Step into a world of Myth, Magic and Adventure, a world of dragons, fair maidens, medieval battles and magic encounters. Where the unexpected happens, where the odd and bizarre becomes the everyday; where surprises and wonder accompany every step you take! Welcome to Kryal Castle where we bring the past to life and shed light on the ‘dark ages’.

Our Education Discovery Program explores the intriguing world of medieval madness through hands-on action led by noble knights, ladies in waiting and humble peasants. We place emphasis on delving into medieval history, customs, battle strategies and weapons. All our programs have been specifically mapped against The Victorian Curriculum F-10 enabling each to be seamlessly incorporated into your classroom curriculum. A visit to Kryal is perfect inspiration for a wealth of skills development including English, Literature, Math, Science, Civics and Citizenship, and of course History.

**Price:**
$16.50 per student
Teachers and supervisors and are permitted free entry on a ratio of: 1:20

**Optional Extras:**
Birds of Prey program $10 per student (Minimum of 30 Students)
Mounted Skill at Arms $10 per student (Minimum of 30 Students)
Royal Joust $20 per student (Minimum of 30 Students)

Lunch – a lunch order form will be provided for each student should the wish to pre-order lunch for the day. Please note that our cafeteria is not normally open mid-week and food will not be available unless pre-ordered. All lunch packs are $10.00.

**Group Sizes:** The minimum group size is 30, however we will do what we can to accommodate all schools. Please do not hesitate to contact us if you have a smaller group to discuss your options. One Facilitator is provided per 30 students.
Finding Us

Kryal Castle is located on the Western Hwy, 10 minutes from the Ballarat Township (if approaching from Melbourne).

Dedicate 1 hour from Melbourne city to arrive at Kryal Castle, check google maps for more exact timing.

Transport & Parking
There is ample parking for buses and cars.

Public Transport
There is no scheduled public transport to Kryal Castle, however there is a train from Southern Cross Station to Ballarat Station.

Local buses offer a specialist service between Ballarat Station and the castle, but this is only by prior arrangement:
Gold Buses: (03) 5335 5005 www.goldbus.com.au
Our Program

We have eight standard modules on offer for you to select from for your days activities. These can be categorized as four character modules and four hands on weapons training modules. The eight modules are described below and further on we will provide information about how we select and schedule these activities for the day.

A MEDIEVAL LIFE

Modules Peasant, Apothecary, Executioner (recommended for secondary students only), Nobleperson.

THE VICTORIAN CURRICULUM F-10 Levels 5, 6 & 8

KLA Humanities: History, English: Literature, Civics and Citizenship.

Description Choose from Peasant, Apothecary, Executioner or Nobleperson. Students will meet these diverse medieval characters and discuss the ins and outs of each characters lifestyle and position in medieval society. This program provides students with the unique and extremely popular opportunity to visit our torture chamber, concoct an herbal remedy and meet our farm animals.

Additionally, a visit becomes the inspiration for the development of a wide range of skills as students respond to the experience (please see our Rubric of Ideas listed in the teacher notes) – with such activities as writing character based stories, debating about deeply felt issues associated with youth justice, creating arts responses, reading exotic tales and poems, viewing illustrated manuscripts or using web search skills to create a class project.

MEDIEVAL WARFARE

Modules Medieval Siege Engines, Archery, Sword Fighting, Arms and Armour Display

THE VICTORIAN CURRICULUM F-10 Levels 3 & 4 - 7 & 8

KLA Science: Physical Sciences, Humanities: History

Description Medieval battles are intriguing to explore - the strategies, the defences, the weapons. In this program we explore how castles were fortified and how they were attacked. We explore the physics of medieval catapults - called siege engines - as well as other means of attack and defence. Students have the opportunity to participate in any of the following four activities: Medieval Siege Engines (examine the catapult and battering ram), Archery, Sword Fighting, Arms and Armour display.
We are also able to offer you any of the three following modules starting at an additional cost of $6 per session.

