



**WHITEMAN PARK**  
CONSERVATION • RECREATION • EDUCATION

## Teacher Resources

# Bill and Beryl's Big Day Out

Pre-Primary



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Whiteman Park acknowledges the Wadjuk people of the Noongar nation as the Traditional Custodians of the land on which we work, learn and play.

## Acknowledgements

These resources were developed by Whiteman Park's education team for general classroom use. Teachers may duplicate these resources for education purposes only.

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## Teacher Notes

These classroom activities are based on Whiteman Park's *Bill and Beryl's Big Day Out* education program. They will assist you and your students to make the most of the program by establishing knowledge before the excursion and by giving you extension material to use back in the classroom after your visit.

These resources support topics from the Pre-Primary HASS WA Curriculum in the area of history and explore families past and present.

We look forward to welcoming you and your class to Revolutions Transport Museum at Whiteman Park soon!

### A Guide for Using These Resources

These resources can be used collectively or as stand-alone activities.

Each Learning Activity begins with an overview provided for guidance. Detailed teacher instructions are outlined, along with a reference to the relevant Curriculum links. Many Learning Activities are also supported by student worksheets and activity resources, as outlined below:

- **Activity Resource** – a reference image or other resource that teachers need to share with the class for them to complete the activity.
- **Worksheet** – an activity sheet that is designed to be copied and circulated to students. They may be completed either individually or in groups, as outlined in the instructions for each activity.

To help you find the video and online resources that have been linked in this document, please visit our website at: [www.whitemanpark.com.au/education/teacher-information/teacher-resource-links](http://www.whitemanpark.com.au/education/teacher-information/teacher-resource-links)



### About Revolutions Transport Museum

Whiteman Park's history programs take place at Revolutions Transport Museum, our own land transport and technology museum founded on the Whiteman Collection.

The museum, like our education programs, explore how changes to transport and technology in Western Australia have transformed lives and shaped communities – both past and present. Students experience and understand the development of transport through hands-on, interactive experiences with real historical items.



## Curriculum Links

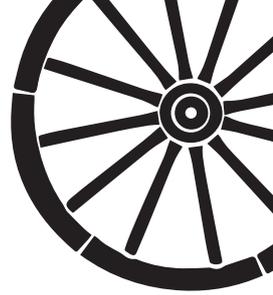
The following West Australian Curriculum and Australian Curriculum content descriptions apply to the learning activities provided in these resources. We have indicated each link and elaboration by Learning Activity.

HASS – HISTORY		Activity no's
Knowledge and Understanding	<p><b>PERSONAL AND FAMILY HISTORIES</b></p> <p>Who the people in their family are, where they were born and raised and how they are related to each other <b>(ACHASSK011)</b></p>	<b>1, 6</b>
	<p>The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common <b>(ACHASSK011)</b></p> <p><b>Elaboration</b></p> <p>Identifying and naming the different members of a family (for example, mother, father, step-parent, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating concept maps of their family with pictures or photographs to show the relationship between family members.</p>	<b>2, 7</b>
	<p><b>THE PAST IN THE PRESENT</b></p> <p>How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations) <b>(ACHASSK012)</b></p> <p><b>Elaboration</b></p> <p>Using images, students' stories and stories from other places to explore what families have in common.</p>	<b>7, 8</b>
	<p>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums <b>(ACHASSK013)</b></p> <p><b>Elaboration</b></p> <p>Using images, students' stories and stories from other places to explore what families have in common.</p>	<b>3, 4</b>
	<p><b>Elaboration</b></p> <p>Sharing the story of an object from their families' past (e.g. a photograph, old toy, Statue, medal, artwork, jewellery, stories) describing its importance to the family and creating a class museum.</p>	<b>8</b>
	<p><b>Elaboration</b></p> <p>Recognising that stories of the past may differ depending on who is telling them (for example, listening to stories about the same event related by two different people such as a mother and a grandmother).</p>	<b>9</b>



