



OUTSIDE SCHOOL HOURS CARE ACTIVITY TRAIL

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The Museum's Vision Statement is:

to be recognised as a creative, innovative and exciting journey of discovery into Australia's rail story.

The Mission Statement is:

to harness the significance of the Workshops precinct by delivering international standard cultural and tourism related activities, education and public programs associated with the interaction of rail on people's lives.

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PURPOSE AND OVERVIEW

Railways revolutionised transportation during the 19th century. Valuables such as gold and money were often sent by train. This aroused the interest of would be robbers around the world.

Train robbers were active in Australia. Large amounts of money being transferred by train between banks and payrolls were common targets. While many of the thieves were caught there are some train robberies which remain unsolved.

The Great Train Robbery Event will examine the facts of Australian train robberies and give children opportunities to explore clues and theories and to examine evidence and put their problem solving skills to work.

The Great Train Robbery will include various activities for children that will encourage the development of specific learning and communication techniques and active learning processes. The table below details the activities that will be available to children throughout the event and links them to educational outcomes as outlined in the Early Years Curriculum Guidelines and the planning strategies that informed the design of the activities. Links to Key Learning Areas have also been provided in a table.

The activities require students to use a range of thinking skills in identifying the various answers to questions, and creativity in completing drawings. These activities are stepping stones to further study and acquisition of knowledge. Teachers should encourage students to explore further the answers to the various questions.

Please Note: All activities are subject to change without notice

Activity	Educational Outcomes	Planning Strategies
<p>The Great Train Robbery Investigation A 'whodunit' adventure for the whole family. Become a Deputy Detective and work with The Workshops Police Inspector to investigate the mystery of the missing miners wages. This case was never solved- are you up to the challenge?</p>	<p>Language learning & communication: Oral language</p> <p>Children expand their oral language by:</p> <ul style="list-style-type: none"> • using spoken language (including home language, or signed or augmentative communication) for a range of purposes • exploring the patterns and conventions of spoken, signed or augmentative language • interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings, including attentive listening. 	<ul style="list-style-type: none"> • Use language conventions to enter, establish and sustain roles, build relationships, contribute ideas, join and leave social and play situations. • Learn new vocabulary and extend language structures in a range of contexts. • Discuss and use, with support, attentive listening and the conventions of speaking and listening (or signed or augmentative communication) used in informal and group settings, including turn taking and attentive listening behaviours. • Learn to follow and give simple instructions in games and play.
<p>The Police Station Collect your clue sheet and interview 'suspects' in the crime. Draw your own conclusions about who the culprits were. Have your fingerprints taken by the police officer on duty. Create an identikit reward poster for the train robbers and display it on our Wanted Wall.</p>	<p>Active learning processes: Imagining and responding</p> <p>Children generate, represent and respond to ideas, experiences and possibilities by:</p> <ul style="list-style-type: none"> • experimenting with materials and processes in a variety of creative, imaginative and innovative ways • discussing and responding to the qualities of their own and others' representations, experiences and artistic works. 	<ul style="list-style-type: none"> • Experiment with materials, processes, tools, movement, sounds or props as they construct and create. • Represent ideas and experiences by creating drawings, roleplays, movement sequences, musical interpretations, models, diagrams and maps. • Explore and play with colour, line, shape, texture, size, and repetition as they draw, paint, print, sculpt and model.
<p>The Hideout Visit the robbers' secret space and test your powers of deduction and investigation with mystery board games. Pit your skills against other players in a game of <i>Cluedo</i> or <i>Guess Who?</i></p>	<p>Language learning & communication: Reading & viewing</p> <p>Children become readers and viewers by:</p> <ul style="list-style-type: none"> • using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts. 	<ul style="list-style-type: none"> • Explore the meanings communicated through symbols and written, visual and multimodal texts. • Engage with and respond to a variety of written, visual and multimodal texts. • Investigate the concepts of books and print during experiences with reading and viewing.

