

# The Village

## Education Program Teacher's Guide



The Village

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Step back in time; to a time before TV, air-conditioners and computers; to a time when bread was baked at home in a wood-fuelled oven, milk came directly from cows to the table, and horses pulled ploughs to cultivate the land.

See how the pioneers of this region transformed dry Mallee plains into lush citrus orchards and how the farmers combated drought, heat, rabbit plagues and devastating winds to produce some of the best cereal grain crops in the country.

Learn how the townsfolk lived, where they went to church and school, what they bought from the stores and the paddle-steamers that visited regularly, and how their grit and determination enabled them to survive in this harsh landscape.

The Village tells the stories of days gone by and of the hard-working pioneers who struggled to tame this inhospitable land and is displayed in over 45 buildings and exhibits.

## EDUCATION PROGRAM BOOKINGS

**Number of students:** Maximum of 50

**Duration:** Approximately 2 hours of managed activities. Activity worksheets for around 3 hours of unguided activities are available.

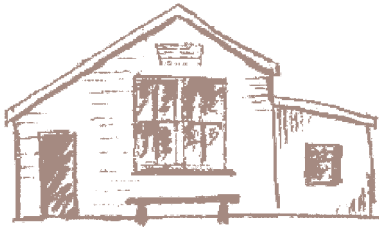
**2014 Cost:** \$7.00 per student, no GST. Teachers and support staff free.

Accompanying parents, carers and grandparents \$7.00.

**Bookings:** Available week days, subject to availability.

**Email your booking enquiry to:**  
[requests@thevillageloxton.com.au](mailto:requests@thevillageloxton.com.au)

or phone 08 8584 7194 (email is preferred and is checked daily)



# Teacher's Guide

We welcome you to the Village and hope that you and your class enjoy your visit, discovering life in the days of the 1890s to 1950s in Loxton.

At The Village, we aim to encourage teachers to use the museum as a resource to address curriculum learning outcomes.

The tables on the following pages outline the activities and resources that link to the Australian Curriculum (v4.1) for each year level.

In addition to the activities listed in the tables, there are more activities and worksheets that align with The Village's exhibits and themes which include:

- ~ **EARLY SETTLERS** - *How Loxton came to be and who lived here*
- ~ **BUILD IT UP** - *How Loxton developed into a township, what building materials were used*
- ~ **HOMES & LIVING** - *Everyday life for Loxton locals through the eras 1890 - 1950*
- ~ **DOWN ON THE FARM** - *People and tools that established Loxton's farming community*
- ~ **RIVER, RAIL & ROAD** - *Explores transport to, from and around Loxton 1890 - 1950*
- ~ **SCHOOL DAYS** - *Experience school work and play as it was in the early 1900s*
- ~ **GO TO TOWN** - *Discover the Main Street of the Village, the shops and occupations*

We offer a morning program of guided activities, suitable for groups, including a School assembly 1900s style, and Village staff demonstrating damper making, butter making and rope making, and washing with a wringer.

The afternoon session can be constructed with self-guided activities suitable to the year level of your group, with activities and resources listed in this guide. Allow at least 15 minutes per activity, with some 'exploring time' as well. Lots to see!

## Contents

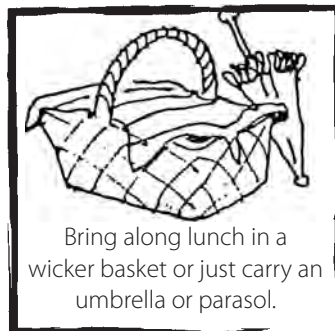
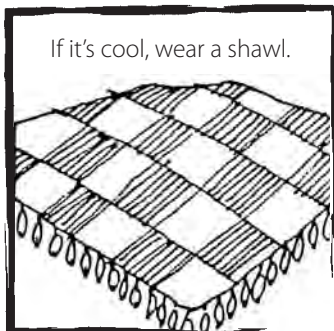
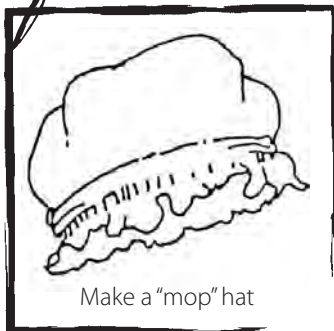
- Welcome and Program Outline
- Dressing up for the day
- Facilities Available
- Safety and Behaviour Management
- Guided Activities
- Self Guided Activities - List
- Sample Timetable
- Map of The Village
- Risk Assessment