New Birds of Prey Program
(Minimum numbers of 30 students apply)
$10 per student per session

A Kestrel for a Knave

The art of training birds of prey for hunting, known as falconry, was an elite sport in Medieval times. Owning a falcon was a status symbol throughout the middle ages and the aristocracy flew them in lavishly orchestrated hunts. Its popularity was so great that it has even left an indelible mark on the English vocabulary we use today. Weaving together the threads of history, ecology and environmental science, Martin Scuffins from the Leigh Valley Hawk and Owl Sanctuary will lead you on a journey that spans 4000 years. Meet a magnificent bird of prey from the sanctuary, such as a Nankeen Kestrel, Barn Owl or Little Eagle, and witness firsthand why these magnificent creatures have fascinated us for centuries. The relationship between humans and birds of prey has been a long, complex and colourful one, but as you will discover in this enthralling presentation, we are now the biggest threat these magnificent creatures have ever had to face.
Join us as one of our kingdom’s finest knights presents to you the skills and techniques of a mounted rider on a finely tuned obstacle course, designed to represent challenges that are faced in real battles. The “Skill at Arms” course has been practiced since at least 4th Century BC in Asian and later European empires, and was a means for knights’ to sharpen their skills and train their horses for warfare. Listen as our knight explains the broader use and history of the variety of weapons he wields and demonstrates the skills and techniques used by medieval cavalry in a presentation that is equally entertaining and educational.
The Grand Tournament Joust

(Minimum numbers of 30 students apply)
$20 per student per session

A spectacular Arena Event, which is unlike any other! Jousting emerged in the high middle ages, based on the use of the lance by heavy cavalry. An extreme sport which is practiced internationally even to this day, Kryal Castle knights count themselves among some of the most accomplished in the world. Join squires, knights and heralds in a true re-enactment of this legendary medieval sport. Students witness what was the pinnacle of knightly activity and gain an understanding of the popularity and importance of the tournament in medieval culture.
How we schedule our program

Each module runs for 30 minutes.
If estimated arrival is 10.30 am and estimated departure is 2.30pm then we have **four hours** to work with. Subtract 15 minutes for arrival, 15 minutes for departure and 30 minutes for lunch, we are left with **three hours for modules**. In this time we can offer **six 30 minute modules for the day**.

We recommend a balance of three Medieval Life modules and three Medieval Warfare modules. Our Education team will guide you through the process of selecting your modules and work out a schedule to best suit your needs.

(Please be aware that the birds of prey program is 45 minutes so other modules may have to be changed to accommodate these bookings).

Our lolly shop which also sells merchandise can also be open for the students to enjoy **upon request**. Extra time will need to be allotted for this.

Our Program

**APOTHECARY** Learn about medieval illness and medicines – students will be disgusted and awed by remedies used in the dark ages – who knew that honey and dried children’s faeces was a cure for a sore throat? Students will explore our herb garden and learn about the healing properties within. They will put their new found skills to use in the making of a medieval band aid.

**PEASANT** Learn about the life of a peasant in feudal England – the food, the culture and the lifestyle.

**NOBLE** Explore the world of the nobles and courtly etiquette in a simulated, costumed, royal court.

**EXECUTIONER** Tour our torture chamber and learn about the severe punishments that were handed down in order to maintain order in this period of unrest.

**SIEGE** Explore how castles were fortified and how they were attacked. Explore the physics of medieval catapults - called siege engines - as well as other means of attack and defence.

**ARCHERY** Get hands on experience with a bow and arrow

**ARMS AND ARMOUR** Learn about the history of weaponry and armour and how it has evolved throughout the ages. Students will be able to feel and try on knight’s helmets, gauntlets, gambesons, breast plates and chain mail.

**SWORD TRAINING** Participate in sword training and learn the proper use of a sword and shield.
What to Expect

Upon Arrival

You will be greeted by a medieval character who will confirm the day’s itinerary. Please note that if arrival time varies from the time booked that our facilitator will reschedule the day’s activities accordingly. This may mean either cutting out a module or shortening one or two. Please advise your facilitator if there are certain modules you would prefer to keep.

Guided Activities

The castle is substantial in size, so small groups of students accompanied by an adult is the best way to experience the adventure. We will advise you once numbers are confirmed how many groups we will need to split the students into in order for them to get the best out of their day. We ask that the groups be evenly divided before your arrival at the castle.

Weather

Activities run in and out of doors. Out here, hot, cold, wet or dry weather might all occur in one day! Just as medieval life continued despite the rain, heat or snow, so do we. 
*It’s just a season, not a reason to cancel a Kryal adventure!*
Please come prepared for all eventualities. Bring raincoats if rain is expected, and sun-screen and hats for the heat. We also recommend each student bring their own water bottle.

Safety

Please ask all students to wear **SENSIBLE WALKING SHOES!**

Students with special needs

Please let the booking officer know of any special requirements - especially if wheelchair access is required, or students are hearing/sight impaired. We can adapt programs to suit most needs.