HUMANITIES AND SOCIAL SCIENCE SKILLS		Activity no's
Questioning and Researching	Identify prior knowledge about a topic <b>(WAHASS01)</b>	1
	Pose and respond to questions about the familiar <b>(WAHASS02)</b>	1
	Explore a range of sources <b>(WAHASS03)</b>	2, 3, 4
	Sort and record information and/ or data into simple categories <b>(WAHASS04)</b>	6
Analysing	Process information and/or data collected <b>(WAHASS05)</b>	2, 4, 6, 9
	Explore points of view (e.g. understand that their point of view may differ from others) <b>(WAHASS06)</b>	9
	Represent information gathered in different formats <b>(WAHASS07)</b>	7, 8
Evaluating	Draw conclusions based on discussions of observations <b>(WAHASS08)</b>	2, 3, 4, 8, 9
	Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) <b>(WAHASS09)</b>	2, 3, 4
	Share observations and ideas, using everyday language <b>(WAHASS10)</b>	7, 8
Communicating and reflecting	Develop texts (e.g. retell, describe personal stories) <b>(WAHASS11)</b>	6
	Reflect on learning <b>(WAHASS12)</b>	8, 9
GENERAL CAPABILITIES		Activity no's
Personal and Social Capability	Self-awareness Self-management Social management	5





## Learning Activity 1:

**WHAT IS A FAMILY?**

Introduce your students to the theme of 'family' with a video and class discussion about families.

**Instructions**

1. In a group setting, ask the students to volunteer answers to the question 'what is a family?'
2. Introduce the video to your students, explaining that it will show children talking about family.
3. After watching, discuss anything that the students enjoyed or remembered about the video.
4. Remind your students that, in the video, the children answered some questions about family. As a class, discuss the same questions using 'wh' words:
  - **Who** is in your family?
  - **Where** are your family from?
  - **What** is the best thing about your family?

**Resources**

- Projector or screen to watch video
- 'What is family?' video from the Australian Institute of Family Studies

Links:

<https://youtu.be/ldyGAjj2xAw>  
<https://youtu.be/DzlxG2B2neU>

**Note:** the second version has subtitles and an audio description.

**Curriculum Links****HASS – HISTORY**

Knowledge and Understanding  
ACHASSK011

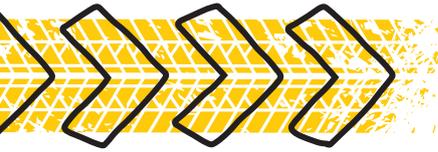
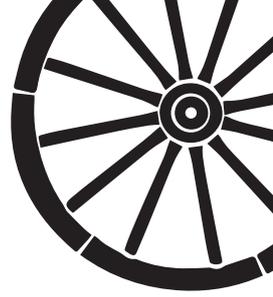
**HUMANITIES AND SOCIAL SCIENCE SKILLS**

Questioning and Researching  
WAHASS01  
WAHASS02

**Extension ideas**

Have your students draw a picture or bring in a photograph of their family and ask them to label their family members by name





## Learning Activity 2:

**ALL KINDS OF FAMILIES**

In this introductory activity, students will use pictures of families enjoying Whiteman Park to explore the different structures of families, looking for similarities and differences between the families pictured and their own.

**Introduction**

Explain to your students that families come in all shapes and sizes and that you are going to look at some photographs of Australian families.

**Instructions**

1. As a class, look at the first photograph. This is a family that went Whiteman Park to go on a vintage train ride.
2. Ask the students to identify the different members of the family. For example, is there a mum, dad, uncle, grandparent, sister, etc?
3. Break your class up into small groups and distribute one family image to each group.
4. Ask them to...

Identify the members of the family:

- **Who** are the people in the family?
- **How** many children are there in the family?

Look at what the family are doing.

- **Where** are the family?
- **What** are they doing?

Discuss how their families are similar and different.

- **How** is this family the same as yours?
- **What** is different about this family and yours?
- **Where** do you go with your family?
- **What** do you like to do?

**Resources**

- Printed Whiteman Park Families 1 – 9 activity resource

**Curriculum links****HASS – HISTORY**

Knowledge and Understanding  
ACHASSK011

**HUMANITIES AND SOCIAL SCIENCE SKILLS**

Questioning and Researching  
WAHASS03

Analysing  
WAHASS05

Evaluating  
WAHASS08  
WAHASS09



# WHITEMAN PARK FAMILIES 1



# WHITEMAN PARK FAMILIES 2



# WHITEMAN PARK FAMILIES 3



# WHITEMAN PARK FAMILIES 4



# WHITEMAN PARK FAMILIES 5



# WHITEMAN PARK FAMILIES 6



# WHITEMAN PARK FAMILIES 7



# WHITEMAN PARK FAMILIES 8

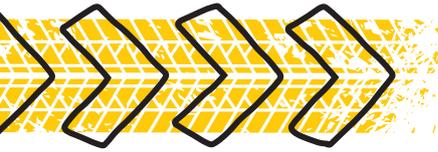
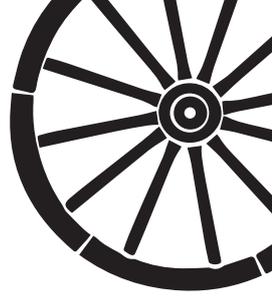