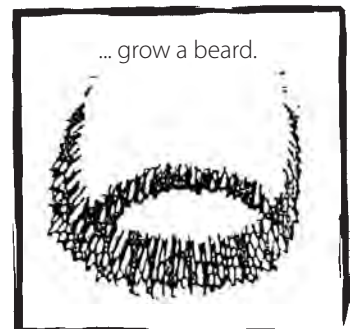
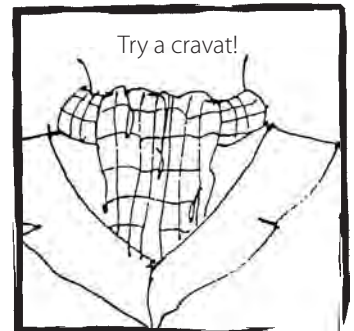
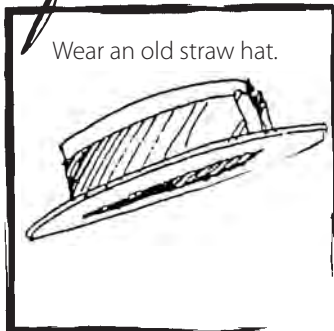
Prior to your visit to the Village, we encourage students and teachers to find pioneer style clothes to dress up in or make some pioneer hats/bonnets or other simple accessories to help them get a feel for the era of the 1890s - 1910s.

Simple ideas on how to create a Pioneer look include:

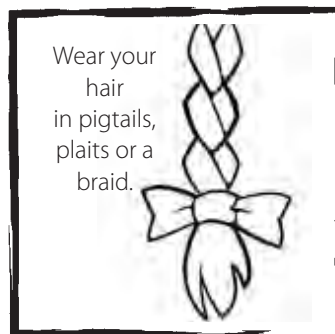
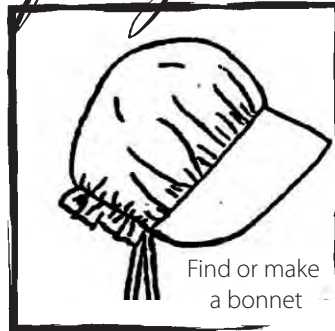
## *For Women...*



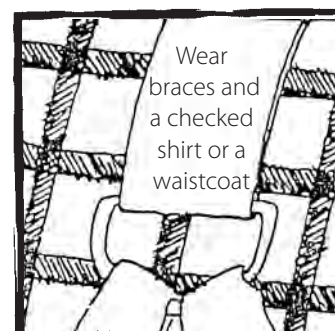
## *For Men...*



## *For Girls...*



## *For Boys...*



## FOOD AND FACILITIES

There is a grassy area along the riverside fence of the Village, which is an ideal place for your group to have lunch or a small, shaded picnic area is situated at the end of the implement shed (No. 10 on your Village Map), or behind the main entrance building (No 1. on the map).

Drinks and Ice-creams are available from the entrance building.

Toilets are at the opposite end of the Village to the entrance (Between No. 12 and No.14 on the map) and also behind the Entrance Building.

Rainwater is also available from the tap behind the bakery (at the back of No 5 on the map, opposite the implement shed). This is the ONLY SAFE drinking water.

Young children can play on the train, bikes and swings during the lunch break as long as there is adequate supervision by school staff. Please adhere to age limits placed on playground equipment.

