



Unit Plan	<h1 style="margin: 0;">Kids Time: time, continuity and change</h1>
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Introduction:

This unit of work has a major focus on object-based learning which gives students the opportunity to participate in a museum visit and enhance their learning by developing understandings about the past.

The unit is SOSE and Technology based and has strong links with other Key Learning Areas including Language and Preschool Curriculum.

Key Concepts:

- To develop an awareness of both ‘**continuity and change through time**’ over the last hundred years, by presenting time in terms of family generations.
- To facilitate this by using items which all family members relate to and have strong memories of toys and their own childhoods.
- To illustrate the materials and fashions of **changing technology**.

Links to KLA’s: Core Learning Outcomes:

- **PRE-SCHOOL FOUNDATION AREAS** – Learning through play
- **SOSE** – Understanding past ideas, events and actions, culture and identity.

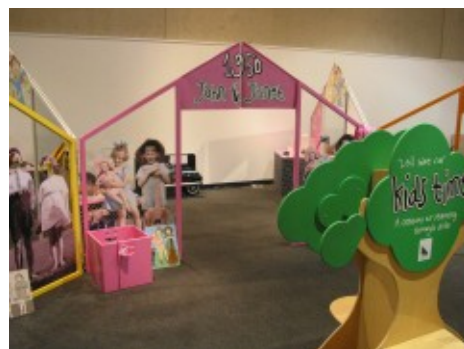
KLA SOSE		
Strand and Level outcome		Place within Unit of work
TCC 1.1 Students describe their past and their future using evidence from familiar settings.	TCC 1.2 Students sequence evidence representing changes and continuities in their lives.	Museum visit Pre-visit Post-visit
TCC 1.5 Students identify what older people value from the past.	TCC 1.3 Students share points of view about their own and others’ stories	Pre-visit Museum visit Post-visit
TCC 2.2 Students record changes and continuities in familiar settings using various devices.	TCC 2.5 Students identify similarities and differences between the experiences of family generations	Museum visit Pre-visit Post-visit Also TCC D1.6 TCC D2.8, TCC 3.1, TCC 3.2TCC 3.5

TECHNOLOGY – Investigate and develop an awareness of the products of technology and gather knowledge, ideas and data.

KLA -TECHNOLOGY		
Strand and Level outcome		Place within Unit of work
MAT 1.1 Students identify characteristics of materials and explain how materials are used in everyday products	MAT 2.1 Students match the characteristics of materials to design requirements	Museum visit Pre-visit Post-visit
TP1.2 Students generate design ideas and communicate these through experimentation, play and pictures.	TP 1.3 Students make products that are meaningful to them, and describe their own production procedures.	Post-visit
TP 1.4 Students express thoughts and opinions to evaluate their own and others design ideas and products.	TP2.2 Students generate design, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.	Post-visit

Student Activities

- **Kids Toys:**
A collection of special toys
[Create your own museum exhibition](#)
- **Pre-visit**
Activities at school to orientate and engage your students
- **Visit**
Activities at the museum to explore the exhibition
- **Post-visit**
Activities to elaborate and synthesise the museum experiences



Toys: 1930 Space

Pre-visit activity suggestions

One way of making a visit to the museum a more meaningful experience is to engage the children with activities that exemplify **museum processes**. For example, a pre-school group prepared for their museum visit by [creating their own exhibition](#) of interesting objects. More specific activities can target outcomes from the key learning areas.



Toys: 1950

SOSE: Time Continuity and Change

Hold a class discussion on families. – What is a family? Who is in it? What do we call our grandparents – there are lots of different special names for them? Why are they special? How do they make us feel? What do we like to share with them? (**SOSE – TCC1.1, TCC1.3**)

- Have each child construct a family tree – perhaps as homework (**SOSE – 1.2**). [My Family Tree](#) – a family tree template.
- Write a family book. Ask each child to bring along a photo of themselves as a baby, a toddler and a preschooler. Scan these into a computer and use them as the basis for writing a story about them. “When I was a baby I....., When I was a toddler I.....?” etc. (**SOSE – TCC2.2**)
- Read and discuss the poem, [“Family Time”](#) which is central to the exhibition. Talk about the olden days, what does it mean to your class?
- Read picture books about the olden days e.g. Papa and the Olden Days by Ian Edwards, and Annabel’s House by Norman Messenger.

