The Australian Goldrush - Where's the Gold?

KLA - HSIE Integration - Science and Technology, PDHPE, Numeracy

Curriculum Outcomes - **CCS3.1 CCS3-2, ENS3.6**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome, background, introduction and discussion</td>
<td>Identify important places dates and issues associated with the goldrush - community and multiculturalism</td>
</tr>
<tr>
<td>Setting of scene - 1840s - before Goldrush</td>
<td>Consider impact of gold rush on economy and way of life of rural communities</td>
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<tr>
<td>Mustering of sheep and basic husbandry activities common on Belgenny Farm in the 1840s prior to Goldrush</td>
<td>Real experiences of rural life prior to gold rush</td>
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<tr>
<td>Brief lunch or recess break</td>
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<tr>
<td>Formal announcement of discovery of Gold</td>
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<tr>
<td>Students issues with money, gold bags, mining licences and form mining syndicates no less than 4 no more than 6 depending upon cohort size</td>
<td>Experience excitement of gold rush. Use of numeracy and problem solving skills in</td>
</tr>
<tr>
<td>Students buy shelter food scrap metal and construct tent pegs in Blacksmith shop</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Pitching of tents and creation of tent city</td>
<td>Describe the poor living conditions on the gold fields and relate it to mortality, particularly of children</td>
</tr>
<tr>
<td>Students use previously purchased ingredients to make damper and butter</td>
<td></td>
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<tr>
<td>Wagon transport (fare paid) to river for panning</td>
<td></td>
</tr>
<tr>
<td>Students hire necessary panning equipment and pan at waters edge</td>
<td>Describe the difficulties of life as a colonial miner and the impacts on the local environment</td>
</tr>
<tr>
<td>Students hire shovels and work authentic sized climes on artificial gold field</td>
<td></td>
</tr>
<tr>
<td>Tasting of damper and butter</td>
<td></td>
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<tr>
<td>All gold found during the day is to be secured in provided gold pouches to allow for weighing at the conclusion of the days activities</td>
<td></td>
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<tr>
<td>Debrief and discussion</td>
<td>Examine the role of luck in the fortunes of miners, associated dangers and recall the role and profit of businesses associated with mining</td>
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<tr>
<td></td>
<td>Identify environmental impacts and</td>
</tr>
</tbody>
</table>
Describe the way of life on the goldfields from an enlightened perspective.
## Risk Management Plan Proforma: Excursion

**Name of school:**
**Name of principal:**
**Description and location of excursion:** Gold Discovery Day - Belgenny Farm
**Date(s) of excursion:** Group/class:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hazard Identification &amp; Associated Risk</th>
<th>Assess Risk use matrix</th>
<th>Elimination or Control Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheep Handling</td>
<td>Students knocked over by running sheep</td>
<td>4</td>
<td>Students coached in sheep handling techniques, their own behaviour, and supervised constantly.</td>
</tr>
<tr>
<td></td>
<td>Students contract zoonotic infection from sheep</td>
<td>5</td>
<td>Students wash hands before eating after handling animals.</td>
</tr>
<tr>
<td></td>
<td>Students affected by stinging weeds.</td>
<td>4</td>
<td>Request paddocks be slashed to reduce risk. Abandon activity where such plants are in obviously high numbers. Warn students of existence.</td>
</tr>
<tr>
<td>Blacksmith shop</td>
<td>Students burnt by metal or coals</td>
<td>4</td>
<td>All students kept 1.5 m from hearth. Students holding heated metal wear eye and hand protection. No students to enter the building without a teacher. Burns First aid kit on site</td>
</tr>
<tr>
<td>Compound and paddocks</td>
<td>Students struck by vehicles in the compound</td>
<td>2</td>
<td>Communicate with DPI staff to minimise vehicle entry while students are undertaking activities. Ensure 1st Aid kit has adequate number of pressure bandages. Ist aid qualified person on site at all times</td>
</tr>
<tr>
<td>Gold digging</td>
<td>Finger injuries from shovels</td>
<td>3</td>
<td>Explain danger and procedure to students before commencing digging – no fingers in soil.</td>
</tr>
<tr>
<td>Pitching tents</td>
<td>Cuts from barbed wire and implements</td>
<td>4</td>
<td>Students organized into small groups of 3/4.</td>
</tr>
<tr>
<td></td>
<td>Students damage hands/fingers</td>
<td></td>
<td>Students warned of hazard and students under supervision.</td>
</tr>
<tr>
<td>Panning</td>
<td>Snake bite</td>
<td>3</td>
<td>Check site on arrival. Students warned of possible snake presence.</td>
</tr>
</tbody>
</table>

**Number in group/class:**
**Name of excursion coordinator:**
**Contact number:**
**Accompanying staff, parents, caregivers, volunteers:**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Hazards</th>
<th>Risk Level</th>
<th>Control Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry into river/submergence</td>
<td>Supervision – students within sight and 20 m of teacher. Warn students of slippery banks, avoid steep banks.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Butter churning</td>
<td>Allergic reaction / anaphylaxis Infection / food poisoning</td>
<td>3 4</td>
<td>Request relevant information off teachers re; students. Staff trained in the use of Epipens (in first aid kit) Teacher/assistant to observe hygiene (students to wash hands before activity etc)</td>
</tr>
<tr>
<td>Damper making</td>
<td>Infection/ food poisoning Burns</td>
<td>5 4</td>
<td>Teacher/assistant to observe hygiene (students to wash hands before activity etc) Fire area roped off and supervised. Students warned of danger.</td>
</tr>
<tr>
<td>Wagon ride</td>
<td>Student caught in wagon or on passing scenery Students falling from steps during alighting or mounting.</td>
<td>3 4</td>
<td>Ensure wherever possible that wagon is not driven within close proximity to buildings, trees and other objects. Position at least 2 adults at rear of wagon during alighting and mounting. Position at least 2 adults at rear of wagon during alighting and mounting. Students and teachers warned of risk</td>
</tr>
</tbody>
</table>

Venue and safety information reviewed and attached: Yes/No
Plan prepared by: Position: Date:
Prepared in consultation with: Communicated to:

Monitor and Review - Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.