![Federation of Australian Historical Societies Inc.]

LOCAL HISTORY AND SCHOOLS' CURRICULUM GUIDELINES

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INTRODUCTION

Local History and Schools' Curriculum is a Federation of Australian Historical Societies guidelines project designed to assist local historical societies connect with the teachers and students at schools in their areas.

Ann Parry, a professional schools' curriculum designer based in the ACT, was contracted by the FAHS to construct the guidelines. During her three years' research Ann Parry visited local societies in Queensland, Western Australia, Victoria, New South Wales and Tasmania. She addressed teachers at professional conferences and conducted questionnaires to gather their experience and opinions. Ann also addressed the Royal Australian Historical Society annual conference.

These guidelines connect the schools' curriculum with resources available in local historical societies, include valuable suggestions about how they may be used by teachers and societies and provide pathways beyond traditional approaches.

The guidelines are an invaluable and unique resource which we hope will encourage liaison between schools and local historical societies, to the enhancement of both.

Esther Davies, Vice President Canberra & District Historical Society, and Vice President FAHS
Julia Ryan, President Canberra & District Historical Society, and delegate to FAHS

1. **Schools and their local historical societies**
   Bringing them together

1.1 The Issues and the needs

In the course of research for this project societies all over Australia were visited and teachers from all school sectors, were surveyed about the best ways to enhance their educational experiences. This information was used to develop these guidelines. Almost 60% of teachers surveyed had never visited a historical society museum, or only visited once every few years. These were some of the reasons they gave.

What might have discouraged you from visiting such a museum or local historical society?		
Too expensive/difficult to get there.		18.00%
Not enough time.		46.00%
Can't relate it to the curriculum I teach		28.00%
Don't have enough information about it.		24.00%
Too much paperwork involved.		24.00%

Two main issues are obviously time and relevance to the curriculum. The latter point re-appeared strongly in the next question.

What could your historical society provide, to encourage you to visit?		
General information on the collection.		34.00%
Information on where collection items		73.00%
Pre-visit activity/ideas material.		50.00%
Guided activities at the museum.		59.00%
Guidelines to take your class through the		53.00%
Post-visit activity/ideas material.		48.00%

1.2 Deciding what is possible.
Different levels of activity your society may be able to offer

There is a great variety of situations existing for societies across the country, where no two situations are the same. Because of this, the guidelines will offer both general information, and specific examples of activities and ideas for educational programs. Reference will be made specifically to the different levels of activity societies may be able to sustain. These levels will include:

> **Level 1 Basic assistance -** where the society has relevant collection/resources and is willing/able to offer a basic service. They may not have a relevant display (eg. a 19th century kitchen or blacksmith's forge), or an established and funded program, or the personnel or financial resources to develop and implement one. Basic assistance may include offering digital resources or access.

> **Level 2   Small funded education program -** where the society has a small education program that relates to a limited number of topics, or is willing to get funds to develop one, within the limits of its collection size and coverage and personnel resources. They may be willing/able to cater for certain primary and/or secondary classes at its museum on one or more particular topics.

> **Level 3   Highly funded education program -** where casual or full-time qualified staff are employed, or there are a high number of volunteers with some educational qualifications, to develop and implement the program.

The process of educating a class is, of course, the teacher's job. However, having an idea of the education process can help societies pick a few simple, but valuable, activities that will work in their museums and enhance the work of the teachers. Both groups have different perspectives, but are complementary in what they can offer - historical societies have detailed knowledge of the history and complexities of their collections, while teachers have the pedagogical skills to make the best use of them.

Societies will hopefully be able to select and/or modify the activities to suit the requirements of a wide range of groups.

Working with schools and teachers-**creating awareness and knowledge of your society and/or museum.**

Some suggestions
- Writing to the Principal and relevant teachers ie the Curriculum Coordinator, Head of Department History/ Humanities outlining nature of your society's collection and its relevance to the curriculum.
- Offering after-school Professional Learning opportunities (with afternoon tea).
- Sending formal invitations to staff to attend society meetings and/or special events eg in Heritage Week/Month

- Arranging for a volunteer (or volunteers) to speak at a staff meeting early in the school year.
- Having a website and/or a Face Book page and using it to highlight your resources and collection

Possible Drawcards for Teachers and Students
- The provision of more personalised and interactive experiences for students, including the provision of activities around actual visits
- The use of digital materials and "museum boxes"
- "Hands on" activities at the museum (or through a museum box)
- The use of historical photographs, either in hard copy or digital form would seem to offer opportunities for level one activities for societies where volunteer capacity is low, although this work could be further developed and extended in other societies.

NB. The teachers surveyed did not want to replace visits with digital material, but rather wanted to combine the two, as each year's circumstances permitted.

1.3 Before the Visit – Assessing your site

The days of putting a class on a bus at short notice and visiting any local attraction have long gone for schools. Teachers now have large amounts of paperwork, checks and justifications to complete before any excursion, and this can prove a major barrier to them taking students out of the school. Any groundwork that a society can do to assist this process could well increase the number of school visits taking place, and will also make those visits easier for museum volunteers to manage. These same volunteers will have much greater familiarity with their site than visiting teachers and be able to advise on practical issues affecting visits.

Societies already involved in educational programs will already have considered most of the following issues, but those hoping to start a new program may find it helpful to assess the following aspects and have this information available. They will also provide valuable starting/selling points in discussions with teachers (some of whom may be inexperienced in this kind of planning).

- **Transport**
  Bus costs are a significant drawback for schools arranging excursions. Are there schools within walking distance, or who already have a bus at their disposal (for example if they are on a school camp nearby)? Are there practical public transport options to get to your site? Is there another site of educational significance nearby that could be suggested as a way of bringing another class to share bus costs for smaller schools?

- **Working with groups**
  Many teachers will divide their classes into small working groups. What spaces will cater for, say, 5 children and a supervisor? Is there a range of activities that could be offered to small groups around the site on a rotating basis? How much time will be required for each activity, and how much to transfer between activities? What if a group finishes early? Late? (more detailed suggestions on group work will be found in Section 7, including a possible rotating schedule.)

- **Eating, toilets**
  Hand washing, places to sit, rubbish disposal and lines of sight for supervision are all worth considering here, particularly if a visit of several hours is planned.

- **Wet weather alternatives**
  Any of the above arrangements can of course be impacted by wet weather – it is worth having alternatives in mind to save headaches later.

- **Occupational health & safety – risk assessment.**
  Formal risk assessment is now a requirement for many schools. Having this assessment in place will encourage schools to visit and is a protection for the society and volunteer workers. Although it may well seem daunting at first, the examples provided can be adjusted to suit individual sites. (See attached documents in Section 9). The first is a smaller, but thorough, assessment undertaken by the Parramatta Historical Society for use at their Level 2 site, Hambledon Cottage. It would also be suitable for Level 1 societies. A much larger and very detailed assessment, provided by Channel Heritage Tasmania for their purpose built Level 3 site, would be more than sufficient for well-resourced societies.

