

Why Use the Museum as a Resource?

Each programme is individually tailored for class needs and time constraints, bringing together a combination of facts, gallery and display investigation, hands-on opportunities and access to collections. The museum educator facilitates the visit, provokes discussion and provides relevant professional information.

Our stories, our places, our people

Sites in the wider community are utilised in field trips and trails to bring education into the 'great outdoor classroom' for authentic learning in significant natural and historic locations. The stories of human cultures, histories and the natural world are told through the items in collection and records in archives

Displays and Galleries

At South Canterbury Museum the story of our area is told through thematic displays from land formation, extinct species, and wildlife, through to pre-European Maori, European settlement and the development of the harbour and Caroline Bay. The social history displays on the mezzanine covers aspects of everyday domestic life, including a corner store, brewery, schoolroom, and costumes. A replica of the famous Pearse aircraft is suspended above the main gallery. The central area of the floor below is a temporary display space that accommodates a variety of temporary exhibitions lasting approximately 8 weeks.

Museum Curatorial Staff

All programmes are planned in consultation with class teachers and delivered by a **museum educator**, a qualified and experienced teacher. Key museum staff provide additional expert information for some programmes, based on their knowledge of collections and research. Museum staff are also available outside of school hours for help with research and information queries.

Challenge what is familiar to your students

Students may explore culture heritage and identity, change and its influence on the way people do things, the formation of our landscape and the evolution of often-unique plants and wildlife. Many of the unique specimens and artefacts also provide a rich resource for **art and design** research and a stimulus for **creative writing**.

Whether introducing a topic, class lessons, individual research or end of unit revision, a visit to the museum is always worthwhile!

Archives and Research Room

Students are able to access and gather relevant historical evidence from a huge selection of **primary sources**: letters, diaries, postcards, 10,000 photographs, drawings and prints, church, club and business records. Books, including local publications, newspapers (The *Timaru Herald* 1864 to 1946 and 1981 to present, the *Timaru Post* and *Geraldine Guardian*), maps and plans, and directories are also in the collection. The Hamilton and McNichol Files (information on people buildings and places, published extracts), oral histories and unpublished manuscripts are also available.

Archives are open to the public

Tuesday – Friday 1.30-4.30pm

Sunday 1.30-4.30p

Closed Monday and Saturday

Outside of these hours access can be arranged by appointment

Hands-on

A growing collection of authentic and reproduction items for students to handle adds to understanding and appreciation of past technology, methodology and attitudes. Students can make comparisons with their own life and experience. Included are reproduction garments for students to try on, and facsimiles of fragile collection items.

Education Space and Digital Theatre

A purpose built area for presentation of programmes and viewing of PowerPoint, video and DVD presentations as well as a hands-on workshop and meeting space ensures optimum student learning.

See for Yourself

Teachers are welcome to visit the museum at any time during open hours to research a class visit. Please make an appointment with the educator if you wish to plan a lesson, discuss a tailor-made programme or would like a visit 'behind the scenes'. Visits outside of public opening hours (10 am - 4.30 weekdays) are also possible by prior arrangement.

Objects, displays or visiting sites: nothing beats encountering the real thing!

Programmes 2009

Primary, Intermediate and Early Secondary (NE to year-10)

Learning to Learn: Through active participation in the experience children learn and practice appropriate social skills and values. **Inquiry based learning** is fully supported, with emphasis on allowing children to question and draw their own conclusions.

The role of museum programmes is to go beyond imparting facts and dates, or just looking at artefacts.

By engaging hands and minds we aim to instil confidence and help build a sense of belonging, tolerance and knowledge of cultural heritage.

Curriculum Links

All programmes involve several of the **essential skills**: communication, numeracy, information, problem-solving, self-management and competitive, work and study, social and co-operative, physical.

English is encountered in all programmes: Students view and respond to a wide range of **visual language** (instructions, information, stories, poems, pictures and objects). They are encouraged to **listen, ask questions, think critically and present ideas** to either a group or class.

Values and Key Competencies

All values expressed in the draft curriculum statement (2006) are expressly taught or indirectly used within the programmes (including an understanding of how they applied to people in the past and directly to individual students).

Using the museum as a resource is not about children passively receiving facts or looking at things, but actively engaging in a variety of **thinking** processes in a community context.

Therefore **management of self, relating to others** (both to their peers and to people's experiences from the past), **participating and contributing** and **using language, symbols and text** are all vital experiences that make museum learning a rich and varied experience.

Programme components offer opportunities for students to utilise and further develop several of the Key Competencies. These are a fundamental part of our teaching programme.

