

SHANTYTOWN ESTABLISHED PROGRAMMES

These programmes are currently available, however we are constantly developing new ones and are happy to create a programme for you if you cannot find what you need here.

PROGRAMME	YEAR GRPS	MAIN ACTIVITIES	KEY CONCEPTS
BE A MINER Social Sciences Key Competencies	5-9	A day of activities based on miners in the 1860s. Selecting equipment, packing and porting this through the bush, setting up a gold claim, building shelters, mining for gold.	<i>Developing an understanding of the obstacles and motives of the miners on the goldfields. Push-pull factors and the effect on economies and the indigenous population.</i>
CHALLENGE Social Sciences Key Competencies Dramatic Arts Technology	6-13	A choice from over 20 activities, designed to give snapshots from life in the past. Organised on a competitive, small group basis.	<i>Aimed at groups who have visited Shantytown on several occasions, The focus is on team building, co-operation and decision making whilst providing insight into past times.</i>
CHILDREN'S EDUCATION Social Sciences Writing and language skills.	0-13	An authentic Victorian classroom with lessons taken from historical records. Applicable to all levels from the simple experience to analysis of methods used and their impact on society.	<i>Comparing past and present education systems, similarities and differences, values and the changing role of children in society.</i>
CHILDREN'S GAMES Social Sciences Technology Science	0-8	Workshop sessions that involve students in making traditional toys and games. Includes Maori and Pacific Island traditional toys. All toys made are taken back to school.	<i>Social structures, the difference between rich and poor. Similarities and differences, past and present. Application of simple technologies.</i>
EMERGENCY Social Sciences Technology Health & Safety Key Competencies	4-8	Comparison of modern day emergency helpers with how emergencies would have been dealt with in the 1880s. Making stretchers, putting out "imaginary" fires using a bucket chain.	<i>How modern machinery and especially the advent of the mobile phone have impacted on emergency situations. The need for improvisation and imagination to deal with situations without them</i>
EMIGRATION Writing Social Sciences Dramatic Arts	3-5	Role play sessions which explore the motives and incentives of immigrants and their experiences during the journey to New Zealand and their reception here. Compares the experiences of European and Chinese Emigrants.	<i>Empathy, push-pull factors, changes in travel over time. Ethnicity and prejudice.</i>
FAMILY ROLES Social Sciences Technology	0-4 9-13	The role of women and children in running a homestead. Making a meal (stew), on a pot belly stove, family chores, washing, ironing, polishing and scrubbing, Focus on the role of women, the impact of labour saving devices, social expectations etc. Includes job interviews for authentic Victorian jobs for women.	<i>The impact of labour saving devices on the roles of adults and children in the present day by comparison with the past.</i>
JUST IMAGINE Social Sciences Technology	0-3	Series of small group activities which explore the technologies, customs and daily activities of people in the past. Includes town searches, "feely boxes", wash day activities.	<i>Basis of comparison for how things have changed over time.</i>
LAW & ORDER Social Sciences Language Development	5-8	Crime and punishment in the past. A real train robbery, formulating rules for goldfields, and exploring authentic case studies of crime in the past.	<i>The way that ideas about punishment have changed over time. Reasons for rules and regulations. How modern communications have changed</i>

Narrative Writing			<i>expectations.</i>
MATHS IS FUN All areas of the Mathematics curriculum	0-9	A selection of practical mathematics activities that use the full Shantytown site. Multi-level and can be tailored to suit exact requirements. Levels 1-4.	<i>Shape, number, statistics, estimating, measurement, weight and mass, capacity, and much more.</i>
TRADE GOING SHOPPING Social Sciences Mathematics Science	0-4	Shops are set up around the town and students are given a shopping list. They decide which shops to go to and the order in which they purchase goods. Usually combined with making butter and damper bread.	<i>How shops, goods available and methods of sale have changed over time. Often combined with a visit to a local supermarket,</i>
TRADE & TRADERS Social Science Maths Drama Key Competencies	5-9	A rotation of five activities, each of which explores the methods, advantages and disadvantages of different traders in the past. Bartering, advertising, gold dealing, packing and porting goods, family budgets.	<i>Explores change over time, social attitudes and expectations and profit and loss.</i>
WATER EVERYWHERE Social Sciences Science Technology	4-13	Study of authentic mining methods and how water was a key factor in the processes. Making water wheels, sluice runs, stepping stones and dams. Observing the effects and adapting designs.	<i>How man utilises and adapts available materials.</i>

All Strands, Achievement Objectives and proposed Learning Outcomes are discussed and agreed with individual teachers prior to the visit.

SIMPLY SECONDARY

The programmes below were designed to meet the requirements of NCEA AS: 90211 (Interpret Historical Sources) and AS:90467 (Examine Evidence in Historical Sources).

They can be used to introduce students to the concepts or as an opportunity to see how well students have progressed.

CHALLENGE Social Sciences Key Competencies Dramatic Arts Technology	6-13	A choice from over 20 activities, designed to give snapshots from life in the past. Organised on a competitive, small group basis.	<i>Aimed at groups who have visited Shantytown on several occasions, The focus is on team building, co-operation and decision making whilst providing insight into past times.</i>
WHO DUNNIT?	10-13	Based on a true story, students have to find evidence relating to the disappearance of a well-known West Coast character and decide what happened to him based on the evidence they have gathered.	<i>A good introduction to drawing information from documents and how such evidence can be interpreted in a variety of ways.</i>
CHANGING ROLES.	10-13	Includes job interviews for barmaids on the West Coast compared to that of a Ladies Helper in Canterbury. Practical experience of washday and household chores as an introduction to how labour saving devices affected women's roles.	<i>Explores the role of women in society, expectations and reasons for changes in perception over time</i>
LIFE ON THE GOLDFIELDS.	10-13	After an introductory slideshow the students are challenged to set themselves up as miners, stake a claim and pan for gold. It sounds easy, but they have to purchase all the goods they need, find the claims office to get a licence, write a letter home using dip pens and ink and cook themselves lunch.	<i>Copies of original documents are used throughout</i>
WANDERINGS ON THE WEST COAST.	10-13	Based on diary extracts from the past. The students trace the life of one of the West Coast's Typical immigrants from miner to hotel keeper and respectable businessman with a militant wife,	<i>Accompanied by answer booklets which replicate the examination format. Requires students to draw assumptions and conclusions about life during and after the gold rushes and examines the social structures and values of the period.</i>