1.4   When they arrive – working with school groups

Societies usually have some type of volunteer training to provide good support for volunteers without a background in education. If your society does not have such a program there are models available from many other societies.

Four Simple Suggestions for volunteers working with school groups (courtesy Channel Heritage Centre, Margate Tasmania)

- Make it clear from the beginning of the session who is in charge. Get an assurance from each student before you begin your talk/tour.

- Every group is different. If you have any difficulty, ask for help. If students are noisy, stop and make it clear that everyone needs to be quiet. Don't try to speak over the top of your audience. it gives the child a good feeling, particularly if you praise them as well

- If the students are restless, move on……eg *We should all finish our tours   when the first group finishes*. Don't worry about being the first group finished.

- You don't have to see yourself as the fountain of knowledge – use questioning as a major strategy. It doesn't matter if the question is easily answered and the student gives you the correct answer….that is actually very positive it gives the child a good feeling, particularly if you praise them as well.(It empowers them …….& they are unlikely to forget the moment.

- Some possible questions include
  What can you see that might be used here? When do you think….? What can you tell me about? How did they preserve their food?

1.5 Current teaching methods

There have been great changes in education since the so-called "Baby Boomers" started school, and these have made major differences to how and when teachers might use a historical society museum. Fifty years ago, education was largely about teachers delivering large amounts of factual information which students were required to memorise and reproduce in examinations. Remembering lists of important dates and people, for example, was regarded as learning history, particularly in primary schools.

Some of the major changes in recent years have been the development of a more student-centred approach to education, particularly enquiry/discovery learning, and the use of technology, including the internet. Historical societies can offer a great advantage to teachers who are using an enquiry approach, because their collections contain large amounts of primary source material that is really valuable for research. Because this material can also be used in digital form via the internet, societies are well placed to cater for the two main changes in education of recent years. Once members have an idea of what teachers are trying to accomplish, it makes the partnerships between them both easier and more productive for everyone.

- **Enquiry/discovery Learning.**
  For many years now, most teachers have been giving children more control over their learning. They take student interests into account and, particularly in subjects such as history, often work by setting them a puzzle to solve or an investigation to undertake. The teacher acts more as a facilitator than a lecturer, guiding students through the process, which has a recognised format and structure. Students explore a topic that excites them, learning by research and analysis, while the teacher manages the process. Students work as individuals, pairs, small groups or a whole class at different stages. This does not mean, however, that there is no place for a teacher or museum volunteer to deliver information to the class or group, with the aim of getting concepts across in a quick and accurate manner, rather that this is a part of the process. A variety of skills as well as concepts are expected to be developed for assessment of student progress.

  The table below gives an idea of the kinds of skills that today's teachers are expected to develop in their students, even at a primary level. It's a big task, but it's immediately apparent that societies have a lot to offer in the process, whether by hosting visits or by making parts of their collection available in digital form.

| Year Two Inquiry and skills	Year 6 Inquiry and skills
Questioning Pose questions about past and present objects, people, places and events	**Questioning** Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges
Researching Collect data and information from observations and identify information and data from sources provided Sort and record information and data, including location, in tables and on plans and labelled maps Sequence familiar objects and events	**Researching** Locate and collect relevant information and data from primary and secondary sources Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines
Analysing Explore a point of view Compare objects from the past with those from the present and consider how places have changed over time Interpret data and information displayed in pictures and texts and on maps	**Analysing** Examine primary and secondary sources to determine their origin and purpose Examine different viewpoints on actions, events, issues and phenomena in the past and present Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships
Evaluating and reflecting Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps Reflect on learning to propose how to care for places and sites that are important or significant	**Evaluating and reflecting** Evaluate evidence to draw conclusions Work in groups to generate responses to issues and challenges Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects
Communicating Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location	**Communicating** Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions

The table below gives a breakdown of how teachers may use the enquiry process to explore ideas with their classes and develop the skills and processes students need to learn. The third column gives a brief indication of where societies could be involved in this process, which will be expanded in later sections.

Enquiry Stage	Activities	Society involvement
Introduction	Teacher gets the enquiry going with a story, pictures, documents or film clip to to arouse students' curiousity.	Lend pictures, artefacts or documents, or digital copies of these, for teacher use in the introduction.
Questioning	In discussion, students consider what they want or need to know about the topic, and form questions they want to answer.	Have some additional leading questions of their own to put to groups.(More on this in section 9)
Researching	With the teacher's help and guidance, students search books, pictures, film clips, artefacts and the internet to find information.	Ask teachers what students are looking for. Provide opportunities for students to examine items from the collection to find information, during a visit or digitally.
Analysing	Students scrutinise their information for its source, accuracy, bias, relevance, and reliability. They may use graphic organisers to do this.	This section and the two following ones will need to be directed by the teacher.
Evaluating / reflecting	Students consider their original questions, and others that have arisen. They discuss just what they have discovered and what it means.	
Communicating/ presenting	Students prepare their findings for presentation to an audience. This could be in the form of a poster, essay, computer presentation, model, talk, drawing or drama.	Societies could form part of the audience for this. Level 2 or 3 groups may even host a display of student work, if space permits, encouraging parents and relatives to visit.

2. Links to the Australian Curriculum - History

The Australian Curriculum – History has descriptors and elaborations for many years of schooling which offer excellent matches for the collections in many historical society museums. These are most evident at years 1, 2, 3 and 9, although Years 5 and 10 also offer some possibilities. The following items are recommended to societies as the best matches on which to focus displays and activities for schools. Examples of items from historical society collections have been included.
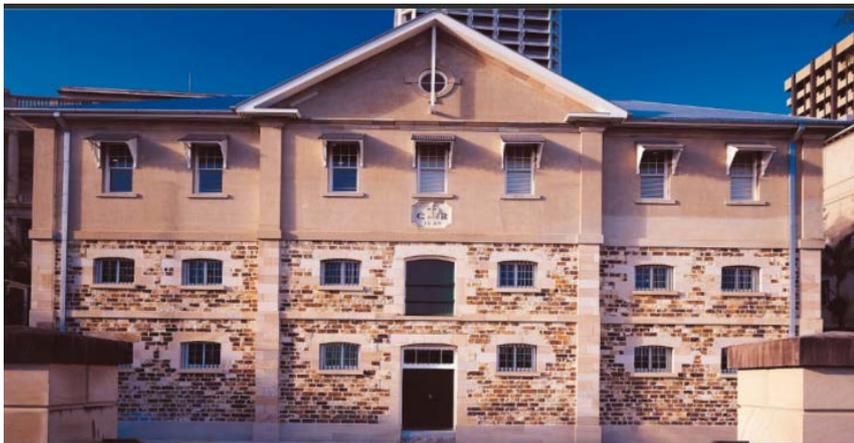
Commissariat Store, Brisbane – completed 1829