Early Maori History:

Social Sciences: *Identity, Culture and Organisation, Continuity and Change, Place and Environment, Economic World.*

Arts: *Understanding in Context, Developing Practical Knowledge, Developing Ideas, Communicating and Interpreting.*

Technology: *Knowledge and Practice.*

Science: *Living World, Life processes, Planet Earth and Beyond: Interacting cycles, Material World; Properties of Materials.*

Achievement Objectives for these topics might include:

- **describe** when, how and why particular foods were gathered, prepared and stored
- **explain** the major differences between pre European technology and European technology
- **create** images of creatures based on Maori myths and observed rock drawings
- **observe** and describe properties of familiar materials and group materials in different ways based on their properties

Programmes

Te Maru – Place of Shelter: Polynesian immigration, settlements within the Central South Island, different tribes and dialects. Significant individuals

Mahi Toi – Maori Arts: local myths and legends, rock drawing, carving and weaving: a close up look at artefacts and an art lesson in koru, spirals and ‘rock art’ motifs.

Nga Tuhituhi o Nehera (The Writings of the Past) - Rock Art Field Trip: view a range of rock-art sites not normally accessible in the South Canterbury area, including the Opihi Taniwha and Cave of the Eagle. Access to some of these category 1 sites on private land is by permission . **Suitable for Years 4+ Ideal camp activity.** (seasonal)

Mahika Kai – seasonal food gathering Journeys: Specific to central South Island: different foods and how they were caught, harvested, processed, stored and traded.

Nga Mahi Hangarau: Maori Technology: Hands-on with a range of wood, stone and flax processing tools.

Maori Myths and legends: From Kupe, ancient traveller to local legends of Aoraki and Mount Peel, to understanding the importance of story telling and celebrations such as Matariki.

Early Maori In North Otago: a look at the Waitaki region and its importance to Maori in the past, utilising North Otago Museum’s unique Willets collection of taoka.

Early European History:

Social Science strands: *Identity, culture and organisation, Continuity and Change, Place and Environment*

Technology: *practice, knowledge, nature.*

Arts Drama, visual: *Understanding in context, developing practical knowledge, developing ideas, communicating and interpreting.*

Achievement Objectives for these topics might include:

- **demonstrate** *an understanding of how our community has changed over time*
- **explain** *aspects of the relationship between our landscape, human settlement and cultural and economic development over time*
- **describe** *significant events or aspects of our region's past and how these are remembered today*

Programmes:

Whales and Shore Whaling: Field trip/museum. Visit the sites of shore stations, Sam Williams' grave, investigate what supplies are needed, compare the dimensions of a 'Right whale' with a whaleboat.

A New Beginning - Immigration: *Role play and dress-up* Help pack a trunk with authentic clothes and supplies, then experience the voyage out to New Zealand through our character, Sarah and her story.

Place of Shelter: Early European Settlement and Urban Development: Overview of, the European settlements, the reasons for leaving England, where the name Timaru came from, photographs — what early Timaru looked like, items in the collection brought by settlers.

People from Our Community

Social Science strands: *Identity, Culture and Organisation, Continuity and Change, Place and Environment.*

Technology: *practice, knowledge, nature.*

Achievement Objectives for these topics might include:

- **demonstrate** *an understanding of how our community has changed over time*
- **explain** *aspects of the relationship between our landscape, human settlement and cultural and economic development over time*
- **describe** *significant events or aspects of our region's past and how these are remembered today*
- **Identify and consider** *different views and feelings of people in relation to a specific technological development*
- **compare** *significant features of some technologies*

Programmes:

Riots, Murder and Mayhem: look at all or some of the following: 1855 James Mackenzie, sheep rustler, 1879 'Orange riot', 1886 Cain poisoning and trial of Thomas Hall, 1888 Jonathon Roberts — prison escapee, 1921 Constable Dorgan — police murder, Captain Belfield Woolcombe, Timaru's own gaol. **Suitable for years 4+**

Home Town Heroes: Inventors and Achievers: Bob Fitzsimmons, Richard Pearse, Colin Murdoch, Cecil Wood, Jack Lovelock, Margaret Cruickshank, Jessie MacKay and more.

Visit TBHS memorial library and see our Pearse replica.

