Kryal Castle’s Overnight
Education Discovery Program Package
Welcome to the beginning of your adventure into medieval history!

This booklet offers everything you need to know about booking, planning and enjoying your stay at Kryal Castle.

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Introduction

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. Our on-site barracks will house up to 54 students and 4 teachers.

Price: A Copy of our Prices for activities, accommodation and food can be found on our website, or can be sent via email upon request. If you would like a copy of our price list please contact our education manager Elise Arnold at education@kryalcastle.com.au

Optional Extras:
See our list of ‘extra cost day and evening modules’ under program details for additional programming options and costs.

Group Sizes: The minimum group size is 20, we can host a maximum of 54 in our bunk style accommodation for overnight stays.

Please do not hesitate to contact us if you have a smaller or larger group to discuss your options. One Facilitator is provided per 30 students. Teacher supervision for a residential premises must be 1:10 for an overnight program.

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:

Our Program

We have twenty-seven, modules on offer for you to select from for your days activities. These can be categorized as medieval life modules and hands on weapons training modules. The 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, Handiwork.

**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 and our extensive range of hands on activities. Students will meet these diverse medieval characters and discuss the ins and outs of each character's 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, try their hand at leatherwork, calligraphy, needlework, bread and butter making, dancing, create their own skill at arms and much, much more!

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 on Page 24-37) – 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. Students will be given time each day to write in a diary in order to reflect on the day's activities and provide material for further discussion once back at school.

**MEDIEVAL WARFARE**

**Modules** Medieval Siege Engines, Archery, Sword Fighting, Arms and Armour Display, Dressing the Knight. **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 and a re-enactment of the Battle of Hastings!
How we schedule our program

Choose up to 4 modules from the list below per day. We have suggested itinerary programs for 1 night stays, all the way up to 4 night stays please request a copy of these examples by emailing our education manager. We are also happy to design your visit just for you! Just pick which modules you’d like to book for your visit. See our booking form (page 22) for more details.

What to Expect

Upon Arrival

You will be greeted by a medieval character who will confirm the day’s itinerary and help guide you to your barracks. 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.

**Meals**

All meals and snacks can be catered for. Please see our catering package for more information

**Conditions of Entry**

It is important that you understand Kryal Castle’s Terms and Conditions, and Conditions of Entry before booking your visit with us. Please take the time to read this information to ensure you are fully aware of all the booking information (including cancelation terms), and code of conduct before confirming your booking. (You can find all this information on Pages 19-21)
OUR PROGRAM - CHOOSE FOUR MODULES PER DAY

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 feces 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.

Two Modules: EXECUTIONER & MANORIAL COURT These two modules have been designed to accompany one another though they can run independently. Tour our torture chamber and learn about the severe punishments that were handed down in order to maintain order in this period of unrest. Students will participate in a mock court where they will conduct their own medieval trial and execute their own medieval punishment.

LEATHERWORKING Learn the ancient art of leather stamping. Students will take home their own hand made leather bracelet.

CALLIGRAPHY Students try their hand at writing with quill and ink, while learning about who was likely to be literate.

TOOLS OF THE TRADE Students will learn about how construction and maintenance occurred in medieval times and go to work with their new found skills and medieval tools.

HERALDRY Students learn about the importance of coats of arms for the nobility, see the heraldry that represented each noble house for King Arthur and the Knights of the Round Table and design their own heraldry to take home.

NEEDLEWORK Students make their own coin pouch using medieval techniques to take home.

THEATRE SCHOOL. Students participate in a script writing workshop and produce their very own traditional, medieval performance.

Four modules: BREAD/ BUTTER/ BREAD BAKING/ DANCE.

These Four modules have been designed to run together in the one day. This day program has been put together to scaffold the evening activity - a medieval feast.

Students make their own bread trencher and butter using medieval techniques to enjoy at a medieval feast. (Please note bread and bread baking are two separate modules as the bread will need to be left to rise before being placed in the oven). Learn a medieval dance to perform at your medieval feast.

GAMES Participate in medieval game play. Students will get into small groups and rotate between some authentic medieval games from across Europe.
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 defense.

ARCHERY  Get hands on experience with a bow and arrow in our indoor archery range.

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.