2.1 Primary Years

Humanities and Social Sciences / F–6/7 HASS / Year 1

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

Elaborations
Examining and commenting on photographs and oral histories (for example, talking to parents, grandparents and other elders) to find out how daily lives have changed

ACHHS032
Content description
Distinguish between the past, present and future
Elaborations
Identifying vocabulary of the past (for example words for objects from childhood games and leisure such as jacks, elastics, record player, transistor) when making then/now comparisons
Using terms to denote time (for example 'then', 'now', 'yesterday', 'today', 'past', 'present', 'generations')

ACHHS033
Content description
Pose questions about the past using sources provided
Elaborations
Discussing what life was like for their parents and grandparents by examining everyday objects (for example telephone, radio, cooking utensils, toys), photos and stories from the past, using 'What'? How'? 'When'? 'Why?' questions

ACHHS034
Content description
Explore a range of sources about the past
ElaborationsExploring stories from and about the past (for example letters, diaries, radio or television programs

ACHASS035
Content description
Identify and compare features of objects from the past and present
ElaborationsComparing objects from the past with the present to identify similarities and differences (for example toys, white-goods, televisions, radios)

ACHASS037
Content description
Develop a narrative about the past.
Elaborations
Relating a story about life in their parent's or grandparent's time (orally or through pictures and photographs

Humanities and Social Sciences / F–6/7 HASS / Year 2

ACHHK044
Content Description
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
Elaborations
- using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community

- suggesting reasons for the location of a local landmark before searching for resources that provide an explanation

- investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past

Laundry display – Landsborough Historical Society Museum

ACHHK046
Content Description
The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)
Elaborations
- examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport; the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies)

- identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today

- examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example Arrernte children learn to play string games so they can remember stories they have been told)

- creating models of toys used by children who lived when electricity was not available

ACHHS047
Content Description
Sequence familiar objects and events
Elaborations
Ordering key events in the history of the local community using photographs and annotations

ACHHS050
Content Description
Explore a range of sources about the past.
Elaborations
Examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites

ACHHS053
Content Description
Develop a narrative about the past
Elaborations
Describing a significant person or place from their community's past (for example a short report on a building of significance describing when, where, why, who built it, and why it is valued; or a biography on a significant individual)

Schoolhouse replica – Samford Historical Society Museum

Timber workers' tools – Samford Historical Society Museum

ACHHK061
Content Description
ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life.
Elaborations
- Investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters)
- Comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences)

ACHHK062
Content Description
The role that people of diverse backgrounds have played in the development and character of the local community
Elaborations
Using local sites, museums and online collections (for the local area or state/territory) to identify the cultural groups within the local community and their influence over time (for example as reflected in architecture, commercial outlets and religious buildings) and comparing the development of the local community with another community

ACHHS067
Content Description
Pose a range of questions about the past
Elaborations
- Posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?'   'Why?')
- Posing appropriate questions when investigating the establishment of a local community ('How did people   settle?'   'Who were they?' 'Why did they come to the area?')

ACHHS068
Content Description
Locate relevant information from sources provided
Elaborations
Analysing a range of sources (for example photographs,maps,oral histories) to locate information about the people, places and events in their community's present and past

ACHHS070
Content Description
Develop texts, particularly narratives
Elaborations
- Writing narratives about the community's past based on researched facts, characters and events
- Composing historical texts (for example a biography on a noteworthy individual or group, a report on a significant event

Pearling luggers, Broome, circa 1900 – courtesy Broome Historical Society
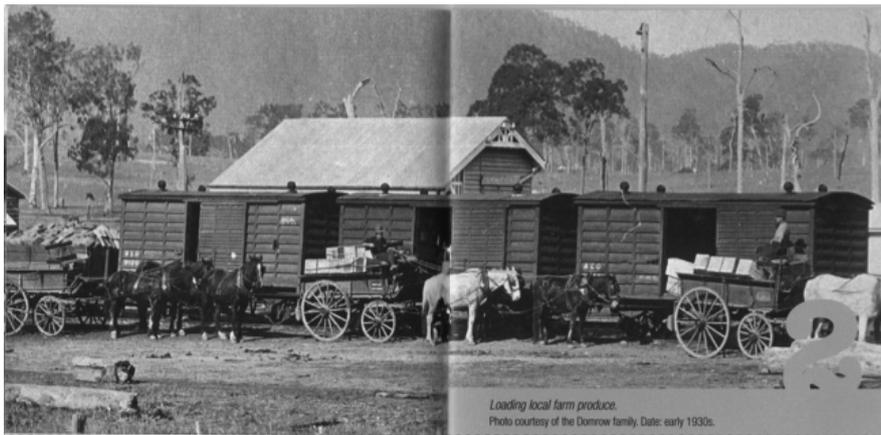
Loading farm produce, Samford – courtesy Domrow family and Moreton Bay Regional Council

Decompression tank used by pearl divers - courtesy Broome Historical Society

Humanities and Social Sciences / F–6/7 HASS / Year 5

ACHHK096
Content Description
The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.
Elaborations
investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)

Humanities and Social Sciences / F–6/7 HASS / Year 6

ACHHK 116
Content Description
The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.
Elaborations
- Examining population data that show the places of birth of Australia's people at one or more points of time in the past and today
- Investigating the role of specific cultural groups in Australia's economic and social development (for example, the cattle industry, the Snowy Mountains Scheme, the pearling industry)
- Considering notable individuals in Australian public life across a range of fields (for example, the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the Australian Dictionary of Biography or the Australian Honours lists)

2.2 Secondary Years

Humanities and Social Sciences / History / <mark>Year 9</mark> /

ACOKFH016

Content Description
Overview content for the making of the modern world includes the following: the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
Elaborations
*   comparing the usefulness of artworks depicting life in the period with the first photographs
*   investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers' journals and the development of photography and film by 1918

A reproduction of the original telegraph machine as would have been used in the Telegraph Office, usually situated at the Post Office.
Samuel McGowan brought the telegraphy technology to Australia in 1853. Australia's first electric telegraph connection ran from Melbourne to the nearby port of Williamstown, the first message being received in March 1854. The telegraphy service was officially closed in 1993. Landsborough Historical Society Museum.

ACDSEH081
Content Description
The experiences of men, women and children during the Industrial Revolution, and their changing way of life
Elaborations
describing the impact of steam, gas and electricity on people's way of life during the Industrial Revolution

ACDSEH082
Content Description
The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication
Elaborations
describing the impact of factories, mines and cities on the environment, and on population growth and distribution

ACDSEH097
Content Description
The commemoration of World War I, including debates about the nature and significance of the Anzac legend
Elaborations
investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society

Part of a display of military history at Landsborough Historical Society Museum. The black band across the photograph on the left, indicates a local casualty.

