



JONDARYAN WOOLSHED

Life On An Outback Station

The activities outlined in this module mainly address the following outcomes:

PS 1.1 Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure.

CI 1.3 Students share an understanding of how diverse families meet human needs of food, clothing shelter and love.

CI 1.4 Students gather and record information about familiar traditions, celebrations and cultural changes.

SRP 1.5 Students discuss strategies that assist them to manage limiting situations.

TCC 1.5 Students identify what older people value from the past.

Through adaptation or extension, the following outcomes could be addressed:

PS 2.1 Students identify how environments affect lifestyles around Australia.

CI 2.3 Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups.

CI 2.5 Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups.

SRP 2.5 Students devise possible solutions to problems people may have in accessing resources.

OVERVIEW

(N.B. This overview should be read in conjunction with the *Teacher Information for SOSE* document that outlines how the Jondaryan Woolshed SOSE units are intended to be used.)

Life on an outback station develops students' understandings of what life was like in the past on a remote rural property. The program develops student appreciation of, first, life in the 'olden days' and, second, life in a remote area. It provides students with opportunities to compare how people in this situation met their needs with how the students' needs are currently met. Further, students explore how such families engaged in leisure activities and celebrations.

Students will increase their understanding of change over time, as they are made aware of the changes that have taken place at the Jondaryan Woolshed. Students will consider how this property was once a large, remote property but is now a small property within a more built-up area.

The program suggests quite a range of activities, and, especially for younger students, teachers may like to keep their class focused on a smaller number of activities, depending on how the visit to the woolshed fits in to the classroom program. Pre-visit activities are designed to give students the cognitive framework necessary for their visit to the woolshed. That is, they introduce the key concepts of isolated living and living in the past and stimulate student consideration of how people in this situation met their needs.

During their visit, students will explore the buildings of the woolshed site and hear the stories connected them. Students will gain a better understanding of how people lived, worked and played in the pioneering days. The opportunities to participate in hands-on activities and view demonstrations will provide students with a practical understanding of life in the past.

Post-visit activities consolidate students' experiences during the visit with their pre-visit learning. Students will integrate their understandings about the past with their sense of self, thereby developing an appreciation of the heritage that is part of their lives.

Integration into a classroom teaching module

Life On An Outback Station is well suited to a classroom module about families; farm life; food; housing and, celebrations. Additionally, during 2002, teachers may like to tap into The Year of The Outback and develop a classroom module specifically about 'The Outback'.

Teachers should also make reference to a number of well-related QSCC modules (for example, **Module 1.3** *Let's get together: Families and needs* and **Module 1.5** *Hideaway Spaces, Special Places: Elements of the environment*) for ideas in developing their classroom modules. QSCC modules are available at:

http://www.qscc.qld.edu.au/kla/sose/sourcebook_modules.html

PRE-VISIT ACTIVITIES

Background preparation:

- Depending on which aspect of the PS 1.1 outcome the classroom module is addressing (e.g. food; shelter), students can be prepared for their visit to the woolshed by, first, identifying how the environmental conditions that they live in affect their clothing design, shelter, etc.
- Similarly, for outcomes CI 1.3 and CI 1.4, students should begin with classroom activities that help them to identify how their families meet needs or how they engage in traditions and celebrations. Students can then move from working with these familiar understandings to the new understandings introduced in the *Life on an outback station* program.

Introducing the Jondaryan Woolshed:

- Teachers can introduce the Jondaryan Woolshed to the students, using information drawn from the website (such as explaining what a woolshed is, what a station is and so on). At this point, a simple map of Queensland can be introduced and students can record on their own maps where the woolshed is in relation to where they live. Teachers may like to explain the scale of the distance to students in terms of how long it would take to drive there.
- Students should also be introduced to the historical aspects of the woolshed. Again, teachers should consider giving students an idea of how long the woolshed has been established for by explaining it to students in terms that they can relate to, such as how many generations ago it was built (e.g. when your great-great-grandfather was born). Historical photos from around the time can be shown. These can be drawn from books, websites, and local library resources, or even from students' family collections. Small groups of students could work through the photo galleries on the Jondaryan website. Students should be beginning to develop a better sense of what the 'olden days' means.
- To introduce the concept of the former isolation of the woolshed, teachers can now refer back to the notion of scale and point out to students that when the woolshed was built, as cars were not used, it would have taken someone much longer to get to Jondaryan. Students can be encouraged to estimate how long it would have taken to travel, by horse or by old steam train, from the school to the Jondaryan Woolshed.