DRESSING THE KNIGHT  In arms and armour students learned about the history of armour and weaponry and how it has evolved throughout the ages. Now they use their knowledge to dress a knight from head to toe in 40kg of solid armour (dressing the knight can be run independently of arms and armour).

Two Modules: SWORD TRAINING / THE BATTLE OF HASTINGS. These two modules have been designed to accompany one another, though they can run independently. Participate in sword training and learn the proper use of a sword and shield. Re-enact the Battle of Hastings using the skills learned during sword training. Learn about strategy, team work and problem solving.

SHOPPING/FREE TIME  Explore Kryal Castle’s Tooth Fairy Lolly Shop and Kings Britches Emporium.

EXTRA COST DAY MODULES

These modules can be selected to run on any given day but will be scheduled at an extra cost per student. (Minimum numbers apply and discounts available for groups larger than 100)

GRAND TOURNAMENT JOUST $10.00 per student  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.

BIRDS OF PREY $10.00 per student  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.

SKILL AT ARMS $6.00 per student  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.

EVENING MODULES – CHOOSE ONE PER EVENING.

MEDIEVAL MOVIE NIGHT $5 per student
Popcorn and a movie to set the scene for the following day's activities.

MEDIEVAL FEAST $35 per person
Costumes, dance, bread and butter prepared by the children themselves, along with a selection of medieval dishes. Students prepare for the feast with the peasant, bread and butter making and dance modules during the day.

MEDIEVAL THEATRE $15.00 per student
An authentic entertainment experience, giving students a chance to encounter both Shakespeare and Commedia Del Arte in high energy and hilarious performances by our very own highly trained actors.
Accommodation

Our brand new bunk style accommodation the Barracks house up to fifty four students and four teachers. Students share bunk beds in our barracks which sleep up to twelve per room. Students have access to communal bathrooms. Teachers will have Individual rooms in the commander’s quarters with double beds, mounted Smart TV’s, basic tea and coffee facilities and ensuited bathrooms.

Students are required to provide their own pillow, sleeping bag and toiletries.

Larger or Smaller Booking?

We will endeavor to accommodate for all groups of all sizes. We encourage you to contact our education manager Elise Arnold if you wish to discuss further options with smaller OR larger bookings.

Phone: 5334 8504
Email: education@kryalcastle.com.au

Please see the room map overleaf. You can assign rooms to your students before arrival to ensure a quick check in.
Room map
## Kryal Castle Education Discovery Program. The Victorian Curriculum F-10 Curriculum Mapping

<table>
<thead>
<tr>
<th>LS&amp;6</th>
<th>THE VICTORIAN CURRICULUM F-10 SCOPE AND SEQUENCE</th>
<th>KRYAL CASTLE EXPERIENCE</th>
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<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
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<tr>
<td><strong>Language variation and change</strong></td>
<td>Understand that the pronunciation, spelling and meanings of words have histories and change over time.</td>
<td><strong>Language variation and change</strong></td>
</tr>
<tr>
<td><strong>Language for social interactions</strong></td>
<td>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase.</td>
<td><strong>Language for social interactions</strong></td>
</tr>
<tr>
<td><strong>HISTORY</strong></td>
<td>Describe perspectives and identify ideas, beliefs and values of people and groups in the past.</td>
<td><strong>HISTORY</strong></td>
</tr>
<tr>
<td><strong>Australia as a nation</strong></td>
<td>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><strong>Australia as a nation</strong></td>
</tr>
<tr>
<td><strong>CIVIC AND CITIZENSHIP</strong></td>
<td><strong>Laws and Citizens</strong> Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system.</td>
<td><strong>CIVIC AND CITIZENSHIP</strong></td>
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<td></td>
<td><strong>Government and Democracy</strong> Discuss the values, principles and institutions that underpin</td>
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<tr>
<td>Australia’s democratic forms of government and explain how this system is influenced by the Westminster system.</td>
<td>What was the medieval Fuedal system and how can we compare it to our democratic government?</td>
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<tr>
<td>L8</td>
<td>THE VICTORIAN CURRICULUM F-10 SCOPE AND SEQUENCE</td>
<td>THE KRYAL EXPERIENCE</td>
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<tr>
<td>HISTORY</td>
<td><strong>Chronology</strong>&lt;br&gt;Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes. Describe and explain the broad patterns of change over the period from the Ancient to the Modern World.</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><em>Historical sources as evidence</em>&lt;br&gt;Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.&lt;br&gt;Analyse the different perspectives of people in the past.&lt;br&gt;Explain different historical interpretations and contested debates about the past.</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><strong>Continuity and change</strong>&lt;br&gt;Identify and explain patterns of continuity and change in society to the way of life.</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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<td><strong>Cause and effect</strong>&lt;br&gt;Analyse the causes and effects of significant events that caused change and/or a decline over the period.</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><strong>Historical significance</strong>&lt;br&gt;Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.</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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<td><strong>Middle ages and early exploration</strong>&lt;br&gt;• The Vikings (c.790 – c.1066)&lt;br&gt;• Medieval Europe (c.590 – c.1500)</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,</td>
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<td></td>
<td>The significant social, cultural, economic, environmental and</td>
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### Political Changes and Continuities