Left - World War 1 nurses uniforms, Miegunyah

ACOKFH024

Content Description
Overview content for the Modern World and Australia includes the following: developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability

Elaborations
- brainstorming forms of technology that have affected what people see and hear, where they go, and how they live
- tracing key developments in technology since 1918 that have changed the world in the following areas: the household (radio, television, appliances), travel and trade (shipping, passenger jets), communications (invention of the microchip, satellites, digital technologies)

Western Electric Desk phone 20AL - originally made in 1904 (sometimes called a Candle Phone). An improved version was patented in 1915. Landsborough Historical Society Museum

Linotype printing machine manufactured by Intertype Corp in Pennsylvania. The first line-o-type casting machine was invented in 1886. The machine here at the Museum was used to print the first newspaper in Caloundra. Landsborough Historical Society Museum.

 ACDSEH109

Content Description
The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)
Elaborations
investigating the impact of World War II at a local and national level (for example significant events such as the bombing of Darwin; the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast; the 'Battle of Brisbane'; the Cowra breakout and the Brisbane Line)

 ACDSEH02

Content Description
The nature of popular culture in Australia at the end of World War II, including music, film and sport

June 1, 1942. A Japanese Ko-hyoteki class midget submarine, believed to be the vessel known as Midget No. 14, is raised from the bed of Sydney Harbour. The night before the picture was taken, the submarine's two crew members were part of a raid on shipping in Sydney Harbour. Keam, Ronald Noel

3. Connecting with the National Curriculum
Case Study Year 2

The following is a detailed example of a Y ear 2 study, based around items from Samford and Landsborough Historical Society Museums and from Miegunyah, home of the Queensland Women's Historical Association. It indicates the kinds of activities that societies could offer to schools, before, during and after their visits, which would be attractive to teachers. Having a prepared program, such as this, to offer, would really encourage busy teachers to arrange an excursion, as they would be able to see direct links to the Australian Curriculum and ideas for classroom lessons.

Humanities and Social Sciences / F–6/7 HASS / Year 2 /

ACHHK044
Content Description
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
Elaborations
- using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community
- suggesting reasons for the location of a local landmark before searching for resources that provide an explanation
- investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past

Pre-visit activities

1) Students are encouraged to bring in to class, for sharing, a photograph of a piece of technology they use at home today, or an actual example. They brainstorm the names, origins and use of the objects, how they are powered and what they are made of. They fill in the middle section of the data collection sheet below, before their trip.

2) Students are shown a very small sample of the technology of the past. Depending on availability of volunteers, the museum either visits the school, taking some items with them, or provides clear photographs for teachers (both unlabelled). Students are encouraged to brainstorm questions about the names, origins and use of the objects, how they were powered and what they were made of.

Students and teachers then use the museum as a source for researching the technology of the past and finding answers to their questions.

Site visit Activities

This is a well set up display of a kitchen at Samford Museum, which students could examine to briefly fill in the right hand column of the data sheet at the museum. They could complete the form with words or sketches, with volunteers helping them to establish just what the items are and how they were used. They collect as much information as possible on the purpose of the items, how they fitted into daiy life then, what the items were made of and where they were made. The teacher assists with this process and might take photographs for later class discussions. Even better, if resources permit, the museum might provide good quality, separate photographs on disc, that teachers could take back with them. While this would take a little setting up initially, , the shots would be closer and it would be easy and cheap to produce copies as required. In my experience, teachers would be happy to pay a few dollars for such a useful resource.

Samford Historical Society Museum – kitchen display

How would you do this.......	today?	in Grandma's Grandma's day?
Keep milk		
Boil water		
Mix a cake		
Sift flour		
Cook soup		
Wash up		
Light the room		
Put things away		
Keep insects away		

Make a cup of tea		
Weigh food		
Iron clothes		

Post-visit activities

1) Once back at school, students then work in pairs to compare an item from the museum collection to its modern day equivalent, using the photographs and the information they have acquired from the volunteers. Here is an example.

Western Electric Desk phone 20AL - originally made in 1904
(sometimes called a Candle Phone). An improved version was patented in 1915.

Teachers assist the process with questions such as

What can you do with this phone?
What can you do with an iPhone?
How many differences can you see?
What would have been harder/easier about using the
How do you think people would have managed without an iPhone?
What could they have done if they wanted to send a message? Take a photograph? Listen to music?
What other equipment did you see in the museum that they might have might they have used?
(The photos taken or supplied during the visit would be very helpful with the latter

question.)

2) Each pair later presents their finding to the class, as part of discussions on the ways technology, and therefore people's lives, has changed over the years. Main points can be written up and added to a display of photographs and modern equivalents.

4. Attractive options for teachers and site visit activities

One of the biggest problems indicated by teachers at all levels is that of time. With the introduction of national testing in particular, teachers are increasingly bogged down in paperwork, on top of their usual load of preparation and marking beyond classroom hours. Any options societies can offer that are connected to the Australian Curriculum and might lighten that load are likely to be enthusiastically received by schools and result in both initial bookings and repeat visits. They might include

- pre visit activities
- site based activities
- post visit activities
- outreach activities by volunteer staff

While this may, at first, seem a daunting prospect, particularly for societies without a strong volunteer base, it can be made manageable with the following techniques:-

- initial training and use of existing examples
- re-using materials and re-shaping them for subsequent groups
- inter – society co-operation

4.1 Pre visit activities

Teachers will usually prepare their classes for a visit before they arrive, but anything societies can provide to assist this process will encourage busy teachers to make a booking. A small pre-visit pack can be put together relatively easily by societies to generate interest and make an interesting starting point for teachers, and could be offered to schools as part of publicity for the museums. The aim is to start students thinking and wondering about their new topic and formulating questions to guide their investigations.

One good way of doing this is to start with a photograph or two of items in the collection, such as the ones below.

Bath stand – Miegunyah

Chatelaine – Miegunyah

Include a sheet in the pack suggesting the following ways for teachers to help students interpret the objects.

Class Activities

1)Ask students to consider the following questions:
What do you think this is?
How can you tell?
When would these things have been used?
How were these things used?
What would it have been like to live then and use them?

A simple response sheet like the one below, can be offered to teachers with the photos in a pre-visit pack, and used again for other items seen during the museum visit.

Museum item

What I think this is.

What I think it was used for.
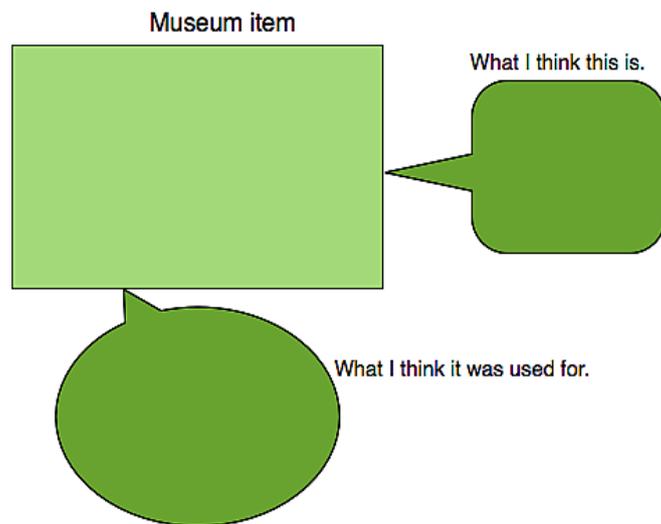
2)Have students suggest other things they might know about life in the past and predict what evidence of this they might see at the museum.