ESL students love Kryal Castle. Given the emphasis on colour, movement and theatre, language barriers are minimal.
Please let us know of ESL needs ASAP.
<table>
<thead>
<tr>
<th>L5&amp;6</th>
<th>THE VICTORIAN CURRICULUM F-10 SCOPE AND SEQUENCE</th>
<th>KRYAL CASTLE EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Language variation and change&lt;br&gt;Understand that the pronunciation, spelling and meanings of words have histories and change over time.</td>
<td>Language variation and change&lt;br&gt;Explore words heard and used at Kryal Castle and how they have either taken on new meanings today or have been replaced completely. Think of feudal, apothecary, peasant, chivalry, knight, lord, and holiday.</td>
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<td></td>
<td>Language for social interactions&lt;br&gt;Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase.</td>
<td>Language for social interactions&lt;br&gt;Take on the role of peasant, noble person or priest and learn how to interact in formal and informal situations. How would a peasant present themselves to a king? Or a knight? See these characters come to life and interact with one another. Where do we see these types of interactions in our own society?</td>
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<tr>
<td><strong>HISTORY</strong></td>
<td>Describe perspectives and identify ideas, beliefs and values of people and groups in the past.</td>
<td>See and experience the role of the noble, peasant, apothecary and executioner in Medieval Society and use this as a base to develop historical understandings of what it was to be a part of the feudal system. How did these roles change over time?</td>
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<td></td>
<td>Australia as a nation&lt;br&gt;The significance of key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government.</td>
<td>Australia as a nation&lt;br&gt;Students explore medieval crime and punishment and discuss how the magna carta has influenced our own legal system.</td>
</tr>
<tr>
<td><strong>CIVIC AND CITIZENSHIP</strong></td>
<td>Laws and Citizens&lt;br&gt;Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system. Government and Democracy&lt;br&gt;Discuss the values, principles and institutions that underpin Australia’s democratic forms of government and explain how this system is influenced by the Westminster system.</td>
<td>Laws and Citizens&lt;br&gt;How were laws in medieval times formed and enforced and who held the jurisdiction? Government and Democracy&lt;br&gt;What was the medieval Fuedal system and how can we compare it to our democratic government?</td>
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<tr>
<td>I8</td>
<td>THE VICTORIAN CURRICULUM F-10 SCOPE AND SEQUENCE</td>
<td>THE KRYAL EXPERIENCE</td>
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<tr>
<td><strong>HISTORY</strong></td>
<td><strong>Chronology</strong></td>
<td>Key concepts explored in Year 8 History deal with emerging beliefs and values represented in the medieval period and how these shaped society then and now.</td>
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<td></td>
<td>Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.</td>
<td>The Medieval period was tumultuous with significant upheaval, predominantly due to warfare and changes in governance, control and territory. There was an intense belief in God and the power of the King. Everyone lived for ‘God and Country’ and a sense of individualism only existed in the elite nobility.</td>
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<td></td>
<td>Describe and explain the broad patterns of change over the period from the Ancient to the Modern World.</td>
<td>A pyramidal feudal system favoured the elite, and order was maintained by a fear of punishment, or through a higher sense of purpose.</td>
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<tr>
<td></td>
<td><strong>Historical sources as evidence</strong></td>
<td>Students will become part of a medieval feudal system, taking on the role of the peasants and noblemen in order to understand the values upheld by each tier of society.</td>
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<td></td>
<td>Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.</td>
<td>Through the discussion of significant events (the peasants revolt, the changes brought about by the destructive influence of the black death), students begin to understand the importance of the roles of the Church and Nobility. How does our society reflect this structure?</td>
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<tr>
<td></td>
<td>Analyse the different perspectives of people in the past.</td>