Extending the concepts:

Depending on the abilities of the class and on the theme of the classroom teaching module, teachers may like to engage students in other activities to either ensure their understanding of concepts they are having difficulty with or to extend student learning in the classroom module's theme.

- To extend student understandings of the concept of the outback, look at images in books or on websites (see 'Useful Websites'). Excerpts from an appropriate travel television series or documentary program may be shown to the class. See below for suggestions for questioning.
- Draw upon similar resources to those indicated, above, to further student understandings of life in the past in rural areas. For both concepts, engage students in active questioning about the images they are being presented with. Tap into multiple intelligences by asking them to describe what they think remote rural living sounds like, smells like, etc. and whether they would like to visit/live in such an area.
- To extend understanding of life in the past on an outback station, students could be shown excerpts from the Australian film classic 'We of the Never-Never' or excerpts from the book could be read (see <http://www.bookworm.com.au/bu000298.htm>). The large bullock dray that is on display at the woolshed was used in this film.
- To further student appreciation of the nature of isolated living introduce the concept of how such living presents limited access to resources and the need for people to not only be careful with resources but to also be creative in reusing them (students will see examples of this at the woodshed). If students are looking at images of the outback, as above, ask students to consider where the nearest shops would be; how people meet their physical and social needs when living so far away; and so on. (Students are working towards Outcome SRP 1.5 with this activity.)
- So that students can have a better sense of how rural areas can change over time, explore Jeannie Baker's book *Window*. Particular attention can be paid to the front cover and the first few pages, as these pages reflect how the Jondaryan Woolshed was once part of a very large property that now has more development around it.

Preparing for the visit:

A number of activities that will help students to get more out of their visit to the woolshed are suggested, below. Once again, a teacher's choice of activities will depend on the abilities of the class and the focus of the classroom module. All activities do not need to be completed in preparation for the visit.

- Teachers can borrow *The Mystery Box* from the Jondaryan Woolshed. See **Resource 1** for ideas about how it can be used to address the core learning outcomes for this program.
- To work towards outcomes **PS 1.1** and **CI 1.3**, read *The Old Bark Hut* (**Resource 2**) to students or teach them the song (the chorus is very easy). This old bush song gives an indication of how many early Australians had to meet their food and shelter needs and how resources from the natural environment were used.

Ensure that students understand what a swagman is before asking them further questions about the song. Questions that relate to the two outcomes can be built around each stanza. For example:

Stanza 1: - What does the term 'ups and downs' mean?
- The swagman says he was once 'well-to-do'. What does this term mean?
- Encourage students to combine the knowledge developed in answering the above two questions in order to take an educated guess about what the term 'stumped up' means.
- Ensure that students understand what 'rations' are and then ask them questions in order to help them to make the connection between a poor wage and being on rations and living in an old bark hut.

Stanza 2: - What food does the swagman eat? (Give students an idea of how much ten pounds of weight is.)
- Explain to students that 'until the Seventh day' means until the end of the week. Ask them why the swagman has to 'be sparing' with his food. What will happen if he is not careful with how he uses it?

Continue to question students in order to point out the limited material goods in the old bark hut; how the swagman has to use the same thing for different purposes; and how the material goods are taken from the natural resources of the local environs.

Explain to students that they will see examples of workers' huts during their visit to the woolshed and that one hut, in particular (the boundary rider's hut) reflects the roughness of 'the old bark hut'.

- So that students are not given the impression that anyone living simply in colonial times was unhappy with their lot, an excerpt from Mary Gilmore's poem *The Yarran Tree* (**Resource 3**) can be read to the class. Active questioning of the students, with a focus, like above, on the food and shelter elements of the poem, should take place so that students can develop their own understandings. To consolidate the learning from the two poems, students can draw a picture of or

role play the two scenes in order to compare and contrast them. Again, teachers can point out to students that they will see an example of a simple cottage (the craft cottage) during their visit.

When introducing *The Yarran Tree* to students, it is worth pointing out that the author of the poem is the woman represented on the Australian \$10 note.