3)Discuss the usefulness of museum collections as historical evidence.

Sample copies of historic photos and documents could be used in a similar way. Two of each would be sufficient as a starting point.

4.2 Site visit Activities

Most societies will have an established procedure for school visits, but for those just starting out it may be helpful to look at the rotating timetable of visits used by the Samford Historical Society Museum for school groups. It simply involves establishing a selection of activities, depending on the collection and number of volunteers available, and cycling

St. Joseph's – Bardon – 70 children. – Wed. 28 May, 2014

Time	Group A	Group B	Group C	Group D	Group E	Group F
9·30–10·00	← SCHOOL →		COMMUNICATION	BLACKSMITH	SHOP	TRANSPORT
10·00–10·30	TOYS	BLACKSMITH	← SCHOOL →		COMMUNICATION	KITCHEN–L'dry
10·30–11·00	KITCHEN–L'dry	TOYS	TRANSPORT	SHOP	← SCHOOL →	
11·00–11·30	← MORNING TEA →			← TOILET →		
11·30–12·00	COMMUNICATION	KITCHEN–L'dry	TOYS	TRANSPORT	BLACKSMITH	SHOP
12·00–12·30	SHOP	COMMUNICATION	KITCHEN–L'dry	TOYS	TRANSPORT	BLACKSMITH
12·30–1·00	TRANSPORT	SHOP	BLACKSMITH	KITCHEN–L'dry	TOYS	COMMUNICATION
1·00–1·30	BLACKSMITH	TRANSPORT	SHOP	COMMUNICATION	KITCHEN–L'dry	TOYS
	← LUNCH →					
VENUES						
SHOP	SCHOOL	BLACKSMITH	KITCHEN–L'dry	COMMUNICATION	TOYS	TRANSPORT

small groups of students through them in the course of the visits. Checking with the school on the number of adults they will be bringing to supervise, and the sections of the curriculum they are working on, will also affect the timetable. Themes such as housework, employment, communication, education and leisure activities would all be good options for timetable segments which would match Australian Curriculum indicators.

As students circulate through the activities, volunteers can be of great assistance in helping students at different levels find the answers to the types of questions found in the Pre-visit section. For example, primary students will be focussed on more simple comparisons of technology, how it was used and how people's lives differed in the past. Secondary students will be more concerned with much deeper and complex social and geo-political issues connected with the Industrial Revolution. Becoming familiar with the relevant sections of the Australian Curriculum will help volunteers target the information they give out, as they involve themselves in the investigative process that students are undertaking. A detailed case study of a Year 2 enquiry is included, as an example of the kinds of activities a teacher may have developed around a site visit.

4.3 Post visit activities

Making copies of photographs and documents available to schools is one way that societies can support their visits. If classes prepare their own "museum" exhibits (which many schools now do) and hold an open day, a quick visit by available volunteers (either as evaluators or interested observers) would maintain the contacts established with the school and hopefully encourage repeat visits in future years and extra publicity for other year levels and nearby schools. Word of mouth can be a powerful tool!

4.4 Outreach Activities

Once a society has been able to assess their collection and develop activities related to the Australian Curriculum, they are on a much stronger position to attract visits from schools. Of course the difficulty for societies is actually making contact with schools and getting the message out on what they have to offer. As mentioned in Section 2, teachers have clear preferences for the type of support they need, and the following sections provide more detailed information on options for societies to try.

Visiting schools

As suggested earlier, one of the most successful and time efficient ways of attracting the interest of teachers is to make a quick visit to a school staff meeting. Speaking to the principal and asking for a 10 or 15 minute slot at the next available meeting could well be successful. This approach works because many teachers are in need of resources, such as those available in museums, but just do not have the time to go out looking for them.

Even better, if volunteer time permits, would be to contact several of the nearest schools and offer them an after school visit to the museum (particularly for teachers of Years 2, 3 and 9). Teachers are now required to undertake up to 20 hours of professional development each year and can find it difficult to access really practical material. Because many of these hours can be selected as "Teacher Initiated" professional development, a visit to the local historical society museum (particularly if Australian Curriculum related materials are introduced) would come under this category. This would be very likely to ensure teacher attendance.

Museum Boxes

One very popular outreach technique that societies could adopt for schools in their area is the development of a Museum Box, or even boxes. It fits exactly with teacher demand for hands on /interactive experiences for their classes and is a great motivation to visit the museum. It also suits schools who cannot actually visit the museum. The Australian War Memorial has, for many years, offered a "Memorial Box" service, which would be an excellent blueprint for societies to follow, albeit on a much reduced, but still effective scale. Even Level One societies could probably sustain the development and management of one box at a time, possible changing it after a year. Level Two and Three societies would find an even bigger museum box program both manageable and rewarding. Societies of all levels may also consider making a digital "box" as part of their website, where teachers could access photographs of and from the collection. (See the information on Victorian Collections" in "Using the Web" below) Letters, newspaper items and documents could be included to add the personal stories that teachers know will bring their studies to life.

 Another example is the History in a Box program, provided by the National Trust. These institutions, of course, have the staff and resources to manage such large schemes – the AWM service allows schools across Australia to access any one of nearly 80 boxes of artefacts, photos and documents, on 6 themes connected with military history. Some items in the boxes are original and some are facsimiles. A Resource Book of information and suggested activities is also included. This is a free service, although schools may have to pay the freight costs for delivery. Here are some examples from the World War 1 box -

Female relatives badge, Slouch hat, Australian service greatcoat, Next of Kin plaque, Chaplain's hat badge

Some of the contents of a Memorial Box from the AWM

Although societies may initially be nervous about the security of their collections, the long experience of the AWM does show that students respond to the special nature of this experience, and that schools can be trusted to take care of them. Careful choice of items for durability, use of facsimiles and digital reproductions and provision of guidelines for schools seem to ensure that the boxes return in good order. Societies who have a museum box program report that it is one of their most popular and well used resources.

Naturally, societies will want their boxes to be well cared for. The following requests are made to schools by the AWM, and could be used as a guide:-

Now that you have your Memorial Box, please...

- Check the contents of the box against the enclosed inventory before and after use. If any objects are damaged or missing, please notify the Australian War Memorial immediately so that they can be repaired or replaced. Handle objects with care.
- Wear conservator's gloves. The gloves are found in the bottom compartment of the box. Sweat from hands can cause objects to corrode or, in the case of material objects, to become dirty and increase the risk of damage. Please wash the gloves before the box is returned.
- When removing objects from the box, place them on clean areas clear of pencils, pens, paint, water and anything else that may contaminate them.
- Do not leave the objects unattended unless you are sure anyone handling them understands how to treat the material.
- Display the photographs using book/music stands or "Blu-Tack". Please don't use drawing pins or any other material to pierce the photographs.
- Record your ideas on the EVALUATION FORM and post it back to the Australian War Memorial, Education and Visitor Services, PO Box 345, Canberra ACT 2601.