<td>Investigating different types of punishment assists students in fully understanding the violence that was inflicted to maintain order. The crimes could be menial but the punishment substantial. Even hurling abuse or nagging could be punished with a day in the stocks or, worse still, a Scold’s Bridle being wired onto the head so the woman as unable to speak or eat.</td>
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<td>Explain different historical interpretations and contested debates about the past.</td>
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<td></td>
<td><strong>Continuity and change</strong></td>
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<tr>
<td></td>
<td>Identify and explain patterns of continuity and change in society to the way of life.</td>
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<tr>
<td></td>
<td><strong>Cause and effect</strong></td>
<td></td>
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<tr>
<td></td>
<td>Analyse the causes and effects of significant events that caused change and/or a decline over the period.</td>
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<tr>
<td></td>
<td><strong>Historical significance</strong></td>
<td></td>
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<td></td>
<td>Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.</td>
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<tr>
<td></td>
<td><strong>Middle ages and early exploration</strong></td>
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<td></td>
<td>- The Vikings (c.790 – c.1066)</td>
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<td></td>
<td>- Medieval Europe (c.590 – c.1500)</td>
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<tr>
<td></td>
<td>The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society.</td>
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</tr>
</tbody>
</table>
| **ENGLISH** | Language for social interactions
Understand how conventions of speech adopted by communities influence the identities of people in those communities.  
Literature and context
Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups.  
Creating literary texts
Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects. | Language for social interactions
Witness and participate in interactions between nobles, knights and peasants. How does their speech an indicator of their social standing?  
Literature and context
Examine the way justice was done and how it is portrayed in literature throughout medieval times.  
Creating literary texts
Reading Chaucer will assist in providing a comical look at crime and punishment as well as assisting students to create their own fantasy stories of crime and revenge. |
| **CIVICS AND CITIZENSHIP** | Laws and Citizens
Explain how Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation | Laws and Citizens
Examine the concepts of justice in different times and cultures and compare them to each other. The Kryal experience looks specifically at crime and punishment and what a ‘fair trial’ meant in medieval times and now. Students are asked – what has changed and why? Are we any better behaved than in medieval times? What essential understandings have changed our justice system? |
<table>
<thead>
<tr>
<th>SUB-STRAND</th>
<th>LEVELS 3 &amp; 4</th>
<th>LEVEL 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE VICTORIAN CURRICULUM F-10 SCIENCE</td>
<td>This program compliments studies in the area of physical sciences</td>
<td>Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object. Forces can be exerted by one object on another through direct contact or from a distance.</td>
</tr>
<tr>
<td>KRYAL SCIENCE</td>
<td>The mechanical use of catapults will provide an excellent example of the physics needed to design and operate NON-POWERED but very effective dangerous machines. Siege engines used a variety of methods to power them. We look at four examples and then look at two in more depth: The Mangonel and the Trebuchet. One was powered by gravity and speed, the other by torsion. Each served different purposes and these will be investigated as part of the session. The weight of the missile will have to be calculated in relation to the force needed to propel them. This in turn will be governed by the materials used for the missiles (in medieval days this included rocks, garbage, even dead bodies and severed heads!) but in our days we use apples and balls. Students will also have to carefully calculate the direction required to hit their target and</td>
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</tr>
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</table>
Pre-Visit Activities