- Political changes and continuities in the way of life and the roles and relationships of different groups in society.
- Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power.
- Perspectives of subject peoples and their interactions with power and/or authority of others.
- The role and achievements of a significant individual and/or group.
- One significant challenge and one development faced by the society that caused progress or decline.

### English Language for Social Interactions

**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.

### Feudal System

- Worse still, a Scold’s Bridle being wired onto the head so the woman as unable to speak or eat.

- The feudal system favoured a small few, but the vast majority were subjected to cruel often random punishment for crimes sometimes menial, and some substantial.

### Justice in the Medieval World

- Compare justice in the medieval world and today: deciding guilt and innocence, methods of trial, types of punishment and any sense of ‘fairness’ are all a part of the Kryal experience.

- Much of the Kryal experience touches on the Viking era, particularly in the exploration of weaponry. Students are able to see and touch examples of arms and armour from the Romans right through to Renaissance.

### 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. |
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<td>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?</td>
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</table>
| **SUB-STRAND** | **LEVELS 3 & 4**  
This program compliments studies in the area of physical sciences  
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. | **LEVEL 8**  
Change to an object’s motion is caused by unbalanced forces acting on the object; Earth’s gravity pulls objects towards the centre of Earth.  
Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another. |
| **THE VICTORIAN CURRICULUM F-10 SCIENCE** | | |
| KRYAL SCIENCE | 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 the effect of the atmospheric interferences like wind and unbalanced missiles. | 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.  
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Conditions of Entry

Entry to Kryal Castle is subject to the following conditions:

1. School groups will have the required number of supervising teachers/adults with the group as specified by the Victorian Department of Education and Training – 1:10 for an overnight program. [http://www.education.vic.gov.au/school/principals/spag/safety/Pages/staffing.aspx](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/staffing.aspx)

2. For the comfort and safety of your group and other visitors to Kryal Castle, it is essential that the teachers and adults accompanying student groups are supervising the students at all times during their visit.

3. At least one adult member of the visiting school group will provide a mobile phone number which will be on throughout the visit in case contact with the group is required.

4. School groups will be familiar with, and abide by, the requirements of the Code of Conduct and Safety Information for schools visiting Kryal Castle. The Code and Safety Information is included in this document (below), and is available on our website.

5. Schools are responsible for first aid including the provision of qualified first aid staff and first aid equipment.

6. School groups will familiarise themselves with Emergency Procedures and assembly areas. The Emergency Procedures are outlined on our website, and can also be found in your accommodation.

7. CANCELLATIONS
   Cancellations made less than 28 business days before the activity will be liable for a fee of 50% of their total invoice.
   
   Cancellations made less than 14 business days before the activity will be liable for the full cost of the program.

8. Teachers must read and sign the conditions of entry and return the signed document to our education program booking officer.

7. Students must read and sign their own code of conduct excursion form and return the signed document to our education program booking officer.
Kryal Castle Code of Conduct

This Code of Conduct is a framework of values and behaviors for ensuring a safe, enjoyable and satisfying visit to Kryal Castle’s Medieval Adventure Park and Resort.