- Return your box on time, as the next borrowers are also keen to take delivery of their Memorial Box.

Developing a Museum Box

Societies interested in developing a box, would be advised to look at the examples in the AWM scheme to get a good idea of how artefacts, documents and pictures can be used to inspire and motivate students (and teachers) to look further into their local history. Any of the resource books give a clear indication of how classroom activities can be built around museum collections. The much smaller National Trust scheme can be investigated at http://www.nationaltrust.org.au/vic/HistoryinaBoxIncursion

Individual societies might then like to consider the section on "Links to the Australian Curriculum" to find a theme which is well represented in their collection. The changing use of technology would be a good example that could run at either primary or secondary levels. The experiences of migrants is another theme represented in many museums, which could be explored through copies of photos and documents as well as objects.

Once a theme is chosen, curators will need to make careful choices from the collection. Photos and documents will need to be in facsimile and laminated for durability. A small number of sturdy items (preferably ones with duplicates) can be included, along with several sets of conservator's gloves. These are relatively inexpensive and really important in demonstrating to students the value of historic items and the care needed in handling them. Students are usually very impressed with these concepts and keen to be trusted to act as curators.

Ideas from the Australian War Memorial for Memorial Boxes study.

1. Case studies of individuals and their experience

2. Classify the objects in the box according to whether they belonged to a civilian or soldier, size and weight, metal or cloth etc.

3. Interpret each object by discussing its features:
What is it?
What was its purpose?
Where was it made?
Are there any markings to give us clues?
How old is it?
Is it still used today?

4. Test observation skills by asking a student to choose an object and to describe it without actually stating what it is, and have others select the object based on that description.

5. Using documents
Interpreting documents by considering:
What is it about?
Who wrote it?
Why was it written?
When and where was it written?
Is it reliable?
How is it useful to historians?

6. Using photos
Interpret photos by considering:
Where and when was the photo taken?
Who is the photo of?
How can you tell?
What is it showing?
What are the conditions like?
Why was it taken?
Make up a story based on a photo and act it out.
Photocopy the photos and using balloons above the heads of people write in what they are thinking or saying.
Develop a collage based on 'remembrance', using the photos as a stimulus.
Sequence the photographs to tell a story.
Look for links between photographs and other objects or stories within the Memorial Box.
Discuss the usefulness of photographs as historical evidence.

Using the Web.

Many teachers use the web as a quick way of accessing ideas, that they can do at home and after school hours. Societies can take advantage of this by:-

- having a special "For Teachers" section on their web sites
- posting on sites such as Pinterest, where teachers might be looking for ideas (http://www.pinterest.com/vanjon0023/australian-history/)
- contacting education departments to find out about any noticeboards they can post on
- contacting the History Teachers' Association in their state to ask if they would circulate an on-line flyer for teachers.
- using digital resources (see detail in the next section)

Further resources

In the introduction to this section, reference was made to useful techniques that could make the work of societies easier as they develop attractive materials for teachers, including

- initial training and use of existing examples
- re-using materials and re-shaping them for subsequent groups
- inter–society co-operation
-

The Victorian Government has a professionally developed information collection management system at the comprehensive website "Victorian Collections", where professional help is available in storing and public access of small museum collections. Angelsea and District Historical Society, for example has 10 items up on the site, which can be accessed by the general public and would be a great resource for schools. Ararat & District Historical Society has 25 different items, which could be a museum box in themselves. Societies in other states would find it worthwhile to enquire if their state governments have a similar service.

Two other websites with an extensive collection of resources and activities for societies to consider are -
http://www.nationaltrust.org.au/education   and
http://sydneylivingmuseums.com.au/education.

Although both these organisations are much larger and more well resourced than most historical society museums, these sites contain any number of ideas that could be modified for use in virtually any setting. They are so wide ranging that they would form an excellent base for both training volunteers and supporting the development of local resources. The National Trust site also contains examples of photo galleries that could be useful to societies hoping to attract Year 3 classes comparing their community with another, or Year 5 classes studying the experiences of immigrants.

5. Connecting via digital resources and reproductions.

Societies are not always able to host actual school visits to their sites, because of the constraints of personnel, space and time available. On the other hand, many schools do not have the time to fit a visit into their crowded curriculum, and neither may they be able to fund it. A solution that can satisfy both sides is the use of digital resources and reproductions. This provides different experiences to a physical visit, where students can experience the real thing, but can give societies the chance to be involved in local education, to become known to local schools and to share some of the gems of their collections. It can be particularly valuable for societies that are not in a position to offer site visits, or have very few schools in visiting distance. The use of technology in schools is rapidly increasing and offers great opportunities for local societies to work with them in new and different ways.

Reproductions would take the form of photocopies or photographs of items in the collection. Digital resources are basically the same thing, but available in electronic form, on-line. Level one societies may find that this option is more manageable for a small group of volunteers, and attractive to teachers who cannot be accommodated or fit an actual visit into their term. Level two or three groups may find it a valuable addition to their programs. It would enable teachers to use a small set of items to great advantage, when it did not warrant the time and expense involved in a visit. The digital resources could also form the basis of a museum box, to go out to schools.

Teacher surveys indicate that there is considerable interest in, and demand for, digital resources, (such that a small charge for the provision of materials would probably not be a problem, which would help societies with limited funds). Over 90% of teachers surveyed, for example, said they would use copies of photographs in the collection, and 81% would use photographs of objects, if available. There was also strong interest in using copies of documents and newspaper articles. This interest is consistent with teacher requests for more "hands on" and personalised experiences. Teachers also indicated that they would be keen to use a mixture of digital resources and visits to museums, so societies need not fear that offering digital resources will result in fewer school visits.

Which digital materials from the museum would you be likely to use, if provided?		
Photographs		92%
Documents		57%
Pictures of the collection items		81%
Copies of letters		62%
Copies of newspaper articles		64%

In comparing the use of digital resources to visiting the museum with a class, which of the following would apply to you?

I'd prefer to visit		31%
I'd prefer to use digital resources		10%
I'd use a mixture of both		69%
It would depend on each year's circumstances		41%

Suggestions for getting started

1) Have a look through the previous sections, particularly 5 and 6, to get a feel for which items from your collection would best fit with the concepts mentioned. These could include objects, photographs of places, incidents or people or documents such as letters, diaries or newspaper items (including advertisements)

2) Select several items for several grades and get some good, clear, close up shots, preferable from more than one angle and not through glass. This is where societies have a great advantage, as often the general public cannot access this kind of shot.