		<ul style="list-style-type: none"> • Discuss why a particular text has been chosen for a particular situation.
<p>Great Train Robbery Exhibition Take a look at our display of facts, photos and reports about Great Train Robberies close to home in Australia.</p>	<p>Language learning & communication: Reading & viewing Children become readers and viewers by:</p> <ul style="list-style-type: none"> • using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts. 	<ul style="list-style-type: none"> • Explore the meanings communicated through symbols and written, visual and multimodal texts. • Engage with and respond to a variety of written, visual and multimodal texts. • Investigate the concepts of books and print during experiences with reading and viewing. • Discuss why a particular text has been chosen for a particular situation.
<p>Old Workshops Town and Stick 'em Up Dress Ups (Open all day everyday in Moving Goods) Act out your own train robbery using props and dress up costumes in a kid-sized town complete with its own train station, police station and goal/jail.</p>	<p>Active learning processes: Imagining and responding Children generate, represent and respond to ideas, experiences and possibilities by:</p> <ul style="list-style-type: none"> • experimenting with materials and processes in a variety of creative, imaginative and innovative ways • discussing and responding to the qualities of their own and others' representations, experiences and artistic works. 	<ul style="list-style-type: none"> • Experiment with materials, processes, tools, movement, sounds or props as they construct and create. • Represent ideas and experiences by creating drawings, roleplays, movement sequences, musical interpretations, models, diagrams and maps. • Explore and play with colour, line, shape, texture, size, and repetition as they draw, paint, print, sculpt and model.
<p>Cops and Robbers Clobber Station Create/make you own robbery 'clobber'. Make a Deputy Police Officer's Badge, a Robber's Mask or Guard's Hat to wear.</p>	<p>Health & physical learning: Fine-motor Children build a sense of wellbeing by:</p> <ul style="list-style-type: none"> • using and extending finemotor skills when integrating movements and manipulating equipment, tools and objects. 	<ul style="list-style-type: none"> • Adjust the strength and control of grasp and release actions, when using objects, materials and equipment. • Refine control of shoulders, elbows, wrists and fingers through fine movements involving repetition and rhythm, e.g. cutting with scissors, rolling dough, clapping to music, climbing a ladder, finger plays.