# WHITEMAN PARK FAMILIES 9



# WHITEMAN PARK FAMILIES 10





Learning Activity 3:

# FAMILIES A LONG TIME AGO

Using a historic photograph of an Australian family, students will draw conclusions on how the pictured family from the past is different to families today.

## Introduction

Here is a photograph of another family who lived in Australia a long time ago.

## Instructions

1. As a class, look at the photograph of the family. Explain to them that this family is from a long time ago ("the past").
2. Ask the students to identify the different members of the family.
  - **Who** are the people in the family?
  - **How** many children are there in the family?
3. Look at what the family are doing:
  - **Where** are the family?
  - **What** are they doing?
4. Finally, ask the students how do we know that this family lived a long time ago? Prompt them with the questions:
  - **What** are they wearing?
  - **How** are they travelling?
  - **What** was the same?

## Resources



- Colour-printed activity resource: *Eucla Family*

**Note:** The photographs from the past used in this activity have been digitally recoloured.

## Curriculum links

### HASS – HISTORY

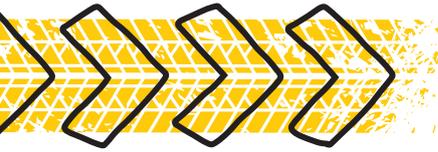
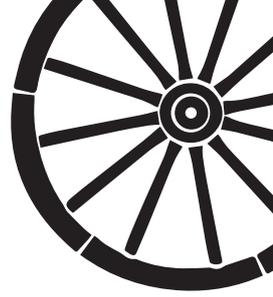
Knowledge and Understanding  
ACHASSK013

**Elaboration:** Using images, students' stories and stories from other places to explore what families have in common.



# EUCLA FAMILY





## Learning Activity 4:

**HOW DO WE KNOW?**

With the help of pictures of two Australian families – one from the past and one from the present – students can draw conclusions about how families from the past are similar and different to families of today.

**Introduction**

Here is a photograph of two families. One was taken yesterday, and one was taken a long time ago. Let's see if these families are the same or different.

**Instructions**

1. Working as a class, or in groups, give your students the five *Australian families: Now and then* activity sheets to compare and contrast the photos.
2. Ask the students to identify the different members of the family.
  - **Who** are the people in the family?
  - **How** many children are there in the family?
3. Ask the students to work out:
  - **Which** family is from now?
  - **Which** family is from a long time ago?
4. Ask them to think about:
  - **How** the families are different?
  - **What** can they identify that is the same about the families?
5. Encourage the children to use the words **now** and **then** when describing differences and similarities as they share their observations with the class.

**Resources**

- Printed *Australian Families: Now and Then 1–5* activity resources.