### **SAFETY AND BEHAVIOUR MANAGEMENT NOTES AND GUIDELINES:**

- Supervision of students and behaviour management remains the responsibility of the school class teacher while at the Loxton Historical Village.
- Children are only permitted to climb into the drivers section of the locomotive. Do not allow them to climb on the boiler or other parts of the train.
- Watch that fingers don't get caught in the hinges of the stocks by the Police Cell.
- Children are not permitted to climb on any other exhibits including the machinery and the large old mallee stump near the toilets.
- Children must not turn any handles or touch machinery exhibits (many of the old machines were not built according to current safety regulations and motors engines, cutting blades, cogs etc. were left exposed. Some of the machinery is rusted with age and therefore climbing is not safe )
- Students are not permitted near the site of the campfire without the Village Education Officer present.
- Students are asked to remain a reasonable distance away from Village pets (e.g. the sheep and kangaroo) and to refrain from feeding or chasing them.
- Safety instructions specific to activities are included in the individual Activity notes.
- Please refer to the Risk Assessment document to assist you in determining safety issues applicable to your group

## Guided Activity Outline

The whole class meets by the flag pole in front of the School for 'Assembly' followed by a 15 minute introduction from the Village Education Officer, can include being seated inside the School building depending on class size.

The large group then divides into smaller groups, each departs to one of the activity locations. Each activity lasts 15 minutes, at the end of which the groups are to move onto their next activity. There will be a Village staff member to explain to and instruct students. Visiting Adult Group Leaders will need to refer to the programme notes and the information at the activity site to help them guide the students.

### ACTIVITY: **Butter Making**

- Located on the side verandah of the Entrance Building

Groups will make enough butter for everyone to sample on the damper once cooked. A butterchurn is provided as a visual display only. A Village staff member will provide the demonstration.

### ACTIVITY: **Damper Making**

- Located under the Thatched Shed

A Village staff member will instruct students how to make their own damper each, to be cooked together in the campfire by the Pine & Pug Hut. This is a good opportunity to compare the life style and cooking facilities of early settlers to our current labour saving kitchens.

### ACTIVITY: **Washing Day**

- Located at the Pine & Pug Hut.
- Students will be made aware that electricity was unavailable, even as late as 1970 people still used wood stoves for cooking & hot water. Then discuss alternative energy: Fire power and People Power. Household tasks such as cooking, cleaning, washing up will be discussed and compared with the use of electrical items today. Students can then have a try at washing the clothes (provided) using the washboard, tub and wringer.

### ACTIVITY: **Rope Making**

- Located in front of the Blacksmith's Shop (Number 8. on the Village Map)

Divide the group into two smaller groups, one at each end of the 'hand-turned' rope-making machine, with the Village Volunteer in the middle guiding the 'Y'. Students take turns winding the machine.

Once each small group has spent 15 minutes at each activity, re-group at the Entrance Building to taste the Damper and Butter made. This completes the morning of guided activities.

## **ACTIVITY: Butter Making**

This activity is located on the side verandah of the Entrance Building .

A Village Volunteer will be available to guide the students through this activity with the assistance of the group's supervising adults.

Groups will make enough butter for everyone to sample on the damper.

A butterchurn is provided as a visual display only.

### **INSTRUCTIONS**

1. Divide children into two groups and halve the cream.
  2. Using a bowl and egg beater, beat the cream until it turns into a lumpy consistency.
  3. Pour off buttermilk - used for cakes, scones, drinking.
  4. Pour cold water over butter to "wash out" remaining buttermilk. Drain off water.
  5. Sprinkle one pinch of salt on butter and knead or pat with butter pats into shape.
  6. Place butter in container and place in the cool safe in the Pug & Pine Hut until needed.
-

## ACTIVITY: Damper Making

This activity is located near the Pug and Pine Hut.

A Village Volunteer will be available to guide the students through this activity with the assistance of the group's supervising adults. The following ingredients are supplied for this activity:

- 2kg of Self Raising Flour
- Golden Syrup

### INSTRUCTIONS

1. Students can work in pairs - 1 bowl per pair
2. Estimate ½ cups of flour and place in bowl.
3. Add one pinch of salt .
4. Mix to firm dough (like scone mixture) with water.
5. Collect camp oven from Pine & Pug Hut.
6. Place dough in camp oven. Do not press down.
7. Successive groups will cook theirs in one of 2 camp ovens - altogether.  
Last group will place camp oven in coals with the lid on.
8. Place some coals on the lid (small shovel hanging on tree for this purpose).
9. Damper takes 30-40 minutes to cook.
10. Students are expected to clean table down at the finish.
11. A bucket of water will be available for students to wash their hands.

