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| Information Sheet | <h1 style="margin: 0;">Kids Time: a century of learning through play</h1> |
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Purpose and Overview

This exhibition aims to allow children to learn about the passage of recent time (the past 100 years) within the context of family generations and the toys they used.

This exhibition views 100 years of social history in terms of family generations. From a child's perspective it illustrates the themes of continuity and change through 'Play'.

1. The exhibition looks at children's lives over five time periods:
 - Present day – 2000's
 - When Mum and Dad were kids in the 1970s
 - When Grandma and Grand Pop were kids in the 1950s
 - When Great Grand Ma and Great Grand Pop were kids in the 1930s
 - When Great-Great Grand Ma and Great-Great Grand Pop were kids in the 1910s.

2. Each of the five time periods is represented by a separate time module or cubby house, each of which includes:
 - A colour coordinated space for children to play
 - A girl and a boy character who may be identified with the era
 - Toys, puzzles, dress-ups and items to play with
 - Displays of toys from different eras in sealed cases

3. If information is presented through age appropriate opportunities in early childhood such as 'learning through play', it will be successful, meaningful and purposeful, especially if supported by adult interactions e.g. parent, grandparent, teacher, carer. Bright, engaging and beautifully designed, this exhibition has been uniquely conceptualized from an early childhood



angle. It aims to capture the interest of children and encourage those who accompany them to share with them their own precious childhood memories. The toys displayed in this exhibition also represent some changes in technology over the past hundred years.

4. A **virtual tour** is available as an interactive presentation.

5. Please **bring a camera** to preserve the experiences of your children during their visit. The photos can be used later for presentations and stimulus for reflection and discussion.



Toys: 1950

Activities:

Students may engage in some of the following learning experiences:

Orientating (during the visit)

- Explore and learn using a range of senses.
 - You may wish to draw the attention of your class to the photographic images of children used in the exhibition which reflect changing technology.
 - **1910** – Black and White portraits
 - **1930** – Sepia portraits
 - **1950** – Hand coloured portraits
 - **1970** – Colour portraits
 - **2000** – Colour (Digital) portraits
 - Each cubby house era has its own distinctive smell. A line of rhyme links each of these to one of the children portrayed in the exhibition and to the exhibition verse.
- Explore and discover the various elements presented within the exhibition.
- Actively become involved with the exhibits using the photo opportunity board, puzzles, dress ups, other toys and interactive elements.
- Identify a boy and girl represented in each period.
- View toys on display from different times.



Toys: 1930



Toys: 1910

Enhancing (during and/or after the visit)

- **Families:**
 - Discuss family relationships and value the role of family in the world.
 - Discuss the exhibits and talk about the olden days with family members.
- **Toys:**
 - Understand that new technologies have altered the materials from which toys are made.
 - Realise that modern toys have changed over time.
- **Multiculturalism:**

Experience some multicultural content and view the words for family members in: Aboriginal language (Wakka Wakka), English, French, Swiss German, Italian, Spanish, Danish, German, Japanese, Chinese, Sudanese (Dinka bor) and Serbian languages.

Synthesising (after the visit)

- Prepare and present a short role play that demonstrates an aspect of life of a typical family in a given time period.
- Prepare and present a short role play that demonstrates an aspect of life of a typical migrant family in a given time period.
- Design and create a toy that is representative of a given time period.
- Prepare a presentation on life and times in a particular time period. Compare with modern living.

Background Information:


- Early toys in this exhibition were made of china, wood, metal, tin and lead and tended to endure for many years. Most toys today are made of plastic and many break – they do not last in the same way.
- Attention can be drawn to the way dolls or wheeled toys have changed over time e.g. in the materials used for their construction, or in the evolution of styles.
- In spite of many changes over time, some things stay the same e.g. there are always families, and there have always been toys.
- Time (i.e. the past 100 years) can be sequenced into family generations.
- Many children of the Depression Era (1929–early 1930's) had few new or store bought toys because of a lack of money. Many toys from this time were homemade or make-do, and children often played with things from their environment such as ropes, wooden boxes, sticks, stones, bottle tops, berries, branches and marbles from the necks of soft drink bottles.
- Prior to the introduction of plastic most toys were made of natural materials such as wood, metal, fabric. If they broke, they could usually be repaired and were kept and treasured by several generations. Today most toys are made from plastic. If they break – they are often not repairable, and consequently are disposed of. They rarely last beyond one generation.
- One hundred years ago toys represented a narrow and separate area of shop merchandise. Today they form the core theme of many other areas of merchandising – e.g. movies, clothing, linen, dinnerware, fast food sales.
- Prior to the invention of television and electronic games, children's play was generally much more physical, often outdoors, and involved more exploration and discovery and more risk taking E.g. Skipping, hopscotch, building cubbies, boating, climbing trees. Today in the interests of child safety we restrict the freedom of children much more.
- The family tree in the exhibition allows children to understand their own family




pattern: nuclear, extended, single parent etc – regardless of this we all have the same genetic family tree structure. One child comes from two parents who come from four grandparents who come from eight great-grandparents etc.

- Often there is somebody in our family who likes to tell us stories about the olden days, and what life was like when they were little. These stories are always interesting because it's hard to imagine Grandma crawling around in the dirt playing marbles with the boys, or Pop having to sit at the table until he'd eaten all his beans so he could have dessert.

Resources:

[Kids Time unit](#) [300kB 

[Family time poem](#) [67kB 

[Illustrations of cartoon children](#) can be downloaded and freely used from the Queensland Museum website.

Terminology

Olden days, granny, britches, buggy, family, heritage, toys, changes, china, plastic, wood, fabric, manufacturing, technology

Printed References

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