LINKS TO KEY LEARNING AREAS

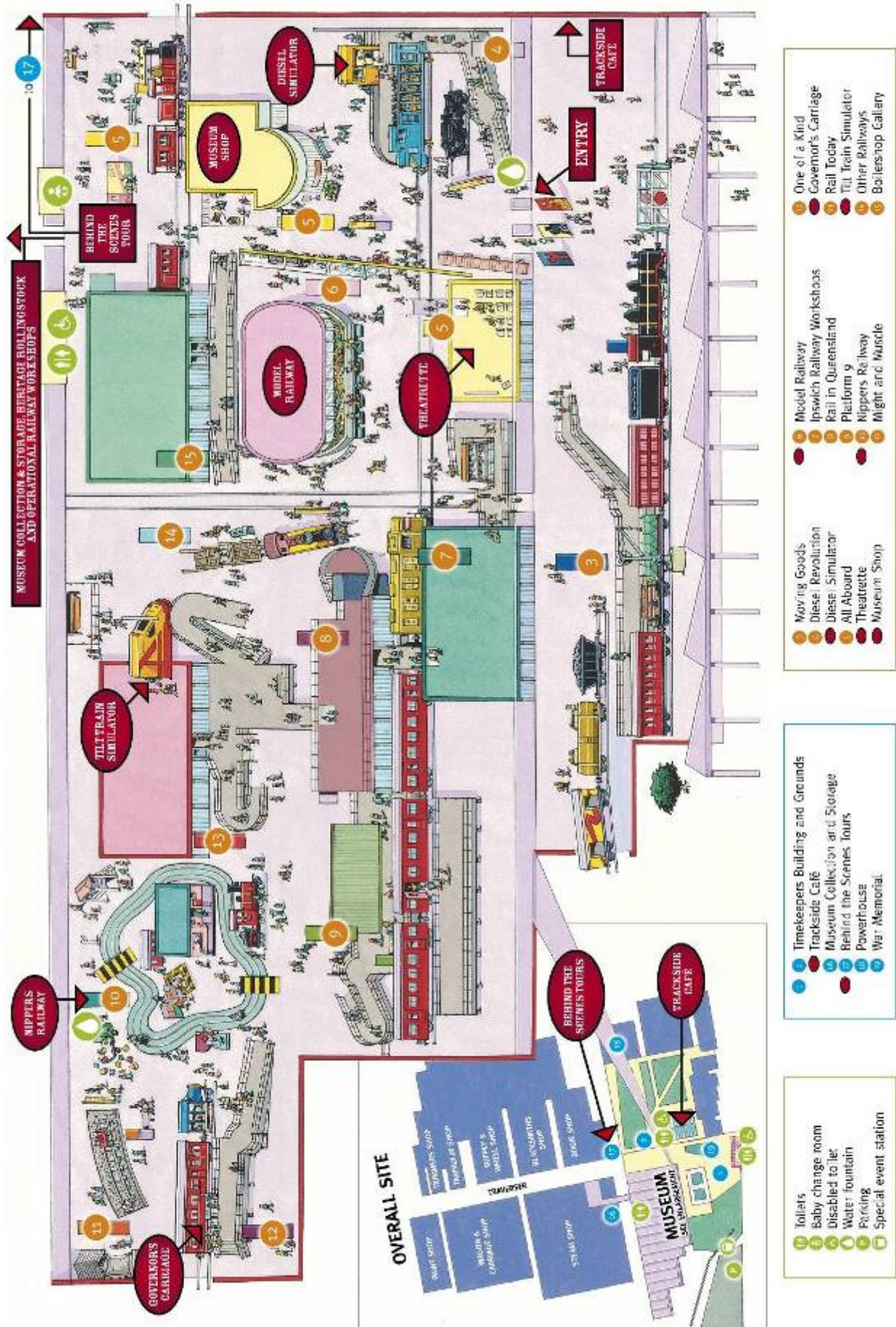
The Arts • Role-playing, designing and creating art and craft pieces

English • Speaking, listening, reading stories

HPE • Developing motor skills through play and manipulation of toys and games

Maths • Counting and sorting activities with model trains

Below is a map of The Workshops Rail Museum. You can refer to this map to help orientate yourself throughout the trail activities.

