

## Life on Board Run Sheet

Greet class and teachers either outside the museum or at the beginning of the presentation. Remind group of COVID Safe procedures (don't touch things unless necessary, use hand sanitizer) and appropriate behavior inside the museum (be mindful of other guests).

If possible, talk with teacher/s about any issues or special needs.

This program is typically one-hour long but can be adapted to be slightly shorter or longer.

Presenters will need to turn down the volume for the diary in the 1850s ship cabin space. They will also need to get the props and games out of storage ready to use, and ensure plastic gloves are available for students.

TIME	TOPIC	PROPS	METHOD
5	Welcome and introduction. Establish what students have been studying. Explain what 'life on board' is about – migration to South Australia and what maritime journeys were like		Students can stand in a group in the basement area, as they will move around. Connect students to the topic – who was born overseas, who has parents that were born overseas, etc. Many, if not all of us have a history of migration to SA.
5	Why do people migrate? How migrants travelled.	Ship model display	Use print as a prompt for discussion about how people may have been feeling, what supplies would have been brought for the journey and for a new colony. Look at ship models and discuss technological changes. How long do you think it took from the UK to Australia?
2	British migration – why were the Australian colonies established?	3 posters on display	Look at the language, and imagery in each poster.
5	Conditions on board – newer cabins		Students have 3 minutes to explore the two display cabins, and then meet me on the benches in the 1850s ship cabin when I ring the bell.
10	Conditions on board – 1850s Consider the sounds, conditions, heat/cold, seasickness, bugs/animals, food (rations, cooking), water, toilets		We've gone back in time to the 1850s. Sit quietly for a moment – what sounds can you hear? Run through the various aspects of conditions on board and invite students to imagine what it was like.
	*If a student notices the mother and baby display, remind them that these were very long journeys in difficult conditions, with both young and old passengers. Sometimes women got pregnant or gave birth on board, sometimes people unfortunately died. When people died, they would be wrapped in a sail and released overboard.		
5	Hazards, Rough medicine		Would there be any hazards on board? What could they be? Sometimes people got sick and they would need to see the ship's doctor. Describe old medicines and role-play treatments.
10	Games on board		During such a long journey, people would surely get very bored. How would they entertain themselves? Usually: break students into three groups to play quoits/horse racing/research online COVID: teacher to choose 3 students that have been doing a great job today. Students don plastic gloves and play quoits. Ask teachers to choose another 6 students to demonstrate horse racing game. Encourage other students to be cheerleaders for them.