- To work towards outcomes **PS 1.1**, **CI 1.3** and **CI 1.4**, teachers can tell students the story about the Jondaryan Shearers' Feast. Information about the Shearer's Feast is available from the Jondaryan website. Link to the information through 'The Woolshed', then 'Timeline' pages or, go to [www.jondaryanwoolshed.com/03 the woolshed/feast.htm](http://www.jondaryanwoolshed.com/03_the_woolshed/feast.htm).

Prepare students for the story by asking them to describe how they like to celebrate important occasions. Students can also be asked to identify what constitutes an important occasion. The story of the Shearers' Feast can then be introduced by explaining the importance of the completion of the first shearing. Students can be encouraged to make educated guesses about how the people of the station would have celebrated the occasion. Students may need reminding that certain technologies, such as CD players, were not available. Then tell the story of the feast to the class. Focus student attention on the common elements of the celebration over 100 years ago and celebrations today, such as food, music, games and social interaction. Students can put forward suggestions about the sort of foods that could have been eaten. Teachers can play recordings of traditional folk music in order to give students an idea of the sounds of the shearers' ball.

DURING THE VISIT TO THE WOOLSHED

- First, it is important to remind students that during the hey-day of the Jondaryan Woolshed, the property was much larger and that most of the buildings on the present site have been moved there. Teachers could remind students of the changes represented in Jeannie Baker's *Window* storybook.
- In addressing **PS 1.1** and **CI 1.3**, teachers can make reference to **Resources 4, 5** and **6**. These resource sheets make suggestions as to how students can consider the relationships between environmental conditions and people's food, shelter, and leisure during their visit. Teachers should speak with the staff of the Jondaryan Woolshed to let them know which aspects they would like emphasised during the tour and activities.
- Jondaryan staff can revisit the story of the Shearers' Feast and show students where the festivities took place.
- Throughout the site, Jondaryan staff can point out different examples of how the early pioneers conserved and reused resources. Listening to how people in the past managed limiting situations and touching the artefacts that are examples of this helps students to work towards demonstrating outcome **SRP 1.5**.
- Integrated throughout the visit are both the stories of the people who lived at the Jondaryan Station and the experiences of the Jondaryan staff. Teachers can tap into these opportunities and can help students to work towards outcome **TCC 1.5**. Students should be encouraged to ask questions of the staff and teachers can summarise the key ideas in order to help students to identify what older people value from the past.

POST-VISIT ACTIVITIES

- To address outcome **SRP 1.5** students can draw upon their experiences at the woolshed in order to help them to identify how they can conserve and reuse resources. A class discussion can be held, where students brainstorm different examples that they remember from the visit that highlight how people showed ingenuity in their use of resources. Students can then work in small groups in a problem solving exercise. For example, groups can be supplied with craft material and given a task of creating a particular object using only those materials.
- Outcome **CI 1.4** requires students to gather and record information about familiar traditions. After experiencing the making of damper at the woolshed, students can now copy a damper recipe into their books (see 'Useful Websites'). Damper could be made again with students following their own recipes this time. Students could simply make damper using a conventional oven, or, if there is an appropriate space for it, teachers could go to the trouble of using a coal fire to make damper in a traditional manner. This could be turned into an end of term celebration, inviting parents to join in.
- Outcome **TCC 1.5** requires students to identify what older people value. Read Mem Fox's book *Wilfred Gordon McDonald Partridge* to the class. Discuss what the older people in the story value. Links can then be made to the stories told by the staff at the woolshed. Students can extend on this by asking grandparents and other older people about what they value. This can be combined with the activity, below, by students asking their grandparents about the sort of leisure activities that they participated in as young children.
- Refer back to *The Old Bark Hut* bush song. In small groups, children can draw an illustration for each stanza. The experiences at the woolshed should help children to picture the scenes more easily. This is a much longer poem than the excerpts used for Resource 2. There are 12 stanzas in all, thereby allowing children to work in pairs or small groups to create their own illustration. Refer to the website at the bottom of Resource 2 for the full poem.
- In small groups, students can plan their own shearers' feast.
- Students can simply draw a picture that depicts their favourite part/experience at the Jondaryan Woolshed.
- Depending on their written literacy skills, students could write a simple thank-you letter to the staff at the woolshed. Some of the pictures, as suggested above, could be included.
- In small groups, students can explore the State Library of Queensland's *Child's Play* website (<http://childsplay.slq.qld.gov.au/>). They can reflect upon the games that they played at and other experiences of the woolshed and make connections to the images available on this website.