Social Changes

Social Sciences: *Identity, Culture and Organisation, Continuity and Change, Economic World.*

Technology: *Knowledge and Practice.*

Achievement Objectives for these topics might include:

- **explain** aspects of the relationship between our landscape, human settlement and cultural and economic development over time
- **describe** significant events or aspects of our region's past and how these are remembered today
- **Identify** and consider different views and feelings of people in relation to a specific technological development
- **compare** significant features of some technologies

Programmes:

Victorian Life: Colonial New Zealand and the British Empire: A look at how ties to 'Mother England' and 'Home' have evolved from being a colony to a dominion and realm.

Dairy Times Past: Investigate early dairy technology and processes, make butter in an old-style churn.

Wheat Wool, Mutton and Dairy: A look at how farming has changed over the years, from hand labour, horses, machinery and tools, associated industries and exports.

Dress and Undress: Costume and textiles: Look at changes in clothing and accessories: materials, construction and design through photographs and close-up of costumes from 19th and 20th C: Try on a reproduction 19th C corset - **Ideal for food technology, Home economics, Materials technology classes**

Miss Wright Is Always Right! Schooldays Past: An Edwardian schoolteacher gives children a taste of the three R's. Use slates, ink and nibs, learn about the dreaded 'strap', school milk and 'the murder house'.

Toys and Games of Childhood: Including pre European toys and games, Victorian and twentieth century toys, games and pastimes.

Elbow Grease and Hard Work: Housework and appliances * Role-play and dress-up* Learn about everyday pre electric appliances from 19th C to mid 20th C by following an average day in the life of a housewife. Lighting, fetching water, washing, ironing, cooking, cleaning, mending, shopping, chopping wood, making butter, shearing sheep, and mending boots. **Ideal for Food technology, Home economics, Materials technology classes**

Grandma and Grandpa's Day: Appliances, clothing and photos from the 1940's and 1950's. How much could a penny buy?

A Community Grows

Social Sciences: *Identity, culture and organisation, Continuity and Change, Place and environment.*

Technology: *practice, knowledge, nature.*

Achievement Objectives for these topics might include:

- **describe** the differences between particular aspects of life in the past and life today
- **demonstrate** an understanding of how the past affects the present both at a personal level and in wider society
- **explain** aspects of the relationship between our landscape, human settlement and cultural and economic development over time
- **describe** significant events or aspects of our region's past and how these are remembered today

Programmes:

Downtown Monument Walk: Field trip / museum. Look at old photographs then walkabout to find the same spots. Edwardian architecture, sculptures and historic plaques including Landing Service building and Perth St Memorial.

Subdivision and Sale: Suburban development museum: Option of a field trip The growth and development of Timaru over the decades. Street names, 'two towns', house styles and opportunity to investigate an old cob cottage.

From Shingle to Sand: Caroline Bay and Harbour development: Examine the growth of the port and South Canterbury through images and stories of disaster and technological feats.

Pioneer Trail: Historic Buildings: Pleasant Point-Totara valley. Journey through the district to discover and experience the reality of working and living in the early days. Visit some or all of the following: Rhode's thatched slab cottage (Levels), 1880's furnished cob house (Keane's Cottage), an old watermill (Parr's) and limestone stables (Glenelg), Kakahu lime kiln, and Richard Pearse Memorial. Access to these category 1 sites on private land specially arranged in conjunction with the Historic Places Trust.

Suitable for years 4+

Marvellous Technology

Arts—Visual, Sound : *Understanding arts in context*

Science *Physical World*

Social Sciences: *Identity, Culture and Organisation, Continuity and Change, Economic World.*

Technology: *Knowledge and Practice*

Achievement Objectives for these topics might include:

- **Share ideas about music** *recognise that these serve a variety of purposes and functions*
- **Share ideas about others work** *how and why works are made, their purpose value and context*
- **Extend** *experiences of physical phenomena*
- **Describe** *significant events or aspects of our region's past and how these are remembered today.*
- **Identify and consider** *different views and feelings of people in relation to a specific technological development*

- **Compare** significant features of some technologies

Programmes:

From Shanks Pony to Lighter Than Air: Transport: Horse drawn, bicycles, early powered vehicles, trains, planes (see Richard Pearse), sailing and steam ships.

Train Day: Pleasant point Railway and Museum: A special combination of our communication and transport programmes which incorporates riding on the train, old time movies, computer and telephone relics and more.

Richard Pearse and Flight: Examine birds and wings, learn the necessary properties of flight and discover how Richard Pearse beat the Wright brothers into the air.

'Drop me a line, give me a ring': Communication in the past: Quills, pens, slates, typewriters, writing, letters, postage stamps, post offices, telegraph and telephones.

Lighting Timaru: Candles, lanterns, torches, gaslight and the history of Timaru's two light houses.