“Terry Jones’ Medieval Lives” is an emmy award winning documentary series written for the BBC. 8 half hour episodes explore a medieval personality. Episode one, the Peasant, is particularly relevant to Kryal Castle’s program. The entire series can be found on you tube.
Your Own Coat of Arms
A Coat Of Arms is a design that unites families, friends, kingdoms and countries. The symbols used on a Coat of Arms illustrate something about the family or country, either literally or figuratively. The art of creating and authorizing a Coat of Arms was called ‘heraldry’. On the medieval battlefield the Coat of Arms was a way of telling friend from foe! The Coat of Arms was reproduced on shields, banners, coins, jewellery, saddle blankets and signs.

The Language of Heraldry
Ask students study Australia’s Coat of Arms. Look closely at the symbols in the centre of the Shield. Discuss what they say about us as a nation.

Display a range of Coat of Arms. Discuss the different shapes, patterns and colours. Identify and imagine what the meaning is behind the various symbols. Colours, animal motifs and shapes all had meaning. We have listed a few here.

Print the line drawing on the next page and ask students to design their own Coat of Arms. Students can even do a search on both of their parent’s surnames and join the two to create a new coat of arms.

Kryal Castle has its own Coat of Arms - see above. What does our Coat of Arms say about us?

<table>
<thead>
<tr>
<th>Colours</th>
<th>Animals</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow = Generosity</td>
<td>Bear = Protective</td>
<td>Axe = Duty</td>
</tr>
<tr>
<td>White = Sincerity</td>
<td>Bee = Busy Worker</td>
<td>Crescent = Higher Thinker</td>
</tr>
<tr>
<td>Black = Stability</td>
<td>Camel = Never Gives Up</td>
<td>Crosses = Christian</td>
</tr>
<tr>
<td>Blue = Loyalty, Honesty</td>
<td>Dog = Loyal to a Fault</td>
<td>Crown = Power</td>
</tr>
<tr>
<td>Red = Military Stamina</td>
<td>Eagle = Decisive Leader</td>
<td>Fire = Feisty</td>
</tr>
<tr>
<td>Green = Hope, Happiness</td>
<td>Dragon = Hoarder of Treasure</td>
<td>Flaming Heart = Passion</td>
</tr>
<tr>
<td>Purple = Royalty, Justice</td>
<td>Falcon or hawk = Eager, Excitable</td>
<td>Hand = Faith, Justice</td>
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<td></td>
<td>Fox = clever, Cunning</td>
<td>Heart = Sincere, Loving</td>
</tr>
<tr>
<td></td>
<td>Griffon (Part Eagle, Part Lion) = Brave</td>
<td>Horns/ Antlers = Ambitious</td>
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<tr>
<td></td>
<td>Horse = Always Willing to Please</td>
<td>Lightning = Good Decision Maker</td>
</tr>
<tr>
<td></td>
<td>Lion = Courage</td>
<td>Moon = Calm</td>
</tr>
<tr>
<td></td>
<td>Pelican = Generous, Devoted</td>
<td>Oyster Shell = Wanderer</td>
</tr>
<tr>
<td></td>
<td>Raven = Constant, Stable</td>
<td>Ring = Loyalty</td>
</tr>
<tr>
<td></td>
<td>Snake = Ambitious</td>
<td>Sceptre = Law, Justice</td>
</tr>
<tr>
<td></td>
<td>Stag, Elk or Deer = Gentle, Harmony</td>
<td>Star = Noble, Governess</td>
</tr>
<tr>
<td></td>
<td>Tiger = Fierce, Ethical</td>
<td>Sun = Glory, Radiance</td>
</tr>
<tr>
<td></td>
<td>Unicorn = Very Courageous</td>
<td>Sword = Battle Ready</td>
</tr>
<tr>
<td></td>
<td>Wolf = Vigilant</td>
<td>Tower/ Castle = Strength, Protective</td>
</tr>
</tbody>
</table>
The Victorian Curriculum F-10 Levels 3 – 8: Create your own Coat of Arms
Before visiting Kryal Castle, let’s learn something about being a Knight.

Knights wore armour to battle. Draw lines between these terms for armour and where they are displayed on the drawing. You will need access to a dictionary.

- Sabaton
- Spur
- Barding
- Gauntlet
- Mail Skirt
- Shield
- Sword
- Cuirass
- Helmet
- Poleyns

Before colouring the drawing in, think about what you want the drawing to say about you. Colours held meaning in medieval times. Choose from the following:

- Black = Stability
- Blue = Loyalty, Honesty
- Green = Hope, Happiness
- Purple = Royalty, Justice
- Red = Military Stamina
- White = Sincerity
- Yellow = Generosity
The Victorian Curriculum F-10 Levels 3 – 8: Castle fortification.

‘Battle Castle’ is a SBS documentary that explores the biggest and most impressive European castle fortifications. Episode 3: Dover Castle is perhaps the best for a good insight into an impressively fortified castle.

To fully appreciate how medieval siege engines worked, a thorough understanding of how castles were fortified is required. This activity asks students to explore how castles were built for defence. These fortification characteristics will be referred to during Medieval Warfare modules.

Activity: Hold a discussion about what a castle was used for. Students will quickly identify that a castle was where the King and Queen lived. In medieval times the kings owned and controlled all the lands in their kingdom. In order to overthrow a reigning power, their castle had to be sieged. Castles needed to be well protected (fortified).

Ask students to search for an image of a medieval castle. Spread these images on a board, or on the floor and ask students to identify defences that the castles illustrate.

Return the photographs to the students and ask each one to write the number of defences that they can see on their image and what they are.

Categories include:
- Stone Construction
- Very tall walls
- Very thick walls
- Built on a hill: makes attack more difficult
- Moat
- Draw-bridge or Iron Gate
- Turrets or Corner Towers - to protect against attack from two directions
- Towers built to protect the entrance
- Battlements: Distinguishing feature at the top of castles. The gaps were for archery fire.

Some students will identify other features that are not listed here - some might be fantasy, but allow the students to debate the logic of their inclusions.

Extension Activity: In small groups, build a section of a castle that demonstrates at least three defences. Use leggo, found objects, icy-pole sticks or plasticine. After visiting Kryal Castle, re-visit these constructions and make amendments.
The Victorian Curriculum F-10 Levels
3 and 4: Where do I belong?

