

Cheerful chores with Clementina

BHHP Education Program
Prep to Year 2



About Bankfoot House Heritage Precinct

Bankfoot House is a heritage-listed residence in the Glass House Mountains. It was established in 1868 by William and Mary Grigor as a lunch stop and staging point for the Cobb & Co. Coach Service, which provided transport between Brisbane and the Gympie goldfields. The house was named after Mary Grigor's home village in Scotland. Three generations of this family occupied the house for over 130 years.

Education Program Overview

- *Cheerful Chores with Clementina* is a unique learning experience delivered on site at the state heritage-listed Bankfoot House Heritage Precinct (BHHP).
- Developed by teachers and the Sunshine Coast Council's Cultural Heritage Services team, the *Cheerful Chores with Clementina* education program focuses on the life of Clementina Burgess (nee Grigor) and her role at Bankfoot House. The BHHP Education Program is aligned to the HASS Australian Curriculum achievement standards for each year level, with learning outcomes and relevant content descriptors identified for each activity.
- Participation in hands-on activities allows students to develop skills and engage with local history, learning about Clementina and what her childhood would have been like at Bankfoot House. Students will learn about the daily chores Clementina would have had to undertake to assist her family in running Bankfoot House.

Program Structure

- The *Cheerful Chores with Clementina* program is presented on site at Bankfoot House Heritage Precinct inside the Mary Grigor Centre, Bankfoot House, The Shed, The Wagon Shed and the grounds of the property.
- Students will be guided around the property as they participate in select activities during their visit to Bankfoot House Heritage Precinct.

Activities

- *Clementina's Home*
- *Toys and Games*
- *Butter Churning*
- *Washing Day*

Alternate programs can be tailored, depending on the needs of your school. We are also able to deliver alternate programming in the event of inclement weather. Please contact our bookings officer for more information.

Program Specifications

- *Student numbers:* maximum 60 students on site (4 x groups of 15). Please note that the *House Tour* will be managed in smaller groups of 7-8 students.
- Please ensure that students have morning tea and lunch, sun, and wet weather protection.
- *School requirements:* 1 x authorised school representatives (teachers/ staff/ parents) per group, minimum of 5 for 60 students, (includes one additional representative for the house tour).

Program Structure

Timing	Activity	Duration
On arrival (orientation)	BHHP team meet bus on arrival. Comfort break and morning tea. Introduction.	30 minutes
Morning session	2 x 40-minute rotations.	90 minutes
Lunch break	Option for students to play with games, e.g., quills, skipping, marbles.	60 minutes
Afternoon session	2 x 40-minute rotations.	90 minutes

Overview- Cheerful Chores with Clementina- BHHP Education Program- Years Prep to 2.

Activity Overview	Inquiry Question/s	Content Descriptors
<p>Pre-visit offsite activity Who was Clementina Burgess? Students will read/hear about Clementina Burgess' life and answer questions about their own life in response.</p>	Who was Clementina Burgess and what was her role at Bankfoot House?	<ul style="list-style-type: none"> Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034) Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038) Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010, ACHASSI027, ACHASSI043)
<p>1878: A Year of Change in Australia Students will gain a greater understanding of the historical context that shaped Clementina's life by examining the technological changes occurring in Australia at the time of her birth. Students will explore how these changes made life easier for Australians at the time.</p>	What technological changes occurred during Clementina's life that made daily life and chores easier?	<ul style="list-style-type: none"> Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, ACHASSI039) Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008, ACHASSI025, ACHASSI041) Understand how changing technology affected people's lives (at home and in the ways, they worked, travelled, communicated, and played in the past) (ACHASSK046)
<p>On-site activities Clementina's Home Students will explore the interior of Bankfoot House, interacting with objects and photographs that tell us about Clementina Burgess' life.</p>	How do objects in the Bankfoot House collection relate to Clementina? What can they tell us about her life?	<ul style="list-style-type: none"> Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034) Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, ACHASSI039) Understand the history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)
<p>Toys and Games Students will participate in selected games and activities that were played by children and the family at Bankfoot House.</p>	How did families and children amuse and entertain themselves before the advent of electrical technologies?	<ul style="list-style-type: none"> Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, and ACHASSI039) Examine differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)
<p>Wash Day Students will discover how Clementina would have helped her mother do the washing at Bankfoot House by participating in a hands-on washing experience using old equipment and methods.</p>	What were the steps that Clementina would have taken to wash the clothes? How is this similar and/or different from how we participate in washing today?	<ul style="list-style-type: none"> Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038) Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028) Examine differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030) Understand how changing technology affected people's lives (at home and in the ways, they worked, travelled, communicated, and played in the past) (ACHASSK046)
<p>Butter Churning Students will discover how Clementina would have been involved in dairy farming by participating in the butter churning process.</p>	Why was dairy farming important to Bankfoot House? What is the process involved in making butter during Clementina's time?	<ul style="list-style-type: none"> Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034) Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038) Examine differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)
<p>Post-visit offsite activity Letter Writing Students will explain how Bankfoot House has changed over time and how it is cared for today by writing a letter or drawing a picture addressed to Clementina.</p>	What did you learn about Clementina Burgess and her life at Bankfoot House?	<ul style="list-style-type: none"> Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009, ACHASSI026, ACHASSI042) Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010, ACHASSI027, ACHASSI043)