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Teacher Information for SOSE Programs

The SOSE educational programs at the Jondaryan Woolshed are designed to address core learning outcomes of the Queensland based *Studies of Society and Environment P – 10* syllabus. The core learning outcomes best addressed by the teaching and learning activities of each of the Jondaryan programs are identified at the beginning of each program. However, with adaptation or extension, other core learning outcomes could readily be addressed. Suggestions of these are also provided. Thus, with some reworking of the activities, teachers are better able to meet the learning needs of individual students.

Similarly, teachers are encouraged to look at all of the Jondaryan SOSE teaching programs for other ideas for adaptation. As the core learning outcomes of the SOSE syllabus engage students in the same processes (e.g. CI 1.1 and CI 3.1 both involve students in *investigating*) but build in complexity from one level to the next, a shift in focus of the activities may be all that is needed to address a different outcome level. For example, the theme from another, but higher level, Jondaryan program may be better suited to a teacher's classroom teaching topic. By using the activities in the higher level program as a starting point, a teacher should find that many of the activities can be reworked to address relevant lower level core learning outcomes.

Particularly for Primary teachers, other ideas for activities during your visit can be gathered by looking at the educational programs for the other Key Learning Areas. There is plenty of opportunity for developing an integrated approach to the Jondaryan Woolshed visit. Teachers should see the program suggestions as a starting point and are encouraged to discuss the outcomes that they would like to achieve with the Jondaryan staff.

Finally, the pre- and post-visit activities, as well as the actual visit itself, should be viewed as part of the broader classroom teaching module. The activities have been designed around an inquiry approach. That is, students are encouraged to engage in research before, during and after their visit and to ask extensive questions during the visit. Specific focus questions for each program have not been developed as the nature of the focus questions will depend on both the inquiry phase that the Jondaryan visit contributes to and the broader classroom-based module. Teachers should refer to the Queensland School Curriculum Council paper *Inquiry Approaches in Primary Studies of Society and Environment Key Learning Area* for guidelines on developing teaching modules around an inquiry approach. Available at:

http://www.qscc.qld.edu.au/kla/sose/research_papers.html



JONDARYAN WOOLSHED

Life On An Outback Station

Information for volunteer staff

Life on an outback station develops students' understandings of what life was like in the past on a remote rural property. The program develops student appreciation of, first, life in the 'olden days' and, second, life in a remote area. It provides students with opportunities to compare how people in this situation met their needs with how the students' needs are currently met. Further, students explore how such families engaged in leisure activities and celebrations.

Students will increase their understanding of change over time, as they are made aware of the changes that have taken place at the Jondaryan Woolshed. Students will consider how this property was once a large, remote property but is now a small property within a more built-up area.

For the classroom teacher, the general purpose of the visit to Jondaryan will be to develop student understandings of 1) how people's clothes, food, shelter, work and leisure are related to environmental conditions and 2) how diverse families (groups) meet human needs of food, clothing, shelter and love. Teachers may have focused specifically on one of those elements (e.g. shelter) or may have covered a range. Jondaryan staff should discuss the particular outcome that the teacher would like the visit to the woolshed to achieve, so that the tour and activities can be tailored to it.

Staff should refer to **Resources 4, 5 and 6** (part of the teaching module) to get an idea of the sort of activities that students can participate in to meet different focuses during the tour.

- If the focus is on shelter (see Resource 4) guides can focus on comparing and contrasting the designs of the buildings on the site; how they reflect environmental conditions; the natural resources used to build the structures, taken from the area but also shipped in. The wealth (or lack of it) reflected in the buildings can also be pointed out.
- If the focus is on food (see Resource 5), a special program that allows the students to participate in making damper should be designed. Staff can explain why damper was (and still is) so popular. Students should be given opportunities to help measure ingredients, etc. when making a special damper for the group. Students can then share some of the damper at lunchtime. As suggested on Resource 5, explanations about

the different cooking facilities used on a station should be given as well as descriptions about typical foods for the day. Special focus can be placed on the first Shearers' Feast at the woolshed and the sort of foods that would have been enjoyed, how they would have been prepared, and so on (see the Jondaryan website for further information, if necessary). Again, the differences between the foods of the wealthier squatter and the poorer casual workers can be highlighted.