### *Learn*

The Name 'Damper' is said to have come from the navigator William Dampier who, in the latter half of the seventeenth century, sailed south as far as the north-west coast of Australia. He found the land very inhospitable and lacking in food supply. It is thought that he made a "damper" out of flour, water and salt and cooked it in the ashes on a dying fire.

In the pioneer days, the damper was baked on the hot coals. Golden Syrup was a special treat and known as "Cockles Delight"

### *Talk*

This is an ideal opportunity to discuss with students pioneer methods for cooking, washing and other household tasks.

## **ACTIVITY: Washing with the Washboard and Wringer**

- This activity is located at the Pug & Pine Hut.

### **INSTRUCTIONS**

1. Soap the garment
2. Stand behind the Washboard, which is leaning in the washtub, and rub the soaped area of the garment up and down the Washboard. When this area is cleaned soap and rub the next section of the garment until it is all clean.
3. Rinse garment
4. Place it between the rollers of the wringer. Buttons folded in so that they wouldn't break.
5. Gently guide the clothes between the rollers as the handle is slowly turned. Make sure that fingers are well away from the rollers as you guide the clothes between them.
6. As the garment begins to show through the other side of the roller grab it to prevent it from getting wrapped around the roller. Once you have the other end of the garment the handle of the wringer can then be turned a little faster.
7. Please do not touch the screw at the top of the wringer. This is used to push the rollers closer together and wring out more water...but we don't need to do this here.

### **SAFETY NOTES REGARDING THIS ACTIVITY:**

Only one student operating the wringer at one time. Teacher must be attentive at all times when doing this activity to prevent fingers getting caught in the wringer. Communicate clearly with students telling them when to turn the handle slowly, and when to stop. If Student A is feeding the garment into the wringer and Student B is turning the handle on the wringer, Student A is the "Boss" and tells Student B when to turn, stop go slow etc. with teacher overseeing.

### *Learn*

The first electric washing machines also had electrically driven wringers on top of them. The wringer is now replaced by electrical appliances such as spin dryers – They don't dry the clothes but they get rid of the excess water.

Washing would usually take all day then the ironing had to be done and all old fashioned fabrics usually needed ironing, there were no crease-proof synthetics materials.

People usually only washed once a week. They didn't change their clothes as often. Usually only had 2 or 3 sets of clothes each - Two sets of working clothes, night clothes and a good set for church and going out.

Since pioneers had large families (usually 6 to 10 children) there were plenty of clothes to wash. Usually the oldest daughters helped her mother with household chores.

Most of the clothes would have been washed in the same water – whites and cleaner, best clothes were washed first, then dirtier work clothes washed last. Water was very precious. Washing water would have been saved and put on the garden to water the vegetables.

## Teacher's Guide

### SELF GUIDED ACTIVITIES

Self guided activities allow the students to work at their own pace, undertaking preselected activities throughout The Village.

These activities may form part of your timetable (for larger groups), or students can undertake the activities after the managed activities are complete.

Assistance by teachers and supervising adults may be required to complete some of these activities, depending on the age of the students.