Cut out and place each character where you think they belong during a castle siege. Then colour the castle in.
### Exploring The Facts
- **Is this fair?** Remembering your day at Kryal Castle, choose a fact about Medieval crime and justice. Present this FACT objectively - and then give your opinion about it. Justify your opinion.
- **An eye for a tooth?** Write a narrative about the main idea behind inflicting torture as a form of punishment. Was it necessary?
- **Could this happen today?** Find a country that still has the death penalty. Find out why they believe this is a good thing and present their point of view.
- **Are we the same?** Compare justice in medieval times and justice in modern times. Create a VENN diagram to illustrate the overlapping similarities.

### Calculate This
- **Sort me out** Make a cartoon showing the different ways siege weapons were implemented to storm a castle.
- **What? Tyler** Make a flow chart that illustrates events that lead to the peasant’s revolt.
- **Many courts** Make a list of the different medieval tiers in society. Who fits where? Think of a place for some other medieval characters. Where does the blacksmith, apothecary, executioner fit?
- **No glamour** Draw a graph showing possible outcomes for a young boy if he was not of noble birth.

### Picture Perfect
- **Fess up** Create an illustration of a crime that has just happened in medieval times – but make it difficult for us to choose who did it.
- **A symbolic court** Using only symbols, make an illustration of a medieval party. Who is present and where do they sit? Have other students guess what your symbols mean.
- **What I would change if I could?** Using old magazines find 5 images that represent a peasant’s life, then 5 more that represent changes you would like to make to the life of a medieval peasant.
- **Through the ages** Create a collage that compares medieval punishment, and modern punishment for the same crime. What are the main differences?

### I've got something to say
- **True or false** Make a list of ‘True and False’ facts and myths that you learnt about medieval life. As you read each one out, ask whether it is true or false.
- **Cartoon drama** Make a cartoon strip of a person visiting an apothecary for a cure. What is their ailment and how does he treat them?
- **I've got a great idea** Design a slogan or advertising campaign for a politician to run the country under the feudal system. Think creatively.
- **I've got a great idea** Design a slogan or advertising campaign for a politician to run the country under the feudal system. Think creatively.

### Build and Perform
- **Defence** Pretend you are defending a Knight accused of cowardice. Write your defence then read it out to the group.
- **Cartoon drama** Make a cartoon strip of a person visiting an apothecary for a cure. What is their ailment and how does he treat them?
- **How to** Make a set of instructions for squire – what to wear, how to speak, daily chores, and things to learn.
- **Built to withhold** Using papier-mâché or clay, build medieval a siege engine.

### Listen To This
- **I remember …** Write a list of 10 things you remember from your visit. Now try to make them rhyme. Read them out. Begin by saying: “I remember …”
- **My difficult life** Using old magazines find images that represent life as a peasant in medieval society.
- **I can do anything** Write a short poem about being a King and being above the law. Then say it to rap rhythm.
- **A, B, C or D** Make up a quiz game using 5 medieval strange facts. As Quiz Master, read your 5 Questions out. Give four possible answers for each question.

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**Post Visit Activities. The Victorian Curriculum F-10 Levels 5, 6 and 8:** Students are to choose ONE topic from each of the columns (Howard Gardner’s Multiple Intelligences) and ONE row from Blooms Taxonomy of comprehension.
**Level 8: Further Reading.**

Chaucer will assist in providing a comical look at crime and punishment as well as assisting students to provide their own fantasy stories of crime and revenge.

The Magna Carta;
This document is viewed as a foundation for today’s judicial system.

**Method**

Ask students to research the Magna Carta and find out the following:

1. List the key dates for the Magna Carta
2. What changes were made to court procedures?
3. How did the document change human rights?
4. How were crimes judged before the Magna Carta?
The Victorian Curriculum F-10 Levels 5-8: Siege Weaponry

Storm the Castle website offers quirky catapults for young and old to enjoy. This catapult is a tiny one made entirely of icy-pole sticks, masking tape, glue and one rubber band. Instructions are on the web:

www.stormthecastle.com/catapult/teeny-tiny-catapult/make-the-teeny-tinycatapult1.htm

ICY POLE CATAPOLTS - MANGONEL

*Building the base can be fiddly. For younger students, replace the base construction with a solid block of wood or card: 10cm x 5cm & 1-2cms thick Using one icy-pole stick, glue it vertically to the very centre of the front of the block of wood. It must stand up like a ship’s mast.

Using another icy-pole stick, lie it across where the ‘mast’ is glued to the block of wood and tape it securely. This reinforcement is required to enable the mast to take the full impact of the tension.

Otherwise follow the rest of the instructions for Teeny-Tiny Catapult.