- If the focus is on leisure (see Resource 6), the Shearers' Feast can be mentioned again. The story on the website about the feast highlights quite a number of activities that were part of the celebrations. Staff can talk about these and show where they would have taken place. A focus can also be on children's activities, such as the toys on display in the schoolmaster's house. Children can be shown how to play a game of horseshoe toss or a traditional game of knuckles. This can be played using suitably sized pebbles but it can be made clear to students that the original items were sheep's knuckle bones. If staff are skilled, a bush yarn could be told, a traditional ballad recited, a song sung or a folk tune played on an instrument.
- In general, guides can talk about the isolation of the Jondaryan Woolshed in the early days and can share their personal life experiences with rural isolation. They can also highlight the resourcefulness of people in such situations in meeting their needs. Examples of creatively reused materials can be shown to the students.

Also note that, as part of the teaching module, students will be considering what older people value from the past so here is a good opportunity for some 'yarning' with them, with particular emphasising what is valued by people in rural communities.

- The classroom teacher may have used *The Mystery Box* by way of introducing students to the Jondaryan Woolshed (see **Resource 1**). Staff can make reference to some of the artefacts in the box, pointing out how they were used, where they came from, etc.

Regardless of the activity, students should be questioned as often as possible in order to more actively involve them in their learning. Throughout the demonstrations or the story telling, they should be challenged, for example, to guess what an object was used for, what happens next in the story, or to make connections with their own lives (What does this remind you of? How do you do this?).



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USEFUL WEBSITES

The Outback

<http://www.outback2002.com/>

Official site for the “2002 Year of the Outback”. Teacher use only.

<http://www.outbackholidays.tq.com.au/events.htm>

Tourism Queensland’s website containing Year of the Outback information specific to Queensland. A useful research tool for teachers to get a sense of activities and cultural events considered part of the outback experience.

<http://www.outbackmag.com.au/contact/subscribe.html>

The website for *Outback* magazine that provides useful on-line articles about outback stations, people, bush tucker and so on. A good research tool for teachers.

<http://www.cycletours.com.au/home/home.htm>

The website for Remote Outback Cycle Tours. This site contains an abundance of attractive photos of the Australian outback. Teachers can help students to get to the ‘Photo Gallery’ page where they will enjoy using their early numeracy skills by clicking through the numbered pages.

<http://www.ozoutback.com.au/>

Contains numerous photos of Outback Australia, with many images of indigenous Australians. With adult help, students can send free digital postcards.

<http://www.matildacentre.com.au/>

The Waltzing Matilda centre in Winton, Queensland. Contains photographs and information about the song and its characters.

Leisure activities

<http://www.roebourne.wa.edu.au/culture/picturedamper.htm>

A simple website with beautiful photos of indigenous children making damper. Includes a recipe and instructions. Children will enjoy looking at the photographs while the simplicity of the page allows students to simply scroll down it in order to view the images.

<http://childsplay.slq.qld.gov.au/>

This site is designed for older children but does contain some worthwhile historical images of children. Go to the 'Child's Play Exhibition' page and make especial use of the 'Nature' and 'After school' photos. Once teachers have accessed these sections, young students would be able to click to the next image. Alternatively, teachers could put one image up on the computer each morning and students could look at it as they come to class. The morning's work could begin with a discussion about what is happening in the photograph, how it is connected to class work and how the image relates to what students will see or have seen at the Jondaryan Woolshed.

Australian Studies

<http://www.teachers.ash.org.au/edsites/austud.html>

A good educational site with extensive links to other websites connected with Australian studies. Stories about the early pioneering spirit can be sourced through the 'Biographies' link.



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Resource 1: *The Mystery Box*

The Mystery Box is a collection of artefacts from the Jondaryan Woolshed. It contains replicas of objects that were a common part of the everyday lives of the people associated with the woolshed.

The Mystery Box allows students to physically handle historical artefacts and to consider the human stories behind them. The artefacts reveal both the work and leisure activities of the Jondaryan people and reflect the interests of both males and females. In working with the artefacts, students will develop not only an awareness of how life has changed but also an appreciation of the commonalities of life in rural colonial Australia with their own lives.