**Note:** The photographs from the past used in this activity have been digitally recoloured.

**Curriculum links****HASS – HISTORY**

Knowledge and Understanding  
ACHASSK046

**HUMANITIES AND SOCIAL SCIENCE SKILLS**

Questioning and Researching  
WAHASS16

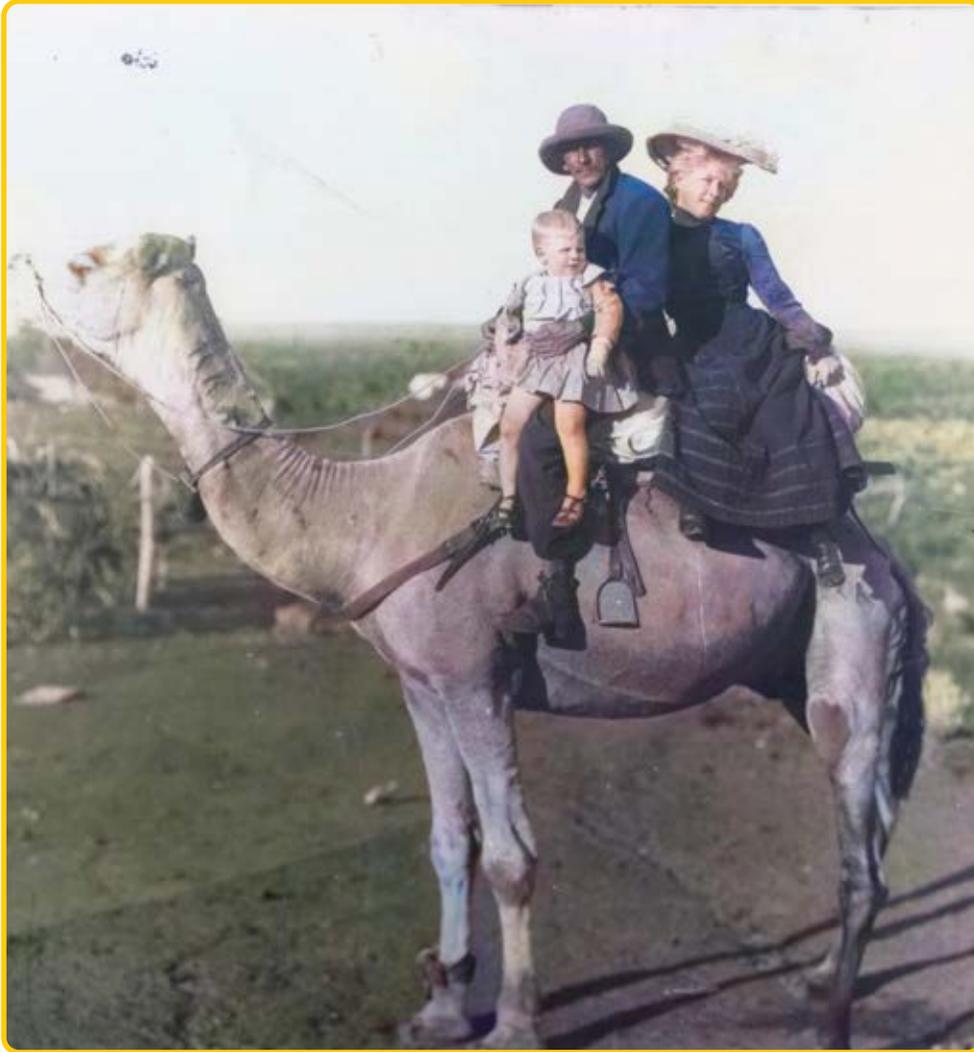
Analysing  
WAHASS05

Evaluating  
WAHASS08, WAHASS09



Australian Families:

# THEN AND NOW 1



Australian Families:

# THEN AND NOW 2



Australian Families:

# THEN AND NOW 3



Australian Families:

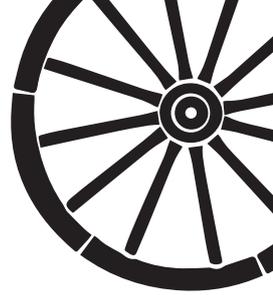
# THEN AND NOW 4



Australian Families:

# THEN AND NOW 5





Learning Activity 5:

# VISIT PREPARATION

This social story is designed to prepare students for their visit to Revolutions Transport Museum and the *Bill and Beryl Big Day Out* education program. Students are introduced to the places, experiences and expectations they will encounter on their visit.



## Instructions

1. Explain that Whiteman Park has provided us with a presentation so that the class can learn about their visit before they go.
2. Play the presentation for the students.
3. Discuss as a class what they have learned and any questions they have.

## Resources

- Projector or screen to watch presentation
- Our Bill and Beryl's Big Day Out Visit* presentation

## Curriculum links

### GENERAL CAPABILITIES

- Personal and Social Capability
- Self-awareness
- Self-management
- Social management

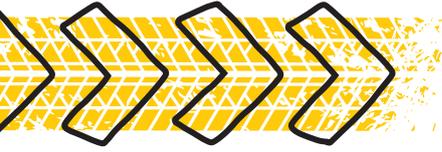
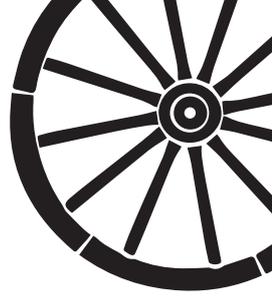


