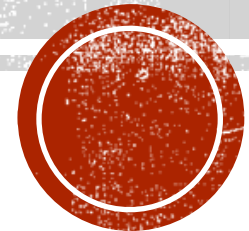


WORKSHEETS

For 'Leaning places' workshop

Use these pages for the activities.

Write down your responses here, where you see the  symbol



WORKSHEETS

1.	What is your <u>Favourite</u> object or story in your collection?
2.	At what stage of the curriculum might your favourite object sit? E.g. Stage 1 – the Past in the present (Yr 1 & 2)... where else? Choose 1 you'd like to work with.
3.	At Choose a concept and stage for your object. How might your object demonstrate this concept?
4.	✍ What's some examples of skills that could be demonstrated using your object? (for the stage)
5.	What Inquiry questions might your object help explain?

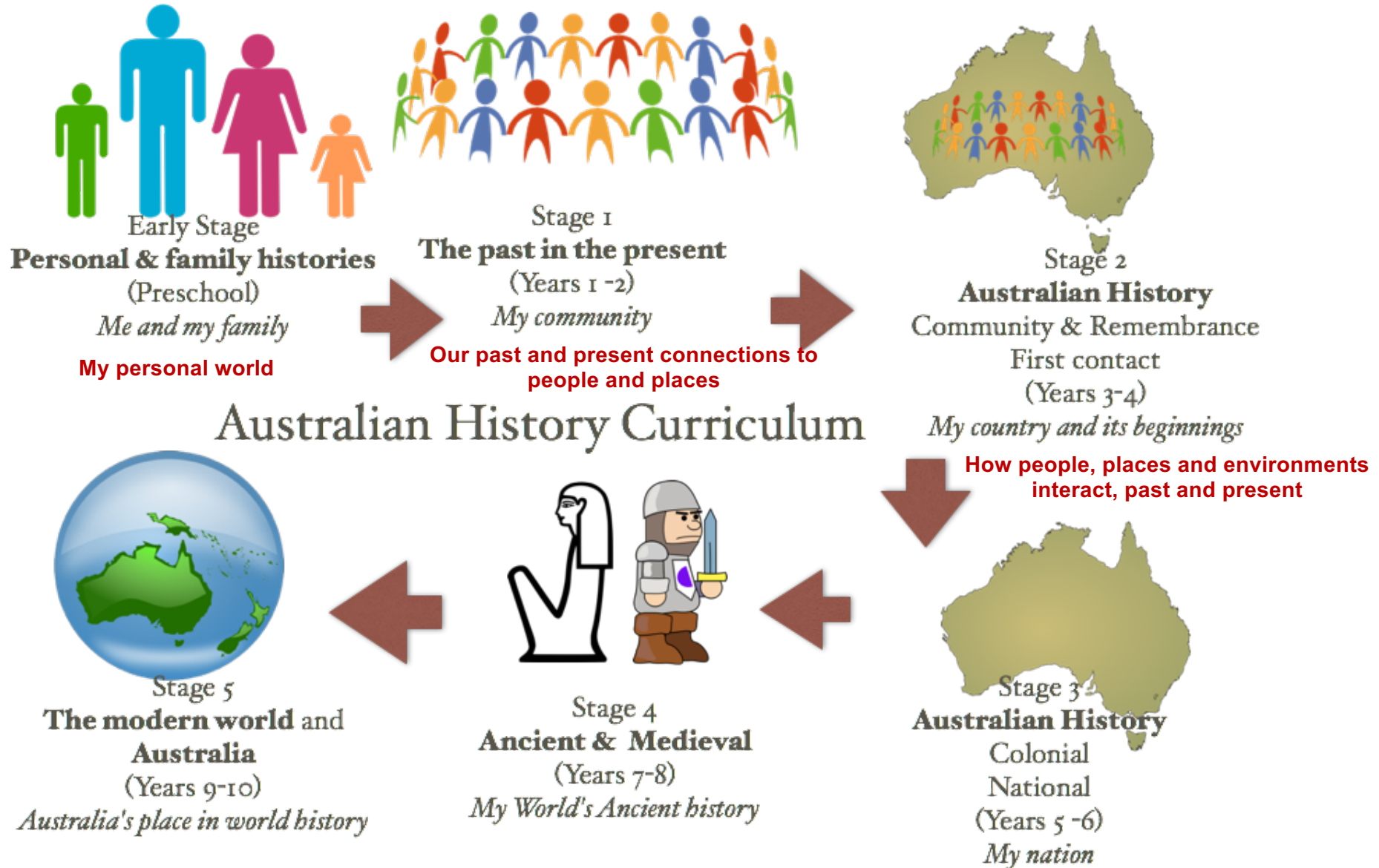
This greyed space is for notes and doodles!