Suggested uses of *The Mystery Box* are:

- ❖ Begin with students seated on the floor. Briefly explain, in terms that the students will understand, that the box contains historical objects from the woolshed and that the class has to solve the mystery about what each object is, what it might have been used for and who might have used it.
- ❖ Allow a student to select one of the objects. This object can then be passed around the circle of students. While it is being passed around, the teacher can ask questions about what it is made from; whether it is heavy/light (students can then draw conclusions about whether a man, woman or child may have used it); what it feels like; what it smells like; whether it would have been hard to make; whether it would have been a precious object or used everyday; whether it is similar to an object that they are familiar with; and so on.
- ❖ The class can then offer suggestions about what the object is, who would have used it, and so on. Suggestions can be put on the board.
- ❖ A number of the objects can be worked through this way, with the teacher letting the students know the 'answers' at the end of the activity.

- ❖ All of the objects can be put on display for a number of days so that students can explore the objects in their own time.
- ❖ After becoming familiar with the artefacts, students can choose a favourite one and draw a picture of it being used. For example, a picture of a colonial worker hanging out the washing would demonstrate student understanding of how the traditional wooden clothes peg artefact would have been used.
- ❖ Students can do a life size (1:1) sketch of an artefact, label it, and write a sentence or two about it.
- ❖ Students can be encouraged to compare and contrast the historical objects with the modern day equivalent. This can then be extended into a discussion about the similarities between how people met the same or similar needs in colonial times as in modern times.

Please contact the Jondaryan Woolshed for further details about using *The Mystery Box*.



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Suggested objects for *The Mystery Box*

The following are suggestions for artefacts that can be included in Resource 1: *The Mystery Box*. Please read the Teacher Instructions (**Resource 1**) for an idea of how the *Mystery Box* is to be used.

- The items should achieve a balance between station work (such as shearing and forging) and domestic work, thereby achieving a better representation of the work of males and females;
- The items should also represent a range of ages, including artefacts that children and adults alike would have used;
- The items should be safe for young children to handle;
- The items do not need to be historical artefacts, rather they can be replicas.

The following ideas should be easily sourced from the Jondaryan Station and its volunteer staff. As a result, a number of *Mystery Boxes* would be able to be made up.

- Freshly shorn wool;
- Old-style wooden clothes peg;
- School writing slate;
- Horse shoe;
- A piece of lace work;
- An old food or tea tin;
- A used billy;
- A broken handled cup (old style mug);
- Wool carding board;
- Old wooden spoon;
- Old-fashioned child's toy (such as jacks or knuckles).

There are likely many other bits and pieces that could be found around the station for inclusion in the box. Any items included in the box should be recorded on an accompanying "Teacher's reference list" that explains to the teacher what each item is and what it was (could have been) used for.



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Resource 2

The Old Bark Hut

Oh, my name is Bob the Swagman, before you all I stand,
And I've had many ups and downs while travelling through the land.
I once was well-to-do, my boys, but now I am stumped up,
And I'm forced to go on rations in an old bark hut.

Chorus: In an old bark hut, in an old bark hut.
I'm forced to go on rations in an old bark hut.

Ten pounds of flour, ten pounds of beef, some sugar and some tea,
That's all they give to a hungry man, until the Seventh day.
If you don't be might sparing, you'll go with a hungry gut –
For that's one of the great misfortunes in an old bark hut.

Chorus

The bucket you boil your beef in has to carry water, too.
And they'll say you're getting mighty flash if you should ask for two.
I've a billy, and a pint pot, and a broken-handled cup,
And they all adorn the table in the old bark hut.

Chorus

Faith, the table is not made of wood, as many you have seen –
For if I had one half so good, I'd think myself serene –
'Tis only an old sheet of bark – God knows when it was cut –
It was blown from off the rafters of the old bark hut.

Adapted from *The Old Bush Songs*, edited by A. B. Paterson (1905, pp.12 – 13). Available as a web document at

<http://purl.library.usyd.edu.au/setis/id/v0030>.

Music available at <http://www.crixa.com/muse/songnet/065.html>

A sound MIDI file of the tune (as 'Old Keg of Rum') available at

<http://sniff.numachi.com/~rickheit/dtrad/lookup.cgi?ti=KEGRUM&tt=KEGRUM>



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Resource 3

The Yarran Tree

by Mary Gilmore

The lady of the Yarran-tree,
She built herself a house,
And, happy in it, there she lived
As tidy as a mouse;
She set a stool against the fire,
And hung the broom beside,
And yet, although she sat alone,
The door was open wide.

And she beside the Yarran-tree
Was busy as could be;
She kept her sheep, she carded wool,
Her bleach was white to see;
She baked her bread from wheat she grew,
She tanned the good ox-hide;
And still, for all she sat alone,
Her door was open wide.