This Code of Conduct is built on the following guiding principles:

▪ Kryal Castle acknowledges that a safe, orderly and secure environment is critical in meeting the learning needs of students.
▪ Kryal Castle recognises the importance of involving students in active learning experiences in an environment that promotes and supports effective independent and social learning.
▪ All Kryal Castle staff and visitors (including the general public, visiting students, teachers and parents) have the right:
  • to be safe from physical, verbal and emotional abuse;
  • to enjoy Kryal Castle free from interference and bullying of any sort;
  • to be treated with respect and courtesy;
  • to expect that their property will be treated with respect.

Kryal Castle staff and volunteers will:

▪ respect the person and property of visiting school students and teachers, and behave towards them with professionalism, courtesy and helpfulness at all times.

Visiting supervising teachers are responsible for:

▪ ensuring they maintain close supervision of the students in their care at all times and role model the appropriate behaviours;
▪ providing qualified first aid staff and equipment for your students;
▪ ensuring they are contactable by Kryal Castle staff throughout their visit by providing a contact name and mobile phone number, and that the mobile phone is on during the visit;
▪ communicating this Code of Conduct to all students in their care and accompanying adults, and ensuring it is respected;
▪ encouraging students to take responsibility for their behavior;
▪ reading Kryal Castle’s safety information and following and communicating the instructions outlined.
Visiting students are responsible for:

- moving around Kryal Castle in a manner ensuring their own safety and the safety of others;
- ensuring personal safety and the safety of others when near Kryal Castle animals;
- ensuring personal safety and the safety of others in the handling of Kryal Castle bows and arrows, LARP weapons and siege machinery;
- respecting Kryal Castle’s property and the property of others. Any damage to property will be charged to the school or individual at Kryal Castle’s discretion;
- obeying the lawful instructions of Kryal Castle staff;
- treating others with respect and courtesy;
- refraining from aggressive or bullying behaviours;
- follow the instructions outlined in Kryal Castle’s safety information;
- resolving problems calmly and sensibly, or by seeking assistance from supervising teachers;
- enjoying the Kryal Castle experience as much as possible and allowing others to do the same.

Persons who breach this code may be directed to leave Kryal Castle. Visiting schools will be responsible for supervising anyone directed to leave. No refund will be made. We thank you in anticipation of your support.
Name of School: ____________________________________________________________

Proposed Dates of Visit: ____________________________ Proposed Arrival and Departure Times___________________________________

Contact Person: ___________________________________________ Contact Phone:___________________________________________

Contact Email:_______________________________________________________________________________________________________

School Postal Address: ______________________________________________________________________________________________

Contact Person (whilst in Ballarat): ______________________ Contact Mobile (whilst in Ballarat): ____________________________

Number of Students: ______________________ Year Level: ________________________________

Number of Teachers Free of Charge*:______________________ Number of Extra Teachers or Adults Attending: _____________________

*1 free of charge teacher per 15 students.

Please tick one of the following options:

☐ I have a good idea of which modules I would like to choose for our visit
☐ I would like to discuss the options of your modules before I confirm my booking

Is there any special requirements we may need to know about? __________________________________________________________

Please complete a copy of this form, scan and send it to our Education Manager Elise Arnold at elisea@kryalcastle.com.au.

I have read the Conditions of Entry and Code of Conduct included in this booklet. I agree to abide by these Conditions of Entry. I also acknowledge that as the coordinating teacher of my school’s visit to Kryal Castle, it is my responsibility to inform all supervising teachers and adults, as well as students, of these Conditions of Entry.

Name: ______________________________________________________ Signature: ________________________________________________
Excursion Letter

You are about to embark on an exciting adventure at Kryal Castles education discovery program!

Before you leave here is a list of things you need to bring:

- Sleeping bag
- Pillow
- A5 note book/diary
- Pen
- Closed toe sensible working shoes
- Water bottle
- Hat
- Sunscreen
- Warm clothes in winter (Ballarat is the coldest part of Victoria and you will be spending much of your days outside. Rain coats, scarfs, beanies and gloves are a must)!
- Money (shops will be open if students would like to make a purchase).

Please read the below, sign, detach the below and return to your teacher:

..........................................................................................................................................................................................