*You could also replace the little basket with a plastic spoon taped to the firing arm.

CRUSH THE CASTLE

Great online game using a trebuchet. The challenge is to release the missile at the right time:

www.physicsgames.net/game/Crush_the_Castle.html

ICY-POLE BALLISTA

This activity is simply a small modification to the Icy-pole Mangonel. Instead of a single hinged catapult, students could elect to build a Ballista - a sling-shot catapult. Use instructions for Icy-pole Mangonel, but instead of one ‘mast’ you will need two.

*Fasten an icy-pole mast to each corner. The cut rubber band is then taped to the top corner of each mast and the firing arm leans on the rubber band in the way a sling shot works. So, instead of the tension located to the front of the firing arm, the tension sits behind the firing arm, which leans on the rubber band.

This option also requires a ‘stopping board’ (additional icy-pole stick) glued and taped horizontally between the two vertical ‘masts’.
STORM THE CASTLE GAME

Every catapult needs a castle to siege! Print the image on card, or glue to card or foam board.

Cut the windows and doors out. The numerical value represents the level of difficulty involved in getting the missile through each of the openings.

Reinforce the back so that it can stand.

FOR KING AND COUNTRY

After the siege is over, students can creatively write an account of the action behind the building and firing a large siege engine in a pretend medieval scenario.

MODERN SIEGE WEAPONS

In small groups discuss modern day equivalents to medieval weaponry or siege tactics: In modern policing the following are still used to break up hostile situations: battering rams, shields, bludgeons, disguises, tunnelling, smoke bombs and even starvation.
The Victorian Curriculum F-10 Level 8: Dietary Requirements of a Medieval Peasant.

The European medieval diet was largely determined by social class. For the majority of peasants, a large portion of their daily diet was made up of grains such as wheat, rye, oats or barley (carbohydrates). The grains were boiled whole in a soup or stew, ground into flour and made into bread, or malted and brewed into ale. Estimates from the late Middle Ages indicated that a gallon of ale a day was not unusual, but the actual alcohol in the drink was low. Protein was usually provided legumes such as beans, peas or lentils, fish where available, or on very rare occasions, meat such as poultry, pork, or beef. Additional nutrients were provided by seasonal vegetables and fruits. The peasant's diet rates high on modern nutrition standards. But seasonal fluctuations in food availability and poor harvests often caused long periods of very poor nutrition.

A prosperous English peasant in the 14th century would probably consume 2 - 3 pounds of bread, 8 ounces of meat or fish or other protein and 2 -3 pints of ale per day. The bread was usually mean of rye, oats, or barley. Meat was expensive and usually only available on special occasions. Often eggs, butter, or cheese were substituted for meat. Vegetables such as onions, leeks, cabbage, garlic, turnips, parsnips, peas and beans were staples. Fruits were available in season.

NOTE: The following sample diets are estimates. Nutritional values of bread, for example, are based on modern recipes. Total calorie consumption per day seems very high compared to modern standards. One must keep in mind that the daily physical demands of a medieval peasant were much more extreme that in most modern lives. Also, medieval diet varied depending on the season. Food was plentiful in late summer, fall, and early winter, while often very scare in late winter and early spring.

Activity – Present students with the below tables. Using the websites provided, have students calculate how many calories they are eating and burning a day, then compare the totals to that of a Medieval Peasant.

Food Calorie Calculator https://www.fitwatch.com/caloriecounter

Choose ONE Sample Diet to place in the “Calories Eaten” section of the table below

### Sample Diet 1

<table>
<thead>
<tr>
<th>AMOUNT</th>
<th>FOOD</th>
<th>CALORIES</th>
<th>FAT g.</th>
<th>PROTEIN g.</th>
<th>CARBOHYDRATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 whole</td>
<td>eggs</td>
<td>197</td>
<td>13</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>3 cups</td>
<td>oats (porridge)</td>
<td>1821</td>
<td>33</td>
<td>78</td>
<td>309</td>
</tr>
<tr>
<td>3 pints</td>
<td>ale</td>
<td>584</td>
<td>0</td>
<td>4</td>
<td>53</td>
</tr>
<tr>
<td>8 ounces</td>
<td>cheese</td>
<td>913</td>
<td>75</td>
<td>56</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TOTAL:</td>
<td>3515</td>
<td>121</td>
<td>154</td>
<td>367</td>
</tr>
</tbody>
</table>

