**Come to the Party (incursion)**

**Teacher checklist**

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| **Schedule** | Half day (approx.) program. Each class will participate in learning activities (see over the page) which will take approximately 1.5 hours (timing for each class will be negotiated on booking) |
| **Venue** | The program begins in the student’s home room, with the following three activities (traditional games, toy making and dress up game) based in separate classrooms with students rotating amongst these rooms. The traditional games activity will preferably be held outside. The program will attempt to follow your normal school recess and lunch breaks. |
| **Risk management advice** | Please see the Come to the Party risk management plan document on the OHEEC website. |
| **Clothing** | Students will wear their school uniform |
| **What to bring** | Party invitations. All resources and equipment will be provided |
| **Staffing** | It is expected that teachers actively supervise their class throughout the day to support student learning and behaviour management. |
| **Extreme or wet weather** | The incursion operates indoors in all weather. If raining it would be desirable to have access to the school hall for the traditional games activities. |
| **Cancellations** | Cancellations need to be made within 2 weeks of the date of the fieldtrip or a cancellation fee $40.00 per class will be charged. If cancellation occurs due to inclement weather on the day, no fee will be charged. If there is a need to cancel on the day, please leave a message by dialling 9247 7321 as early as possible or The Principal on 0400 230 699. |
| **Medical or special needs** | Please advise OHEEC staff of any student with special needs when booking the incursion (e.g. disabilities, mobility issues allergies, behaviour issues etc). |
| **Pre-excursion activities** | Pre-visit activities carried out prior to the incursion will help students better understand their incursion content and provide links with classroom learning.  Please see Come to the Party program page on the OHEEC website for activities. |

**Come to the Party**

Summary of Learning Activities and Outcomes

Please note: program is subject to change depending on the rotation of activities amongst a number of classes.

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| Activity | Outcome |
| 1. Introduction  Students are introduced to the program and how they will be studying *History* by learning about past lives and celebrations through a fictitious boy who is celebrating a birthday. Students and EEC teachers discuss different celebration experienced by families. | Develop listening skills and an understanding of the past. |
| 2. Story Telling “Wishes”  Students listen to a story that introduces three different time periods and sets the scene for activities that follow. | Compare and contrast various family groups through photographs and stories and identify differences between past and present. |
| 3. Taste in Time  Selected students are blindfolded and are invited to identify different drinks and foods from different time periods mentioned in the story. | Identify similarities and differences between their daily life and that of their parents and grandparents. |
| 4. Family Tree  Students help build a family tree of the boy in the story to learn about family relationships. | Understand basic family relationships and concepts (genealogy) |
| 5. Traditional Games  Students will play a variety of traditional games from different time periods. | Discuss similarities and differences including leisure activities and changes in technology. |
| 6. Best Dressed and Party Poopers’  Students listen to a story - Party Poopers, and work in teams to identify clothes belonging to different time periods and help dress a team captain. | Participate in an imaginative recreation by dressing in clothing different from their own while playing a relay game. |
| Party Presents  Students are given craft materials to make a toy as used in the story ‘Wishes’. | Understand the importance of recycling materials.  Discuss similarities and differences including leisure activities and changes in technology. |