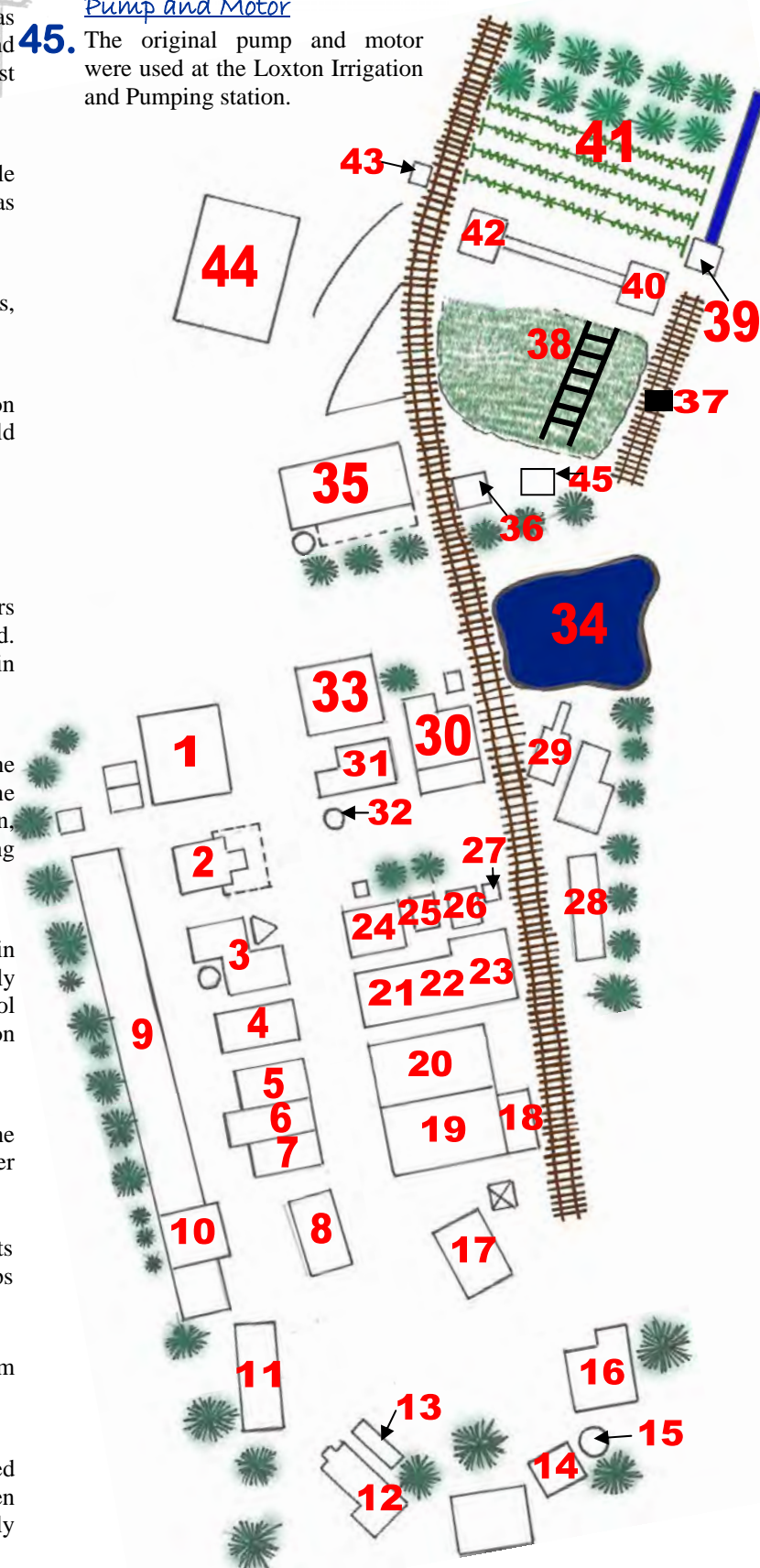
<b>Transport:</b>	Horses	Mechanical	River
<b>Early Settlers:</b>	Occupations	Buildings	Treasure Hunt
<b>School Days:</b>	Typical Day	Discipline	Games

### SAMPLE TIME TABLE

time	Group 1	Group 2	Group 3	Group 4
10.15am	Welcome to your school day	Welcome to your school day	Welcome to your school day	Welcome to your school day
10.30am	Damper	Butter Making	Activity Sheets	Rope Making
10.45am	Butter Making	Damper	Old Fashion Games	Activity Sheets
11am	Life Without Electricity	Activity Sheets	Damper	Old Fashion Games
11.15am	Activity Sheets	Life Without Electricity	Butter Making	Damper
11.30am	Rope Making	Old Fashion Games	Life Without Electricity	Butter Making
11.45am	Old Fashion Games	Rope Making	Activity Sheets	Life Without Electricity