### Sample Diet 2

<table>
<thead>
<tr>
<th>AMOUNT</th>
<th>FOOD</th>
<th>CALORIES</th>
<th>FAT g.</th>
<th>PROTEIN g.</th>
<th>CARBOHYDRATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 cups</td>
<td>beans</td>
<td>1394</td>
<td>5</td>
<td>93</td>
<td>252</td>
</tr>
<tr>
<td>2</td>
<td>whole wheat bread</td>
<td>2240</td>
<td>32</td>
<td>128</td>
<td>384</td>
</tr>
<tr>
<td>3 pints</td>
<td>ale</td>
<td>584</td>
<td>0</td>
<td>4</td>
<td>53</td>
</tr>
<tr>
<td>4 cups</td>
<td>turnips</td>
<td>140</td>
<td>1</td>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>TOTAL:</td>
<td>4358</td>
<td>38</td>
<td>230</td>
<td>721</td>
</tr>
</tbody>
</table>

### Sample Diet 3

<table>
<thead>
<tr>
<th>AMOUNT</th>
<th>FOOD</th>
<th>CALORIES</th>
<th>FAT g.</th>
<th>PROTEIN g.</th>
<th>CARBOHYDRATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 ounces</td>
<td>pork</td>
<td>515</td>
<td>37</td>
<td>41</td>
<td>0</td>
</tr>
<tr>
<td>2 1/2 lbs.</td>
<td>rye bread</td>
<td>2937</td>
<td>37</td>
<td>96</td>
<td>548</td>
</tr>
<tr>
<td>3 pints</td>
<td>ale</td>
<td>584</td>
<td>0</td>
<td>4</td>
<td>53</td>
</tr>
<tr>
<td>2 cups</td>
<td>cabbage</td>
<td>45</td>
<td>0</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>TOTAL:</td>
<td>4081</td>
<td>74</td>
<td>114</td>
<td>611</td>
</tr>
</tbody>
</table>
Choose ONE activity for your medieval peasant’s day to place in the “Calories Burned” section of the table below.

<table>
<thead>
<tr>
<th>Average Medieval Female - Age 30, 5' 5&quot;, 120 lb</th>
<th>Average Medieval Male - Age 30, 5' 5&quot;, 120 lb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeding Garden 1,960 Calories in 8 hr</td>
<td>Sawing - hardwood, by hand (carpentry) 3,266 Calories in 8 hr</td>
</tr>
<tr>
<td>Standing - moderate/heavy work 1,742 Calories in 8 hr</td>
<td>Forking Bales of Hay 3,484 Calories in 8 hr</td>
</tr>
<tr>
<td>Hauling - water (e.g., on farm) 1,960 Calories in 8 hr</td>
<td>Farming - shearing sheep 2,613 Calories in 8 hr</td>
</tr>
<tr>
<td>Cultivating Garden 1,470 Calories in 6 hr</td>
<td>Farming - chasing livestock, walking 1,524 Calories in 8 hr</td>
</tr>
<tr>
<td>Chopping Wood - occupation, fast 5,552 Calories in 6 hr</td>
<td>Digging - ditches 3,701 Calories in 8 hr</td>
</tr>
<tr>
<td>Farming - animal care, general 2,613 Calories in 8 hr</td>
<td>Chopping Wood - occupation, fast 7,403 Calories in 8 hr</td>
</tr>
</tbody>
</table>

Place your results in this table

<table>
<thead>
<tr>
<th></th>
<th>Peasant</th>
<th>Me</th>
<th>Difference between me and peasant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories Eaten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calories Burned</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Compare the Medieval Peasant's Diet for One Day to a Modern Fast Food Meal

<table>
<thead>
<tr>
<th>FOOD</th>
<th>CALORIES</th>
<th>FAT g.</th>
<th>PROTEIN g.</th>
<th>CARBOHYDRATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Mac</td>
<td>600</td>
<td>33 grams</td>
<td>25 grams</td>
<td>50 grams</td>
</tr>
<tr>
<td>Large Fries</td>
<td>480</td>
<td>19 grams</td>
<td>5 grams</td>
<td>72 grams</td>
</tr>
<tr>
<td>Large Coke</td>
<td>310</td>
<td>0</td>
<td>0 grams</td>
<td>86 grams</td>
</tr>
<tr>
<td>Large Cookie Dough Blizzard</td>
<td>1320</td>
<td>52 grams</td>
<td>21 grams</td>
<td>193 grams</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>2710</td>
<td>104</td>
<td>51</td>
<td>411</td>
</tr>
</tbody>
</table>