I will:

- Move around Kryal Castle in a manner ensuring my own safety and the safety of others;
- Not feed or handle any animals unless a Kryal Castle staff member is present;
- Follow instructions when handling Kryal Castle bows and arrows, LARP weapons and siege machinery;
- Respect Kryal Castle’s property and the property of others. Any damage to property will be charged to the school or student at Kryal Castle’s discretion;
- Treat others with respect and courtesy;
- Refrain from aggressive or bullying behaviours;
- Resolve problems calmly and sensibly, or by seeking assistance from supervising teachers;
- Enjoy the Kryal Castle experience as much as possible and allowing others to do the same.
- Not enter any out of bounds areas
- Not leave the grounds of the castle unless accompanied by a teacher
- Not be out of Barracks after lights out.
- Not enter any open bodies of water.

Name:

Signed:

Date:
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.

The Victorian curriculum F-10 Levels 5 and 6: Print out the drawing of the knight and follow the instructions.

Knightly Armour

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, Shield, Spur, Sword, Barding, Cuirass, Gauntlet, Helmet, Mail Skirt, 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.
**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.

<table>
<thead>
<tr>
<th>Exploring The Facts</th>
<th>Calculate This</th>
<th>Picture Perfect</th>
<th>I've got something to say</th>
<th>Build and Perform</th>
<th>Listen To This</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REMEMBERING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this fair?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Sort me out</td>
<td>Create an illustration of a crime that has just happened in medieval times – but make it difficult for us to choose who did it.</td>
<td>True or false</td>
<td>Pretend you are defending a Knight accused of cowardice. Write your defence then read it out to the group.</td>
<td>I remember ...</td>
</tr>
<tr>
<td>An eye for a tooth? Write a narrative about the main idea behind inflicting torture as a form of punishment. Was it necessary?</td>
<td>What? Tyler</td>
<td>Make a flow chart that illustrates events that lead to the peasant’s revolt.</td>
<td>A symbolic court</td>
<td>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.</td>
<td>Cartoon drama</td>
</tr>
<tr>
<td>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.</td>
<td>Many courts</td>
<td>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?</td>
<td>What I would change if I could?</td>
<td>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.</td>
<td>How to</td>
</tr>
<tr>
<td>Are we the same? Compare justice in medieval times and justice in modern times. Create a VENN diagram to illustrate the overlapping similarities.</td>
<td>No glamour</td>
<td>Draw a graph showing possible outcomes for a young boy if he was not of noble birth.</td>
<td>Through the ages</td>
<td>Create a collage that compares medieval punishment, and modern punishment for the same crime. What are the main differences?</td>
<td>I’ve got a great idea</td>
</tr>
<tr>
<td>Hmmmm, puzzling</td>
<td>Thinking about some of the strange crimes you learnt about at Kryal Castle, choose one and perform a mime of it – have others guess what it might be.</td>
<td>A, B, C or D</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Defence**

Pretend you are defending a Knight accused of cowardice. Write your defence then read it out to the group.

**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 ...”

**An eye for a tooth?** Write a narrative about the main idea behind inflicting torture as a form of punishment. Was it necessary?

**What? Tyler**

Make a flow chart that illustrates events that lead to the peasant’s revolt.

**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.

**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?

**My difficult life**

Using old magazines find images that represent life as a peasant in medieval society.

**Medieval madness**

Perform a short play about medieval crime and justice.

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**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.

**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?

**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.

**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-mache or clay, build medieval a siege engine.

**I can do anything**

Write a short poem about being a King and being above the law. Then say it to rap rhythm.

---

**Are we the same?** Compare justice in medieval times and justice in modern times. Create a VENN diagram to illustrate the overlapping similarities.

**No glamour**

Draw a graph showing possible outcomes for a young boy if he was not of noble birth.

**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 a great idea**

Design a slogan or advertising campaign for a politician to run the country under the feudal system. Think creatively.