Excerpt from *The Yarran Tree* by Mary Gilmore. Full version available as a web document at www.middlemiss.org/lit/authors/gilmorem/poetry/yarrantree.html.



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Resource 4

Activities that focus on the shelter components of Outcome PS 1.1 and Outcome CI 1.3

Each of the buildings at the Jondaryan Woolshed reflects how the environmental conditions of the Darling Downs region affected their design. The buildings also make use of the natural resources available in the region. :

- During the early part of the tour, how the building design addressed the environmental conditions can be pointed out to students through active questioning. As the tour progresses, students can be encouraged to identify such elements themselves. For example, the wide verandahs on both levels of the Bank of NSW building can be pointed out to students at the beginning of the tour. When the class then looks at the Lagoon Creek Homestead, student attention can be focused on its similarly wide verandahs and students can be encouraged to draw their own conclusions.
- The theme of designing the buildings for the hot weather conditions runs through many of the buildings, with evidence of different approaches in different buildings. For example, the boundary rider's hut is designed for the flow-through of cool air, rather than having wide verandahs. On the other hand, the station dairy used cooled air piped from the creek in order to keep the station's dairy products cool. Students can look for similarities in design between the woolshed buildings and buildings that they are familiar with, such as their homes or their school.
- The Woolshed itself reflects careful design for both the environmental conditions and the work that took place in it. The tour guide will point out the main elements. It can also be specifically pointed out to students that, not only did the shearers need protection from the heat and the sun but, as it commonly rains during the shearing season, protection was also needed from the rain.
- Other design elements, such as having the kitchen area separate from the homestead as it was a fire hazard and having the school master's house right beside the school for accessibility reasons, can be explored.



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Resource 5

Activities that focus on the food components of Outcome PS 1.1 and Outcome CI 1.3

- Students can watch and participate in the morning's damper making session. Children can then share a slice of the damper at lunchtime. The popularity of damper will be explained to the students during the damper making demonstration.
- The damper is cooked over the coals of an open fire, in a 'bush' kitchen. Students can be encouraged to ask questions about how one cooks using an open fire. The making of billy tea can be shown to the class to illustrate the answer. Students can compare open fire cooking with the kitchen attached to the homestead. Students should be made to understand that homesteads had wood-fired ovens that were similar in appearance to modern ovens.
- Jondaryan staff can describe the foods commonly eaten during this historical period. The meals available at the woolshed reflect the menus of that time and students can read (or be helped to read) the blackboard menu.
- Reference can be made to the Shearers' Feast and, if studying the feast was one of the preparatory activities for the class, students should be encouraged to ask questions about the sort of food that would have been served up at the feast; where the ingredients would have come from; how the meals would have been prepared; who would have prepared them; how long it would have taken; and so on.
- The differences between life in the homestead and life in a boundary rider's hut could be highlighted to students. They can then be asked to consider how different the diets would have been for the different groups. It is important that students appreciate that not all colonial people drank billy tea and ate bush camp damper and that wealthy colonials ate a number of luxuries. Conversely, students can identify the commonalities between the groups. For example, even though the presentation may differ, tea and bread are common foods around the world.



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Resource 6

Activities that focus on the leisure components of Outcome PS 1.1 and Outcome CI 1.3

- Students may need reminding that life in the past did not involve watching television as a leisure activity. Students can make suggestions about what children may have done instead. Students should be encouraged to look around themselves and consider the resources that children had available to them (e.g. trees for swings, creeks or dams for swimming in, farm animals to play with). Students can listen to the descriptions by staff of the activities that children did (and still do) on remote properties.
- The point can be made to students that school was often a good opportunity for rural children to gain social contact. Again, students may need reminding about the lack of telephone communication, especially for children. Ask them if their attitude towards school might be different if they lived in the past.
- In small groups, students can go through the schoolmaster's house and look at the display of the children's room. What toys look the same as their toys? Are there any toys that are different?
- As an appropriately timed break, students can participate in a traditional game of horseshoes or play an old game, such as 'kick the can', skipping ropes, hopscotch or knuckles.
- Students should also consider how adults entertained themselves. The Jondaryan staff can tell the story of the Shearers' Feast, with particular emphasis on the leisure activities that took place.
- The Jondaryan staff can tell a bush yarn or recite a traditional poem or ballad.