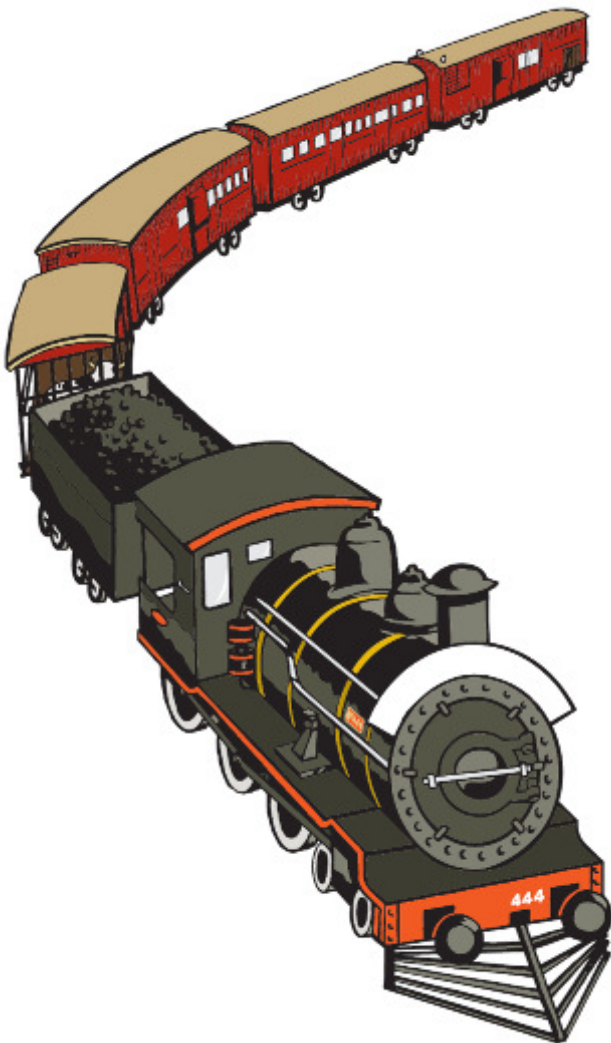


THE GREAT TRAIN ROBBERY INVESTIGATION

On the evening of the 31st of August, 1938, a daring robbery took place on board a mixed train travelling from Townsville to Mt Isa between 7 and 7:30pm. It is believed that two men on horseback rode alongside the moving train and jumped onto the mail van. The locks on the van had been changed and the guard whose responsibility it was to be checking on the van while the train was moving was absent.



The robbers stole two mail bags full of miners' wages which were to be delivered to the Mt Isa mine. The wages stolen equalled about £3000 (over \$300, 000 today). It appears as though the robbers then jumped from the train and fled on horseback. We know that at least one other accomplice was involved as someone needed to look after the horses while the robbery was occurring.



Understandably, the mine and its workers were very upset that they had been robbed. It is our duty to find out who was involved. At this stage we believe that someone on the train (either an employee or a passenger) was somehow involved in the robbery. It is your job to investigate the list of suspects that we have created and find out who helped the train robbers!

In order to be in the draw for a weekly prize, drop your completed form into the box located at the exit to the Museum. Winners will be notified by mail.

Today's Date: _____ / _____ / _____

Age: _____

Name: _____

Address: _____







Suburb: _____

State: _____ Postcode: _____

Telephone: () _____

The Investigation

Visit the Police Station (number 15 on your map) and read the interviews of each suspect. Record in the table with a tick or cross if the suspect has an alibi, motive, or the skills required to commit the crime. The person with the most ticks is probably the thief!

SUSPECTS	ALIBI	MOTIVE	SKILLS
			
			
			
			
			
			

Who committed the crime?

Join The Workshops Police Inspector at **1:30pm daily** to find out who committed the crime or visit our resident Police Officer at the Police Station to see if you have discovered *The Great Train Robbery* culprit.

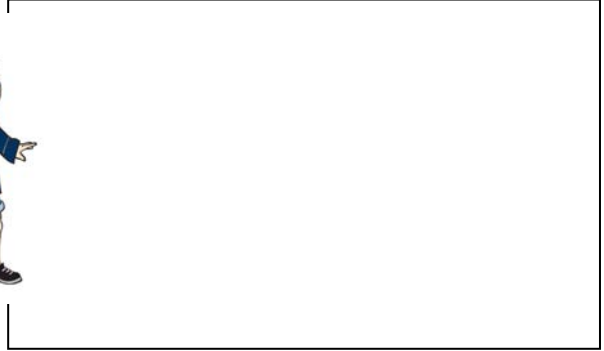
I SPY

Draw a picture of the I SPY items as you find them inside the police station.

I spy with my little eye something metal that unlocks things.



I spy with my little eye something that is used to carry mail and money.



I spy with my little eye something that helps tell the time.



I spy with my little eye a person who catches robbers and thieves and puts them in jail.



I spy with my little eye a piece of paper that shows what time the train leaves.



I spy with my little eye some fabric and buttons that were stolen from the train.



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Name: _____ Age: _____

Address: _____

Suburb: _____ State: _____ Postcode: _____