---

28
<table>
<thead>
<tr>
<th><strong>If I were you</strong></th>
<th><strong>Changing stations</strong></th>
<th><strong>Updating justice</strong></th>
<th><strong>Read this, read this</strong></th>
<th><strong>Courtly verdict</strong></th>
<th><strong>Rhyme for my time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you were a LORD in medieval times, what practices would you change in your society? List 3 changes you would make, and your reasons for these.</td>
<td>Choose five things about medieval a peasants place in medieval times. Illustrate them in a graph, from least necessary to most necessary.</td>
<td>Choose a medieval custom. Why did it go out of fashion? Was it ever very effective? What replaced it? Draw an image of the custom or what replaced it.</td>
<td>As a journalist, write a sensational report on the progress of a medieval court hearing in your community.</td>
<td>As a judge you have been asked to assess whether torture should continue as a form of punishment. Act out your decision in a way a real judge might behave.</td>
<td>Rap a poem about medieval warfare titled “If I was a knight”</td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td><strong>He is innocent</strong></td>
<td><strong>Crazy battle</strong></td>
<td><strong>A sign of the times</strong></td>
<td><strong>Cartoon drama</strong></td>
<td><strong>Run away!</strong></td>
</tr>
<tr>
<td>Write a letter to the King begging for mercy for your father who has been accused of treason – a crime that carried the death penalty.</td>
<td>Make a cartoon of a battle strategy that goes horribly wrong – what happens, does anyone get hurt, do they storm the wrong castle or defeat an ally not an enemy?</td>
<td>Create a Coat of Arms for your family. What animals, colours, symbols will you use?</td>
<td>Write a funny account of a day in the life of a medieval apothecary.</td>
<td>Choose one item of torture from your visit to Kryal Castle and redesign it so that the victim can escape</td>
<td>Try to sell a new social system to a Medieval King. Make it into a winning slogan or tune or poem.</td>
</tr>
</tbody>
</table>
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.
   What changes were made to court procedures?
2. How did the document change human rights?
3. 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 icypole sticks, masking tape, glue and one rubber band. Instructions are on the web: www.stormthecastle.com/catapult/teenytiny-catapult/make-the-teenytiny-catapult1.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, tunneling, 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 scarce 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 overleaf.
### 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 eggs</td>
<td>197</td>
<td>13</td>
<td>16</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3 cups oats (porridge)</td>
<td>1821</td>
<td>33</td>
<td>78</td>
<td>309</td>
<td></td>
</tr>
<tr>
<td>3 pints ale</td>
<td>584</td>
<td>0</td>
<td>4</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>8 ounces cheese</td>
<td>913</td>
<td>75</td>
<td>56</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>3515</td>
<td>121</td>
<td>154</td>
<td>367</td>
<td></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 beans</td>
<td>1394</td>
<td>5</td>
<td>93</td>
<td>252</td>
<td></td>
</tr>
<tr>
<td>2 whole wheat bread</td>
<td>2240</td>
<td>32</td>
<td>128</td>
<td>384</td>
<td></td>
</tr>
<tr>
<td>3 pints ale</td>
<td>584</td>
<td>0</td>
<td>4</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>4 cups turnips</td>
<td>140</td>
<td>1</td>
<td>5</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>4358</td>
<td>38</td>
<td>230</td>
<td>721</td>
<td></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 pork</td>
<td>515</td>
<td>37</td>
<td>41</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2 1/2 lbs. rye bread</td>
<td>2937</td>
<td>37</td>
<td>96</td>
<td>548</td>
<td></td>
</tr>
<tr>
<td>3 pints ale</td>
<td>584</td>
<td>0</td>
<td>4</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>2 cups cabbage</td>
<td>45</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>4081</td>
<td>74</td>
<td>114</td>
<td>611</td>
<td></td>
</tr>
</tbody>
</table>

Choose ONE activity for your medieval peasant’s day to place in the “Calories Burned” section of the table below.
Average Medieval Female - Age 30, 5' 5", 120 lb

Weeding Garden 1,960
Calories in 8 hr

Standing - moderate/heavy work 1,742
Calories in 8 hr

Hauling - water (e.g., on farm)
1,960 Calories in 8 hr

Cultivating Garden
1,470 Calories in 6 hr

Chopping Wood - occupation, fast 5,552
Calories in 6 hr

Farming - animal care, general
2,613 Calories in 8 hr

Average Medieval Male
- Age 30, 5' 5", 120 lb

Sawing - hardwood, by hand (carpentry)
3,266 Calories in 8 hr

Forking Bales of Hay
3,484 Calories in 8 hr

Farming - shearing sheep
2,613 Calories in 8 hr

Farming - chasing livestock, walking
1,524 Calories in 8 hr

Digging - ditches
3,701 Calories in 8 hr

Chopping Wood - occupation, fast
7,403 Calories in 8 hr

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>CALORIE S</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>