3) Photograph the accompanying label, if possible, or write a paragraph of the most important information about the subject – what it is, where it came from, when it was made/written, what significance it had in the local area. Keep it succinct – possibly in dot point form. Societies have in depth knowledge of their collections, which can be too much for students or teachers to absorb in one sitting. This approach allows them to tackle something bit by bit, and be able to check back to confirm things as they continue their investigations.

4) Photocopy the item back to back with the information paragraph or label – do not have this information showing on the front with the picture.

5) Consider uploading the items to a separate "Education" section of your website. Teachers increasingly use the internet to shape their planning decisions.

6) Take examples of these resources to show, if visiting schools at the beginning of the year, and include a few pictures in brochures.

6. Working with pictures and artefacts

It is not uncommon for volunteers to feel uncomfortable working with school groups, and to fall back on giving them a quick lecture on some of the items in the collection. This can make the experience a little difficult for all concerned. Volunteers usually know their collections and the stories behind them very well, and helping students to actively unlock this information can transform school visits.

A great way to get students involved in active thinking and learning lies in the questions that are asked about both pictures and artefacts. For example, the South Carolina Department of Archives and History (1990) suggests a three-step approach to help children analyse photographs: (a) list people, objects, and activities; (b) draw inferences based on the observations; and (c) generate questions and research answers about why the details in the photographs have changed over time.

Children's understanding about the practical and personal uses of artefacts may also be provoked when teachers ask them to consider, for example, what they are, how they were used and why things become obsolete. These explorations may be led by teachers, but societies may find it useful to have their own programs prepared to be conducted in small, collaborative groups, or be individual research projects.

Some general principles will be out lined below, but level one and two societies need not fear that volunteers need educational qualifications to develop these activities. They can take advantage of the many excellent examples available on the web, adjusting them where necessary to match their own collections. The ideas below will also provide starting points.

6.1 Photographs

Five main aspects can be explored when investigating a photograph, and societies have some marvellous examples just waiting to be examined.

Look at the photographs below. Consider these basic aspects:

Aspect	Questioning
Time	When was the shot taken? How can you tell?
Place	Where was the shot taken? Can you tell? How?
Subject	Who were the people? Were they young, old,rich, poor, healthy? How can you tell?
Photographer	Who took this shot? Family member? Professional? How can you tell?
Purpose	Why was this shot taken? What would it have been used for? How would it have been shared?

Of course these questions will lead to others:-
What is different about these people and this family to your own? What is the same? Why do you think that is? **What else would you like to know about this?**

The aim is always to develop students' curiosity, and to have them analysing, explaining theorising and assessing evidence. Discussion is likely to be lively and engaging and to contain opportunities for deep learning and understanding.

6.2 Artefacts/objects

The process with artefacts is very similar. Once again it rests on inciting students' curiosity, and to have them analysing, explaining theorising and assessing evidence, to offer opportunities for deep learning and understanding. Take some items from the collection that are related to the curriculum levels for the age group visiting. Here are some examples for several year levels

Year 6 studying migration.

Years 2/3 studying change in community

A similar set of questions to those about photographs will have the discussion flowing.

Aspect	Questioning
Time	How old do you think this is? How can you tell?
Subject	What do you think this is? Why do you think so?
Purpose	What was this used for? Do we have something like it today? Why/why not? How is the modern one different?
Classification	What group would this fit in? (eg kitchen ware, metal goods, expensive, everyday, for women)

Extend the thinking by asking students to tell a story that could be connected with the object.

Students can then use some of the graphic organisers mentioned in Section 3 to record their thoughts and ideas. This could be an alternative to one of the current sheets used in school visits, offered as a post visit activity or as an accompaniment to a set of digital resources.

An excellent example of questioning can be found in the sheet below, available from the NSW Government site. It could be a useful resource for volunteers working with groups.

Aspect	Questioning
Time	How old do you think this is? How can you tell?
Subject	What do you think this is? Why do you think so?
Purpose	What was this used for? Do we have something like it today? Why/why not? How is the modern one different?
Classification	What group would this fit in? (eg kitchen ware, metal goods, expensive, everyday, for women)

Questions

Who is in the photograph?

What are they doing in the photograph?

When do you think the photograph was taken?

Where was this photograph was taken?

Why do you think this photograph was taken?

How many people are in the photograph?

7. Drawing in the wider community

A problem for most societies is a general, or intermittent, lack of volunteers, who might be available to run school programs. Small, unfunded societies from more isolated areas, may find this particularly difficult. Some of the ideas below may be worth trying - would certainly be worth a phone call.

1. Societies within reasonable distance of a university may find it valuable to contact the education section to discuss the possibility of using pre-service teachers as guides. The response will depend on student schedules and assessment requirements, but it may be possible, with negotiation, to have the writing of materials and guiding small groups around the museum included in the course structure. If this can be an assessable task in a student course, it will readily attract participants.

2. Groups already existing in the town, such as sewing, craft, woodwork and men's sheds could be approached with the idea of demonstrating a particular skill to a school group. While this would probably need to be on a very limited basis at first, it is possible that members of these groups might be willing to come more regularly, once they had been introduced to the museum and its activities. Even one or two regular demonstrations could ease the number of volunteers needed to accept a school booking.

3. Contact could be made with the History Teachers' Association, or associations of retired teachers in your state, with a view to inviting members to first visit the museum and then hopefully to consider some volunteer work. This may not have been something they had previously considered, and again, might result in a small number of new recruits to share the load.

4. Another way of sharing the guiding role would be to train local teachers to act as their own guides. This would at least free up one volunteer spot and possibly two per school visit. As mentioned previously, teachers usually have a requirement to complete many hours of professional development per year, and could be invited to training sessions that a society is already planning, on familiarisation with the collection (presumably they won't need the one on managing a group!) A short session (say 2 hours) after school is often the best time to attract them. It would have the additional advantage of providing teacher input into which parts of the collection would be of most value in relation to the curriculum.

8. Questionnaires and feedback

Questionnaires can be a quick and practical way for societies to survey the needs and wants of potential clients, and to consider their own current position. They can provide ideas for getting started or moving on with an educational program.

These questions formed the main part of the teacher survey for these guidelines.

	Classroom teacher questionnaire
1	How often have you visited your local historical museum?
2	If you have visited, how did you hear about the museum?
3	What might have discouraged you from visiting such a museum?
4	What could your historical museum provide, to encourage you to visit?
5	Which digital materials from the museum would you be likely to use, if provided?
6	Which grades do you usually teach?
7	Would you say you know how historical museum collections are relevant to your teaching?
8	Please add any further information on your experiences or preferences that might help museums build or improve their educational programs. Thank you for taking the time to complete the survey and help us build local educational programs.

Below is another example, developed by Channel Heritage in Tasmania.

Channel Heritage Centre

Teacher Feedback Form

In an effort to improve our service to visiting school groups we would be grateful if you would complete this form and post it back to us in the stamped self-addressed envelope.

School	
Teacher	

	excellent	good	fair	poor
Displays				
Welcome/ Introduction				
Value for cost				
Use of technology				
Student learning value				

Of the following considerations please select the 3 most important in making your decision to attend Channel Heritage Centre.

