be addressed to the contact teacher and contains an envelope for each class. Students are welcome to write to Molly after their visit.
Souvenirs	Email your order – <a href="#">\$6 pen and ink sets</a> – can be added to your school invoice.
School staff expectations	Class teachers must remain with their class and manage their students' behaviours. During the sessions, mobile phones to be on silent and only be used for recording photos or videos. No eating or drinking in the museum spaces.
Student expectations	We expect polite and respectful behaviour from all visiting students – respecting our historic furniture and objects, staff and each other.
Play areas	The oval can be used for play. Exceptions – 11.10am-12.10pm, 1.50pm-2.10pm, or if North Ryde PS students are using it. Alternative play areas are the grass beside the lunch area or in front of the museum buildings on the asphalt and grass.
Out-of-bounds areas	There is no access to the play equipment, area between the lunch shelter and toilets, behind the toilet block and bushy edges of the oval.
Cancellations	Confirmed bookings cancelled within 5 school-term weeks (35 school days) of the booked date will incur a \$500 administration fee. Cancellations within 2 school-term weeks (10 school days) of the booked date will incur the full excursion cost based on the numbers in the confirmation or excursion plan, whichever is most recent. Refer to <a href="#">Cancellations</a> .
Invoicing and payment	We email tax invoices to schools on the Friday after their visit. PO numbers are required by then. We ask schools to confirm student numbers about 7 days before the excursion to assist our organisation. We charge for the number of students who attend. Refer to <a href="#">Invoicing and payment</a> .
Toasting supervisors	The toasting activity is <b>by request only</b> . Notify us ahead of time if you want to do it. If you opt for your students to cook toast over an open fire, <b>two adults</b> are required to <b>stay with the fire</b> and supervise the toasting – <b>two for the morning b two for the afternoon</b> . The toasting supervisors cannot be the class teacher or class teachers' aide as both are needed for their students in other areas of the room. <a href="#">Briefing for Toasting Activity</a> video.
Bread and golden syrup ingredients labels	For schools who opt to cook toast, ingredients are on our <a href="#">Schools page</a> . Bring an alternative for students with allergies and notify our staff at the start of the day.

## Session outlines

### Key questions

- What communication tools and technologies were used in classrooms and schooling in the past?
- What do stories, images, objects and sites tell us about communication in the past?
- How and why has communication changed over time?

### 1880s school lessons – 1877 schoolroom

'Writing is almost as important as speaking' The focus of this session is on communication in school and daily life in the late 1800s – a time before electricity and motorised transport.

Integrated into a narrative about school, daily lives and technology of the time, students will use an ink pen for Copperplate writing and a slate pencil on a slate board. With a focus on neat handwriting and decorative presentation, students will practise on a slate board, then dip, write and blot to experience the challenges of neat pen and ink writing. Seated on a backless form at a timber long-tom desk, students will view an ornate blackboard, read a lesson on slates, chant tables and closely observe intricate 1890s students' book work.

Vocabulary will include – slate board, slate pencil, erase, ink well, pen, nib, blotting paper, blot, pen wiper, blackboard, past, present.

### Hands-on objects – 1910 rooms

The focus of this session is on examining and using historic objects used in communication at school. Students will observe objects from the 1900s to the 1960s as examples of changes and continuities in writing, printing, projection and telephone technologies. Objects range from a magic lantern and candlestick telephone to an epidiascope and Bakelite rotary dial phone.

Activities include a treasure hunt, printing with a gelatine hectograph and rubber stamps, unpacking a Globite suitcase and using model cars and trains and horses to recreate the journey by mail of lessons from Blackfriars Correspondence School to a country farm.

Toasting a piece of bread over the open fire is by request only. Toasting can only proceed if there are two adults in attendance, and if the weather is not too hot. See explanation on page 2.

Vocabulary will include – electricity, gelatine hectograph, projector, candlestick telephone, rotary dial telephone, operator, print, correspondence school, post, mail, typewriter

### Maypole, drill and a peak into the 1950s and 60s – asphalt and 1950s room

This session commences in the 1900s with a mailed invitation to a community event and concludes in the era of plastic, post and audio-visuals of the 1960s.

Maypole – Invited by an ornate mailed invitation to a 1902 combined schools display, students 'prepare' and skip around a maypole. They dress in pinafores or sailor collars if they wish.

Drill – Following concise oral commands, sourced from a 1900 drill booklet, students undertake precision exercises using wands or dumb-bells and march in formation.

Peak into the 1950s and 60s – students observe projectors, filmstrips and slides and other 1950s and 60s audio visual technologies. They use a 'newly invented' plastic pen to trace Modified Cursive handwriting on a postcard.

Vocabulary will include – dumb bells, maypole, invitation, oral commands, projector, filmstrip, slides, postcard, plastic, View-master, reel

### Outdoor chants, games and craft – grass and/or asphalt

The focus of this session is on children's play and co-operative activities of the past which provided a time of laughter, chatting and connecting face-to-face.

Chants and rhymes - Using interactive clapping rhymes and story students will learn about changes and continuities in communication in daily life.

Outdoor games - Recreating the children's laughter and chatter in playgrounds and streets past, students will play co-operative games such as hoop play, fly, turi turi, koolchee koolchee and What's the time Mr Wolf.

Craft or Cuisenaire – students will sit picnic-style outside and make a counted and pulled thread mat from a small square of hessian or a mat of 10 using Cuisenaire rods.

Vocabulary will include – mail, clapping chant, rhyme, skipping, playground, turi turi (skipping game played by the skipping game Maidhargari Peoples, koolchee koolchee (ball rolling game played by the Diyari Peoples)

## HSIE K-6 (2024) syllabus links

### Outcome

HS1-HIS-01 describes the ancient past and changes in communication over time, using stories, images, objects and sites as evidence

### The way people communicate has changed over time

- Examine ways people communicated with each other in the past
- Identify ways people communicate with each other in the present
- Describe ways communication has changed over time by comparing stories, images, objects and sites as evidence
- Draw conclusions about why communications have changed over time using Tier 2 and Tier 3 vocabulary

Not explicitly covered:

- Describe ways Aboriginal and Torres Strait Islander Peoples have communicated over time by comparing stories, images, objects or sites as evidence, for example, art, song, dance, story, message sticks, smoke signals.
- Sequence significant changes in communications that connected Australia to the world, for example, overland telegraph, postal services, television, internet, submarine cables

Experiences at the NSW Schoolhouse Museum will build knowledge and understandings to enable students compose written texts back at school as per the following content:

### Sequencing ideas in written texts supports understanding of the past

- Use past and present tense to describe change over time
- Use time connectives to sequence information and events
- Create compound sentences using coordinating conjunctions to compare, describe or give an opinion on the past
- Group simple and compound sentences into paragraphs to recount a sequence of events or a story from the past

### 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.

### Reference

Syllabus content quoted from [Human Society and its Environment K-6 Syllabus](#) © 2024 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.