Making Music: A close up look at musical instruments and songs reflecting the diverse range of cultures in our community, from pre-European to Celtic heritage of early European settlers.

Fur, Feathers and fibre: Look at mounted bird and animal specimens, as well as significant Maori weaving, and a range of natural fibres. Have a go at creating muka - flax fibre

Programmes can be devised incorporating recycling and wearable art

Disaster!

Social Science strands: *Identity, culture and organisation, Continuity and Change, Place and Environment.*

Technology: *Practice, knowledge, nature.*

Arts: *Understanding in context, developing practical knowledge, developing ideas, communicating and interpreting.*

Achievement Objectives for these topics might include:

- **describe** the differences between particular aspects of life in the past and life today
- **demonstrate** an understanding of how the past affects the present both at a personal level and in wider society
- **describe** resource use in our region and how this has changed over time
- **demonstrate** an understanding of how our community has changed over time
- **explain** aspects of the relationship between our landscape, human settlement and cultural and economic development over time
- **describe** significant events or aspects of our region's past and how these are remembered today

Programmes:

1868 Fire of Timaru: Take on the role of a citizen and choose what you would save from the flames. Take a walk along the length of Stafford Street to trace the route of the fire, visit the fire station.

Civilians at War: Emergency Precaution Scheme, (Civil Defence) rationing, gas masks,

drills, blackouts and air-raid shelters.

Anzacs: Stories of local WW1 and WW2 involvement: Photographs, diaries, letters, uniforms and more.

Dangerous Shores: Shipwrecks: A look at the many wrecks in early Timaru including Benvenue and City of Perth and the Rocket Brigade.

Treasures:

Social Science: *Identity, Culture and Organisation, Continuity and Change, Place and Environment.*

Technology: *Technology and society* **The Arts: Music** *Understanding the Arts in Context.*

Achievement Objectives for these topics might include:

- *list the differences between modern and Victorian museums*
- *experience and express reactions about a variety of sounds, smells, textures*

Programmes:

Introduction to the museum: The work of the museum: What does a curator do? What does an archivist do? Creating displays, research and information, behind the scenes, care and storage of precious items.

Museum Marvels: Inquiry. What is an artefact? Look at weird and wonderful items from storage. Go on a 'voyage' around the museum to discover your own mysterious marvel.

Museum Marvels: Special Needs An extraordinary hands-on programme to stimulate discussion and exploration of the senses. **Look at, touch, smell, and listen** to weird and wonderful items from storage.

Changes in Our Environment

Social Science strands: *Identity, culture and organisation, Continuity and Change, Place and Environment.*

Technology: *practice, knowledge, nature.*

Science: Planet earth and Beyond: *earth cycles, interacting cycles.*

Achievement Objectives for these topics might include:

- *describe the differences between particular aspects of life in the past and life today*
- *demonstrate an understanding of how the past affects the present both at a personal level and in wider society*
- *describe resource use in our region and how this has changed over time*
- *demonstrate an understanding of how our community has changed over time*
- *explain aspects of the relationship between our landscape, human settlement and cultural and economic development over time*
- *describe significant events or aspects of our region's past and how these are remembered today*
- *observe and describe natural features and how they change*
- *describe how natural events and human actions can affect the local environment.*

Programmes:

From Shingle to Sand: The development of Caroline Bay as a recreational area and the importance of our harbour: Quarries, trams, dredges and divers. **We can also arrange visits to Primeport Timaru to compare past and present.**

We can also create programmes specific to your need: Topics could include:
Streets - Walls / Buildings - Hydro electric systems - Irrigation schemes

The World About Us:

Social Science : *Place and Environment.*

Technology: *practice, knowledge, nature.*

Science: Planet earth and Beyond: *earth cycles, interacting cycles* **Living**

World: *life processes, ecology, evolution.*

Material World: *properties of materials.*

Achievement Objectives for these topics might include:

- **explain** *how parts of our landscape had developed and changed over time*
- **group** *rock specimens according to three main origins*
- **identify** *several local fossil species and their former habitat and biology*
- **describe** *aspects of our region's recent fauna, how this has changed with human settlement and why*
- **describe** *features and adaptations of a particular animal group studied at the Museum*

Programmes:

Six-legs, eight legs: Insects/ butterflies and spiders: Field trip/museum. Victorian and contemporary collections of native and foreign species, lifecycles and finding specimens, identify insects in the field. ***Ideal camp activity.***

The Sea: Lagoon/Wetlands or Rocky shore: Field trips. Kai Moana, native and introduced birds, fish, shells, plants, lifecycles and finding specimens.