# Map & Information

1. Entrance Building  
Constructed by the Rotary Club of Loxton in 1976 and opened by the Governor General, Sir John Kerr. Purchase refreshments and souvenirs here.
2. Pioneer Memorial Chapel  
This beautiful stone building was constructed in 1971 and the Loxton Ministers Fraternal assisted with the design. It is furnished with items from a number of churches throughout the district.
3. General Store  
Previously the Alawoona Store (a small township 34 kms south-east of Loxton), it was shifted to the Village in 1972 and, like most country stores in the early 1900's, it conducted the Post Office and PMG Exchange as well as catering for most of the needs of local residents. Originally built in 1910.
4. Bank  
This building was moved to the Village intact from the Mallee town of Geranium in August 1973, only months after it was closed as an agency for the Lameroo branch of the Bank of Adelaide.
5. Bakery  
The Bakery is a replica of the original bake house in Loxton. The oven is an original farm bake oven from an old homestead on the river.
6. Barber Shop  
Constructed in 1977 along with the bakery, the barber shop has been furnished with hairdressing equipment and displays from all over South Australia.
7. Saddlery Shop  
Replica of Klingberg's Saddlery Shop, well known in Loxton's early days. Saddle making is still carried on in this building.
8. Blacksmith  
Limestone building containing a comprehensive collection of equipment used by various blacksmiths in the district during the early 1900's.
9. Implement Shed  
The largest building in the Village, it displays many machines and implements commonly used in farming in the district.
10. Carpenter's Workshop  
Constructed of materials from numerous old buildings in Loxton including the floor of the Loxton Institute, the carpentry shop features a home-made lathe built from a tractor and machinery parts.
11. Thatched Shed  
This type of construction was commonly used for the housing of machinery as well as making an ideal storage area for hay and feed.
12. Pine and Pug Hut  
The first building reconstructed in the Village, it is almost exactly the same as the hut built by Loxton's first settler, William Charles Loxton, after whom the town was named, who settled next to the existing building under the large pepper tree.
13. Cellar  
Stone from the original Loxton Hospital was used in the construction of the cellar which was used to store perishables and anything requiring cool conditions.
14. Stump Barn  
An ingenious utilization of otherwise useless materials cleared off early farms. The stumps were stacked to form walls for sheds and provided inexpensive storage areas.
15. Windmill, Tank and Trough  
Artesian water was in abundance in the Mallee and the wind provided a constant source of energy. These constructions show the methods of water utilization by early settlers.
16. Stable  
Constructed of pine and mallee uprights obtained from old stables on a local property. Near the stable is a chaff cutter driven by a horse whim, one of the very few left in working order in Australia.
17. Shearing Shed  
Replica of early shearing sheds complete with wool press, classing table and shearing equipment. This shearing shed is one of the oldest buildings in the village and is a true symbol of the Aussie way of life and is a must see if you are visiting the village.
18. Pump House  
Constructed of pine slabs taken from a house built in 1903, the pump house contains an old Blackstone engine and a pump used when lack of wind in the summer stalled windmills.
19. Fire Station  
This building contains the best exhibition of fire equipment outside the metropolitan area and includes three restored fire appliances, including a horse drawn vehicle. The fire siren is sounded each day at 12 noon.
20. Garage  
The 1920 styled garage was designed with the help of the Riverland Vintage and Classic Car Club and is used by the club to work on and display some of their fascinating old cars, tools and many items associated with the pioneering days of the motor industry.