## Extension ideas

Find out more about Revolutions Transport Museum. The class can learn more about the Museum via these sites:

- [Revolutions Transport Museum](http://whitemanpark.com.au) | Whiteman Park (whitemanpark.com.au)
- [Revolutions Transport Museum](https://www.facebook.com/revolutionsmuseum) | Facebook (facebook.com)
- [Transport Museums Whiteman Park](https://www.youtube.com/channel/UCv8v8v8v8v8v8v8v8v8v8v8) | Destination WA (YouTube)

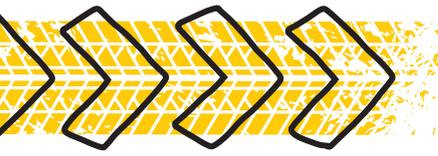




**Want to enjoy the rest of these resources?**

Book your class into this program at Whiteman Park  
and our team will send you the full booklet!





# IMAGE ACKNOWLEDGEMENTS

Image	Page	Source
	21	State Library of South Australia B 54060/57 <i>Eucla family driving in their horse drawn carriage.</i> Photographer: Evans, W.R. <a href="https://collections.slsa.sa.gov.au/resource/B+54060/57">https://collections.slsa.sa.gov.au/resource/B+54060/57</a>
	23	Western Australian Museum GM01002 <i>Charlie Wilson, Jessie and child Jack seated on a standing camel.</i> Western Australian Museum, Dwyer and Mackay collection <a href="https://museum.wa.gov.au/online-collections/object/gm01002">https://museum.wa.gov.au/online-collections/object/gm01002</a>
	24	State Library Victoria H2005.34/630 <i>Picnicking group.</i> Photographer: Brice, T.J.H. Courtesy of Mr John Etkins. <a href="https://find.slv.vic.gov.au/permalink/61SLV_INST/1sev8ar/alma9918021423607636">https://find.slv.vic.gov.au/permalink/61SLV_INST/1sev8ar/alma9918021423607636</a>
	25	State Library of Queensland Neg. no. 40104 <i>Young girl with her father in a living room surrounded by children's toys, Hughenden, Queensland.</i> <a href="https://onsearch.slq.qld.gov.au/permalink/61SLQ_INST/1dejdfd/alma99183765025602061">https://onsearch.slq.qld.gov.au/permalink/61SLQ_INST/1dejdfd/alma99183765025602061</a>
	26	Museum of Chinese Australian History Collection P00315 <i>Members of the Chinn Family 1903</i> Donated by Frank Chinn <a href="https://www.chia.chinesemuseum.com.au/objects/D000448.htm">https://www.chia.chinesemuseum.com.au/objects/D000448.htm</a>
	27	State Library of South Australia B38328 <i>Adelaide Moosha with her children.</i> Marree Collection. <a href="https://www.catalog.slsa.sa.gov.au:443/record=b2029045~S">https://www.catalog.slsa.sa.gov.au:443/record=b2029045~S</a>

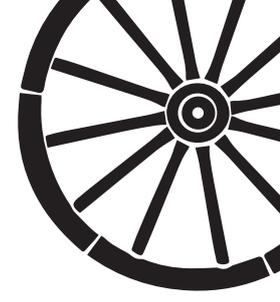
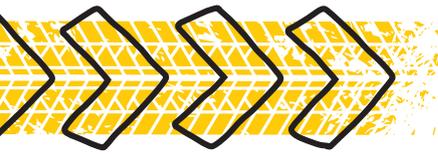


Image	Page	Source
	43	Science Museum Group 10319547 <i>Lady and gentleman riding ordinary bicycles with Starley wheels, 1874</i> <a href="https://www.scienceandsociety.co.uk/results.asp?image=10319547">https://www.scienceandsociety.co.uk/results.asp?image=10319547</a>
	44	State Library Victoria H84.200/87 <i>Family on horses/children standing.</i> <a href="http://handle.slv.vic.gov.au/10381/42505">http://handle.slv.vic.gov.au/10381/42505</a>
	45	State Library of South Australia B 62161 <i>Members of the Morcom family, 1906.</i> <a href="https://collections.slsa.sa.gov.au/resource/B+62161">https://collections.slsa.sa.gov.au/resource/B+62161</a>
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