The Forest: Creatures and environment: Field trip utilising various bush reserves in Central South Island. Insect and macro-invertebrates hunt, understanding the ecological systems of forest.

Trees: native and exotic: field trip to botanic gardens: learn the different types and characteristics of trees: rare, specimens and natives. Botanic Gardens education centre.

Stream Study: creatures and environments: Field trip. Lifecycles and finding specimens, insects and native/introduced fish in the field. Video. ***Ideal camp activity.***

Beaks and wings: Birds and Moa. Museum based study of mounted specimens. Native, introduced and extinct species, habitats, food sources and predators.

Digging up the past: Fossils: Field trip/museum. Age, formation and locality of fossil beds in our area.

Rocks In the neighbourhood: The rock cycle, basic geology, plate tectonics, and New Zealand's formation, classify specimens into three rock types. Related topics: *Volcano, Fossils, and Water.*

Rock Hounding Field trip/s: Classify and identify rock types on site, understand local

geography and human impacts: lime kilns, dams, etc. In your local area. **Ideal camp activity.**

Fresh Water: Native fish and their environment. The water cycle, and early access to water: wells, irrigation, floods, hydroelectric and farming/industry impacts.

Bluestone Foundation Volcano: Mount Horrible and the Basalt that resulted, buildings, harbour, reefs.

Fur, Feathers and fibre: look at mounted bird and animal specimens, as well as significant Maori weaving, and a range of natural fibres and textiles. Have a go at creating muka (flax fibre).

Programmes can be devised incorporating recycling and wearable art.

A Community Grows

Social Sciences: *Identity, Culture and Organisation, Continuity and Change, Place and environment.*

Technology: *Practice, knowledge, nature.*

Achievement Objectives for these topics might include:

- **describe** the differences between particular aspects of life in the past and life today
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Programmes:

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Suitable for years 4+

Treasures and Taonga

Social Science: *Identity, Culture and Organisation, Continuity and Change, Place and Environment.*

Technology: *Technology and society.*

The Arts: *Music and Visual Understanding the Arts in Context.*

Achievement Objectives for these topics might include:

- **list** the differences between modern and Victorian museums
- **experience** and **express** reactions about a variety of sounds, smells, textures

Programmes:

Introduction to the museum: The work of the museum: What does a curator do? What does an archivist do? Creating displays, research and information, behind the scenes, care and storage of precious items.

Museum Marvels: Inquiry. What is an artefact? Look at weird and wonderful items from storage. Go on a 'voyage' around the museum to discover your own mysterious marvel.

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Other Programmes

English Language

A teacher experienced in **ESOL** is able to facilitate a programme for groups of foreign language students.

Special Needs

Individuals and groups of special needs students are catered for with prior arrangement. Access to the museum for the disabled is available from the rear car park off Church Street, and with access to the mezzanine by lift. (See *Museum Marvels* programme).

Outreach

Working in partnership to bring you quality learning experiences

**See our supplement for information about our outreach partners.
Remember we are happy to tailor-make programmes to suit your needs**

Educators

Our educators are qualified and experienced teachers. We keep up to date with curriculum issues and classroom practice through our teacher reference group and our affiliation to MEANZ (Museum Educators of New Zealand).

Jean Hesselin. Jean joined the service in June 2007 from a background in secondary teaching Physics, Science and Agriculture as well as Year 7 homeroom. From a rural background, Jean has spent most of her life in South Canterbury. She has completed her Master of Teaching and Learning, focussing on formative assessment. Jean enjoys taking students out of their comfort zone in the classroom and exploring learning opportunities on field trips and in real-life situations.

Nadine Wylie. Nadine has joined the Service in 2009, following on from 2006 when she was with us for a term. Nadine is a qualified primary school teacher who has taught both in local schools and in the UK during 2008.

Talk to the educators to if you have any enquiries about classes, bookings or organising a field trip.

South Canterbury Museum staff

Philip Howe, Museum Director.

As the Museum's first fulltime worker and a former teacher, Philip has long been involved in Museum education. He also cares for the Museum's natural history collections and can help with information on local geology and biology.

Davina Davis, Curator of Collections

Davina has also been involved in the Museum's educational programmes over the last few years. She has particular expertise in costume and textiles, social history and everyday life from earlier times.

Tony Rippin, Curator of Documentary History

Tony looks after our archives, photographs and local history information. He can help with any queries you or your students might have about local history. He can also help with information on how to preserve school archives.