GROUP ACTIVITY – PROGRAM CONCEPT

1.	Choose a museum...
2.	What object or story are you going to put at the center of of your program?
3	What year level and theme are you tackling?
3.	Write an inquiry question that your program investigates
4.	What's your working Title?
5.	What's the concept?
6.	What is something digital to contribute to the program?

This greyed space is for notes and doodles!

✍ At what stages might your favourite object sit?



QUICK GUIDE FOR MUSEUMS

Year	History Theme	Key stories	Social history mu
Prep/1	Personal/Family History	Probably wont see these students	
2	The Past in the Present	Heritage/Remnants/Change	All
3	Community and Remembrance	Local community story - Local Indigenous, Settlers, Migrants and changes Aust Day, Anzac Day, NAIDOC	All social history
4	First Contact	Stories of first contact. First fleet	Strong indigenous connections
5	The Australian Colonies	Pioneering	Stories of 1800s
6	Australia as a nation	Federation, how government works, changing society, sig person/group	20c story re famous person of group
7/8	Ancient/ Medieval	Egypt, Rome, China, Medieval Eur	Archeological
9	Making Modern World	Industrial Rev/WW1/Migration	
10	Modern World & Australia	Global Conflicts post WW1/UN/Rights & Freedom/Envir. movements/Womens Rights	WW2/Vietnam/Mod conflicts/Workers/women's rghts/Movements/

CONTINUUM OF CONCEPTS

📌 Choose a concept and stage for your object.
How might your object demonstrate this concept?

Concept	Early Stage	Stage 1 (Yr1-2)	Stage 2 (Yr3-4)	Stage 3 (Yr5-6)	Stage 4 (Yr7-8)	Stage 5 (Yr9-10)
Continuity & Change	In own and family's lifetime	Family & local community	British colonisation	Australian society	Broad periods e.g. Roman era	Reasons in historical cntxt eg humn rights
Cause & effect	Simple past & present	Reasons for change in our lives e.g. <i>tech</i>	Reasons for a historic devt. eg <i>first fleet</i>	Causes/effect for hist. event eg <i>migration</i>	Develmnts/dec-ision/events & consequences	Intend/unintd causes/consq <i>Industrial rev'n</i>
Perspectives	Stories vary depending on narrator	A point of view (POV) in historic context	Differnt POVs eg <i>British and Aboriginal</i>	Different POV/ attitudes Past & present	Diff POV of participants conqeror/cnqd	Reaons for diff POV eg Turk/ Aust Gallipoli
Empathetic understanding	Diff/Similarity in indiv /family past & present	People in local cttly who lived difrntly in past	How/why pple lived/behaved diffrently in past	Why behavr & attitudes in past diff to today	Actions/attdes motives in past contexts	Actions/ values / attitudes in context of past
Significance	Events in own lives/meaning special days	Reasons why local person /site important	Import/meang Nat'l comemm celebration , person, event	Contributions of individuals and groups to their times	Imprt of event, devlt or indiv in historical context	Reasons imprt of event, devlt or indiv chnge over time
Contestability (by historians)				Different inter-pretations eg invasion / settlment	Source/events/ issues may b interp difrtly eg Roman 'fall'	Different interps depend on perspective & Inqry meth

CONTINUUM OF SKILLS

📌 What's some examples of skills that could be demonstrated using your object? (for the stage)

Skills	Early Stage	Stage 1 (Yr1-2)	Stage 2 (Yr3-4)	Stage 3 (Yr5-6)	Stage 4 (Yr7-8)	Stage 5 (Yr9-10)
Comprehension, Chronology, terms and concepts of historical matters	Discuss , recall & retell stories Sequence familiar objects/events Distinguish past /present/future	Dicuss /recount fam/local history Sequence familiar objects/events Distinguish past /present/future	Respnd/read/wrt show undertandg Sequence familiar people /events Use historical terms	Respnd/read/wrt show undertandg Seq historical people/events Use historical terms/ concepts	Read/understand historical texts Seq historical events & periods Use historical terms/ concepts	Read/understand... Seq historical events to demonstrtr relship btw ppl, plce and periods Use histl terms/ concepts in cntxt
Analysis and use of sources	Explore/use range of sources Compare objects past/future	Explore/use range of sources Compare objects past/future	Find relevant info in sources provided	Find info relevant to inquiry quest'ns in range of sources &compare info	Identify origin/ purpose of primary & secondry sources Locate select & use as evidence for conclusions	Identify diff types of sources , their origin & purpose . Process & synthesis as evidence for argumnt Eval reliability
Perspectives and interpretations	Explore a point of view	Explore a POV in Historical Context	Ident diff POVs in Historical Context	Ident diff POVs in past and present	Ident & descrbe diff POVs in of partcpnts	Analysye reasons for diff POVs and how these chnge in time
Empathetic understanding	Recognise diff/ sim btw Indiv/ fam. past/fut	Recog ppl in local cttly may have lived differently in past	Explain how/why ppl in past may hv lived and behavd diffrently.	Explain why behvr & attdes of ppl past may be difft to now	Interpret hstry thru actons/attdes/motiv of ppl in past cntxt	Interpret hstry thru actons/attdes/motiv of ppl in past cntxt
Research	Question past using sources given	Post questions using sources given	Post range of quests Plan an historic inqy	Post range of quests to plan inqy Locate sources	Ask quests to plan inqy. Locate sources. Use range commctn forms & tech.	Ask quests to plan inqy. Plan research. Select/org info from range of sources.
Explanation & Communication	Dev narrtve re past Use range of forms: oral, graphic, written, role play, digital tech	Dev narrative re past Use range of forms: oral, graphic, written, role play, digital tech	Develop texts , partic. Narratives. Use range of forms	Develop historical texts, partic. Narratives/descptn incrp source materl Use range of forms	Develop historical texts, partic. Expln/arguments Use evidence from source materials, Use range of forms	Develop historical texts, partic. Expln/arguments Use evidence from source materials, Use range of forms