	Channel Heritage Centre is close to my school.
	Cost
	Readily supports & facilitates curriculum goals.
	Flexibility in meeting my needs with respect to dates and times.
	I have visited Channel Heritage Centre before & thought it appropriate for my class.
	Recommended by a colleague/friend
	The displays at Channel Heritage Centre encourage student learning.
	The volunteers at the Channel Heritage Centre are friendly & helpful

Please share any other comments about your visit to the Channel Heritage Centre.

9. Examples from local historical societies

Channel Heritage Centre

1755 Channel Highway, Margate TAS 7054 — Ph: 6267 2333

Information for Teachers visiting the Channel Heritage Centre

For your information *(taken from the web site- www.channelheritagecentre.org.au)*

- Group bookings for school visits are essential. When making the booking the volunteers at the Centre need to know: the name of the school, preferred visiting dates, grade level, number of students visiting, preferred session time(s) and the name of the teacher(s).
- We ask that each teacher make at least one pre-visit to the Centre before the students visit.
- We are able to provide three sessions in the day:
  - Session 1   10.00am - 11am
  - Session 2   11.30am - 12.30pm
  - Session 3   1.00 pm - 2.00pm

  These times are flexible but it is important that the teacher discuss any alternatives <u>before</u> the class visit. Remember, another class from another school may be following your visit on the same day.
- We can only cater for one class at a time — a maximum of around 30 students. If an extra class shares a bus, Dru Point can be an excellent venue while waiting, or for recess/lunch. There are toilets, covered areas + barbecues (Some need bookings through the Kingborough Council) and a playground.
- The school is charged $2 for each student <u>per hour</u> (or part thereof). Teacher(s) & adult helpers free. The school will be invoiced.
- It usually takes between 40 and 60 minutes to <u>view the exhibits</u>, depending on the class grade level.
- We have a policy (for a number of reasons)of dividing the class into groups of 5-6 students for each visit. It is helpful if the children know their group <u>before</u> their visit. The use of name tags is particularly useful. Each group will be provided with one of our 'School Volunteers' to guide them around the Centre.
- For each group we require 1 adult/teacher to be provided by the school to support our volunteer.
- We can provide some suggestions for activities back in class and/or in the course of the visit.
- A Risk Management Plan covering the period of the class visit to the Centre can be provided.
- An Object/Artefact Box containing 24 additional 'old items' is available to borrow. ($1 per night + $10 delivery + $10 collected). There is a great demand on this resource, early booking is advised.

AN EXAMPLE OF HEALTH AND SAFETY RISK ASSESSMENT

VENUE AND SAFETY INFORMATION FOR SCHOOL EXCURSIONS

Venue name	Hambledon Cottage
Location	63 Hassall street, PARRAMATTA, NSW (corner of Gregory Place)
Phone number	(02) 9635-6924 Fax Num ber (02) 9635-6924
Web Address	http//AHAAv.parramattahistorical.org.au
Insurance	Does the venue have public liability cover? YES

Activity/program	Recommended age group (pre-requisite skills)	Staff accreditation/ competence for this activity/ program	Potential risks List hazards/risks related to each activity/program and the venue	Control strategies Outline strategies for ensuring visitor safety for this potential risk
I. Writing on slates	Primary	Staff observe school visits before participating. Have read and discussed a list of potential hazards	Normal low risk	Children told to take care
2. Ironing - irons cold	ditto	ditto	Irons are heavy	Guide ensures iron is held over the table
3. Toys — simple games made of wood, cardboard	ditto	ditto	Normal low risk	Children told to take care
4. Use of bellows on 'pretend' fire	ditto	ditto	Bellows has a pointy end	Guide hands bellows to student, holding pointy end low
5. Finish picture	ditto	ditto	Sitting on mats has low risk of insects	Students sit on mats in the Reserve — if raining , sit on rugs on verandah
6.Simple participation, e.g. put tea in teapot, try on a glove and hold a fan	ditto	ditto	Normal low risk	Children told to take care

Please note that the information provided above was current as at March 2008. It has been provided by the venue to assist teachers in their risk management planning for excursions. If further information is required please contact the venue. If this information changes, the venue will advise the Department of Education and provide an update.

List any equipment, including personal protective equipment, to be provided for use during the activities/program		
1. Slates, slate pencils;	2. Teapot, tea, gloves, fans	3 Flat irons; .
4. Simple toys, e.g. Jacob's ladder, jacks	5. Bellows	6 Clipboard & pencil .

Is all equipment at the venue maintained in accordance with the OHS Regulation and appropriate standards	YES

Other requirements

Where relevant, list other requirements such as   footwear and sunscreen that participants are required to bring. Indicate if any items are provided by the venue.

Hats and sunscreen if walking from other historic sites. May also be needed, depending on time of day when drawing picture of cottage.

Supervision/services

List services provided by venue staff including briefings, guided tours, supervision of activities, etc.

Students will be placed in small groups of no more than 10. They will be taken around the ground level site (one step into cottage) by an experienced volunteer guide. We request that each group will also have present an adult from the school.

Access

Are access to and egress from the premises safe and without risk to health   YES
Is the venue wheelchair accessible? Mostly, small rooms difficult for large wheelchairs, also one step into cottage

Are disabled toilets available?   YES

Emergencies

Are emergency procedures in place in the venue? YES
Are staff trained to deal with emergency situations? YES

Construction/Maintenance/Repair

Are licensed personnel used for all construction, maintenance and repair work? YES
First Aid

Are first aid kits available for each activity?   NO - several available in cottage
Is there a trained first aid officer at the venue?   NO
Is a first aid room available? NO

Please note that the information provided above was current as at March 2008. It has been provided by the venue to assist teachers in their risk management planning for excursions. If further information is required please contact the venue. If this information changes, the venue will advise the Department of Education and provide an update.

10. Resources

1 Websites

For the big picture of how modern history teaching works, a useful site to go to is the National Museum of Australia. Browse some of the units to see how a set of lessons fits together.
http://www.nma.gov.au/engage-learn/schools/classroom-resources/units_of_work

Look for this page to get started - http://www.nma.gov.au/engage-learn/schools

SCHOOL VISITS

Awesome experiences for groups large and small:

· **On-site programs**
· **Teacher-guided** visits
· **Plan** a visit
· **Book** a visit

CLASSROOM LEARNING

Browse resources by year-level or curriculum area:

· Indigenous culture & history
· Environment
· Historical skills
· Arts

Other websites with lots of ideas that could be taken up by societies of all levels are:

http://www.awm.gov.au/education/

http://www.awm.gov.au/education/memorial-boxes/

http://www.nationaltrust.org.au/education

http://www.nationaltrust.org.au/vic/HistoryinaBoxIncursion

http://anzacportal.dva.gov.au/

http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/treasures.pdf

http://sydneylivingmuseums.com.au/education

Browse and modify some of these ideas to suit your own collections. Browse classroom resources by year level.