21. Institute  
Used to display articles requiring security, it is insulated to protect books, photos and papers of historic value. Like all early country Institutes, this building provides rooms for visiting doctors, solicitors and accountants.
22. Dental Display  
One of the most comprehensive displays of old dental equipment in Australia. The equipment has been provided by the South Australian Museum and the South Australian Dental Association.
23. Solicitor's Rooms  
Furnishings, books and records from Loxton's first solicitor, E H Hechler who practiced in the town from the early 1900's until his death in 1973.
24. Clarion Office  
Contains old printing machines, newspapers, as well as photos of the early settlement of Loxton and surrounding districts. The Clarion was Loxton's first newspaper.
25. Telephone Exchange  
The building was originally located at Paringa while the switchboard came from Moorook where it was used from 1935 till 1974.
26. F & G Kroeger  
Contains a comprehensive display of phonographs, radios and early electrical equipment.
27. Cell  
The cell of the original Alawoona Police Station demonstrating the obvious discomfort inmates would have experienced.
28. Stationary Motor Display  
A display of fixed engines from throughout history.
29. Railway Station  
Transported from Yinkanie, a siding 32 kilometers west of Loxton, in 1975 when the station was closed. Beside it stands an old RX engine No. 55 built in South Australia in 1911 and used on local services.
30. Cottage  
This building is the second stage dwelling after pine and pug huts and before the ultimate of a stone dwelling. Constructed of timber and corrugated iron, its furnishings and fittings are typical of those during the era 1900-1920.
31. School  
A small country school building, previously used in two small towns near Loxton. The building, fully furnished with desks, blackboard and school equipment, was dismantled and rebuilt by Loxton Historical Village Society members.
32. Flag  
The flag which is raised and lowered each day is the flag used by river vessels during the paddle steamer era.
33. Museum Building  
This old school building contains various exhibits including hospital equipment, a collection of lamps and photographic equipment.
34. Yabby Pond  
A storage for irrigated water. Often filled with storm water and stocked with yabbies.
35. Nissen Hut  
Typical of the original housing used by settlers granted 'blocks' after WWII, this corrugated iron hut has been furnished to show the living conditions of the early 'blockies'.
36. Railway Siding  
Believed to be from Veitch for delivery of parcels and collection of produce.
37. Lock Cranes  
The restored, hand-operated crane and first motorized model were used at Lock 4 during its early operation.
38. Drying Racks  
These racks, along with hot and cold dips were used in the drying of fruits.
39. Pump House  
Typical of the 'block' pump house with water wheel and meter to measure water usage. The 30m open channel demonstrates the original irrigation distribution.
40. Cutting Shed  
Corrugated iron sheds filled with hand-cutters were the 1st stage of the dried fruit industry. The sulphur boxes were used to preserve the fruit before drying 'on the green'.
41. Irrigated Block  
This area has been planted with older style vines and a variety of stone fruit trees and citrus.
42. Sulphur Box  
This box has been a very big part of the districts fruit growing history. When growers could afford it they would build their own solid brick sulphur houses like this one.
43. Myrla Railway Phone Shed  
The Shed has been moved from a site at Myrla to the Village to demonstrate the importance of communication.
44. Tractor Shed  
This new exhibit houses a collection of tractors and block implements dating from the 1920's. Several have been fully restored.
45. Pump and Motor  
The original pump and motor were used at the Loxton Irrigation and Pumping station.