INQUIRY QUESTIONS HISTORY


📖 What enquiry questions might your object help explain?

Stage	Inquiry questions	Inquiry questions
Early	Personal and Family Histories: What is my history and how do I know? What stories do other people tell about the past? How can stories of the past be told and shared?	Source: www.syllabus.bostes.nsw.edu.au/hsie/history-kl0/content
Stage 1 (Yr1-2)	Present & Past Family Life How's family life changed or remained same over time? How do we show present is diff or sim to the past? How do we describe the sequence of time?	The Past in the Present What aspects of the past can you see today? What do they tell us? What remains of the past are important to local citty? How have changes in technology shaped our lives?
Stage 2 (Yr3-4)	Community and Remembrance Who lived here first and how do we know? How has our community changed? What's been lost/kept? What's the nature of the contribution made by diff groups? How and why do people choose to rembr past sig events?	First Contacts Why did the great journeys of exploration occur? What was life like for ATSI peoples before Europeans? Why did Europeans settle in Australia? Nature /Consequence of contact btw ATSI pple / settlers?
Stage 3 (Yr5-6)	The Australian Colonies What/how do we know of the lives of ppl in colonial past? How did an Australian colony develop over time &why? How did colonial settlement change the environment? What were the sig. events/ppl who shaped Aust colonies?	Australia as a nation How and why did Australia become a nation? How did Aust society chng throughout the 20 th century? Who were the people who came to Australia, why come? What contrib sig. indiv /groups made to devt of Aust soc?
Stage 5 (Yr9-10)	Making of the Modern World 1750-1918 What were the changing features of movmnt of ppl How did new ideas /tech devts contribute to change? What was origin/devt sig & long term impact of imperlsm What was the significance of WW1 and WW2? Depth studies: indust rev/Movement of ppl/Progrsv ideas Australia and Asia Asutralians at war	The modern world and Australia How did the nature of global conflict change during 20C? What were the consquences of WW2/shaping mod world How was Australian soc affected by othr sig global events Depth studies: Rights and freedons 1945-present Globalising world: Popular culture/Envirmntl movement/migration experiences Topics inc: Women's histy/Workers rights/Dev 20/21c tech

IDEAS FOR MUSEUM ACTIVITIES

'How to' training
Making something
Dress-ups
Enact scenes
Make movies
What is this object
Game - historic - one you've created
Where's create a treasure hunt - follow clues
Create a mystery to solve
Mystery tray/box
Timeline - arranging objects into a timeline
 e.g. Order a set of objects/photos
 Grandparent/Parent/ Your time
 Order objects into a story (4 frame cartoon)
Storytelling
Poetry
Using digital narratives
Activities/stories based students taking an identity e.g. An apprentice for a day

Use Your Resources and Skills

 What activities might work in your museum?



General tips with activities

Make it **sensory** ... 'hands on, minds on', other senses too - touch, smell

Spark students imaginations

Set scenes with your stories - voice, objects, characters

Keep **explanations short**

(just like attention spans - roughly one minute per age -
e.g. 8 year old - 8 minutes)

Welcome students bringing their own devices (**BYOD**)

Set up **photo opportunities** for teachers & students

(Dress up, Selfie corner)

Collaborate with teachers when there's an opportunity

Experiment with movie making and digital story telling

Tease out ideas about how and what from the students

Borrow from TV, Gaming and popular culture

Let the museum objects and stories be your inspiration

'Rules' for creating activities

Be 'true' to a scenario

Ensure they have to be there

Hands on if possible

There is a goal - something to solve (and it's solvable)

Self guiding - don't need an adult to tell them the answer

Think about rewards

Have a goal - a learning reward

Have physical rewards too - stickers/stamps/chockies

'Free parent pass' postcard

Rewards can be in something they leave behind in the museum

TIPS FOR MUSEUM ACTIVITIES