## THE VILLAGE: RISK ASSESSMENT AND ACTION PLAN - EDUCATION PROGRAM OVERVIEW

Identified safety risk	Likelihood descriptor	Consequence descriptor	Risk level from matrix / priority	Action Plan (How to reduce this risk to an acceptable level)	Emergency Strategy (What we'll do if this risk becomes reality)
1. Crossing car park - child hit by car	Unlikely	Severe	Low	Teachers will ensure that the road is safe before crossing: children will be briefed on road safety prior to the walk. Teachers to carry mobile phones Children will not be required to wear their hats, greatly reducing the risk.	Use mobile phones to call ambulance, notify Loxton Hospital, Loxton Police and parents of child(ren) involved As above
2. Windy day - hats blow off - children may chase their hat and be hit by a car	Common	Severe	High		As above
3. Unforeseen health issue - staff or student (ie. Anaphylaxis or Asthma)	Unlikely	Severe	Low	Medication for children with existing health issues will be carried in the medical bag. Backup medication for health concerns such as Asthma will be carried (ie. Ventolin)	As above
4. Children wandering away from the group	Unlikely	Severe	Low	Students will walk with adults (teacher & parents) as class groups. Teachers will be responsible for ensuring that their students walk within the group. Adults will walk at the front and rear of the group as a whole, and at the front and rear of class groups within the line	Stop and ensure remainder of children are together. Identify last time child was seen. Notify authorities if child is not found within a few minutes
5. Slips/Falls/ Trips	Common	Moderate	Med	Warn students and control movement. Students accompanied at all times. All children instructed not to climb on equipment or machinery etc. Written notes re: safety instructions and consideration to be given to all adult group leaders for each activity. Children not following these instructions will be removed from the activity and the school's behaviour management policy will be enacted	Assess using First Aid procedures, use mobile phones to call ambulance and/or parents of child(ren) involved as deemed necessary
6. Squashed/jammed fingers, etc. or clothing caught in moving parts of equipment e.g. hinges, handles and wheels	Possible	Moderate	Med	Students instructed that adults only are allowed to turn handles on implements etc. and only after all children are standing a minimum of 1m clear. Children not permitted to use stocks until a teacher is present to operate them - no children to operate stocks. All groups have close supervision by adult helpers. Written notes re: safety instructions and consideration to be given to all adult leaders for each activity. Children not following these instructions will be removed from the activity and the school's behaviour management policy will be enacted. Parent helpers will refer all such incidences to a teacher immediately	Use first aid kit, first aid trained person on site, mobile phone with organisers and teachers in charge - contact emergency services and parents as required



## THE VILLAGE: RISK ASSESSMENT AND ACTION PLAN - EDUCATION PROGRAM ACTIVITIES

<b>BUTTER MAKING Identified safety risk</b>	<b>Likelihood descriptor</b>	<b>Consequence descriptor</b>	<b>Risk level from matrix / priority</b>	<b>Action Plan (How to reduce this risk to an acceptable level)</b>	<b>Emergency Strategy (If this risk becomes reality)</b>
Getting fingers caught in egg beater	Unlikely	Low	Low	Teachers and staff to ensure children follow instructions and use equipment correctly	Apply ice pack or use first aid. Seek medical advice if further treatment is required and notify parents as required

<b>DAMPER MAKING Identified safety risk</b>	<b>Likelihood descriptor</b>	<b>Consequence descriptor</b>	<b>Risk level from matrix / priority</b>	<b>Action Plan (How to reduce this risk to an acceptable level)</b>	<b>Emergency Strategy (If this risk becomes reality)</b>
Burns from camp fire, coals or camp oven	Possible	Moderate	Med	Warn students and control movement. Students to be accompanied at all times. All children instructed not to go near the fire and to follow Village supervisor's instructions. Children not following these instructions to be removed from the activity	Use first aid, contact emergency services and parents as required
Burns/scolds from hot damper	Unlikely	Moderate	Low	Warn students that the cooked damper will be hot when taken straight out of the camp oven	Apply ice pack or use first aid. Seek medical advice if further treatment is required and notify parents as required

<b>WASHING DAY Identified safety risk</b>	<b>Likelihood descriptor</b>	<b>Consequence descriptor</b>	<b>Risk level from matrix / priority</b>	<b>Action Plan (How to reduce this risk to an acceptable level)</b>	<b>Emergency Strategy (If this risk becomes reality)</b>
Squashed/jammed fingers Caught clothing on moving parts	Possible	Moderate	Med	Warn students and control movement. Students to be accompanied at all times. Children to follow instructions and only operate machinery when instructed. Children not to operate machinery un supervised. Children not following these instructions to be removed from the activity	Use first aid, contact emergency services and parents as required

<b>ROPE MAKING Identified safety risk</b>	<b>Likelihood descriptor</b>	<b>Consequence descriptor</b>	<b>Risk level from matrix / priority</b>	<b>Action Plan (How to reduce this risk to an acceptable level)</b>	<b>Emergency Strategy (If this risk becomes reality)</b>
Squashed/jammed fingers Caught clothing on moving parts	Possible	Moderate	Med	Warn students and control movement. Students to be accompanied at all times. Children to follow instructions and only operate machinery when instructed. Children not to operate machinery un supervised. Children not following these instructions to be removed from the activity	Use first aid, contact emergency services and parents as required