Technology: Investigation of Materials

- Set up an exciting “materials” display in your classroom. Then, when you visit the “*Kids Time*” exhibit you can take a look at the different types of materials the toys displayed are made from – and note the changing fashion of toy materials over the past century.
 - Label and display interesting and everyday objects which are made from metal, paper, plastic, glass, wood, stone, clay, ceramic, fabric, rubber etc.
 - Discuss the different properties of these materials. Have children propose reasons for using a particular material for a particular item.
 - Would a glass tennis ball work?
 - Could paper clothes survive a footy match?
 - Would wooden eyeglasses work?
 - Would a plastic axe chop wood?
- Discuss and question how and why family and friends use various products such as toys, and the function or design of these products (Toys) and how they were produced.



Toys: 1910

Suggestions for class visit to the exhibition

Technology Focus: Investigation of Materials

- While visiting the exhibition – note with children the different materials which the toys displayed are made from. Observe that none of the toys in 1910 are made of plastic, and that many of the toys in 2000 are. Why is this so? Show the gradual introduction of plastics as you progress from 1910 to 2000 sequentially? Were there more toys made of metal in earlier years? Why are there less today? How did some of them work?
- Also draw children's attention to the different styles of portrait. Why are Agnes and Alfred black and white? Why are Betty & Bill displayed in sepia? Why are Janet and John hand coloured? And Michelle and Mark in colour?



Toys: 1970

SOSE Focus: Time Continuity and Change

- Look at the toys played with by Agnes & Alfred and the other children. Encourage any adults present, such as teachers or parents, to share stories of their era and their toys with the children.
- Ask children which toy they would like to have. Ask them to explain why.

- Note the different styles of clothing worn by the children in each of the five eras. Ask children if they would like to wear clothing like that. Why?
- Note the words in different languages for Me, You, Mum, Dad, Grandma and Grandpa etc – perhaps try reading them or pronouncing them. Make a point of explaining that even though people belong to different cultures, speak different languages, and sometimes appear different on the outside we all have families and we all have names for Mum, Dad etc.



Toys: 2000

Post-visit learning Suggestions

Technology Focus: Investigation of Materials

- Use the photos you have taken to create a class book describing your excursion. Include the two child characters from each era.
- Have children draw, illustrate and label pictures of the toys they liked best in the exhibition. Encourage them to record what materials they were made from, and special features or functions. **(Technology - TP 1.2, TP 1.4)**
- Ask children either individually or in groups to draw a design for “The Best Toy in the Whole World”. Use labels to note special features. They could then build a model of their toy. Then have each ‘designer’ present their toy to the ‘toy company’ (the rest of the class). They will need to sell their idea, by convincing the rest of the class that their toy is one that all children will love, and that it would be worth spending money to manufacture. **(Technology -TP 1.2, TP 1.3, TP 1.4, TP 2.2)**

Studies of Society Education Focus: Continuity and Change

- Invite parents and grandparents to visit your classroom with a toy or collection of toys from their own childhood, and talk about where they got it, why it was so special that they have kept it throughout their life, and who they played with when they used it. **(SOSE – TCC1.5 and TCC2.5)** Take photos of these people with the children in the classroom and their special toys – display these in a prominent place – ask children to write the display labels.
- Make paper dolls of the children from different eras. Use these to retell, reinforce, and recreate the time continuum of the past 100 years. As a stimulus – they could then promote creative story writing, report writing,

daily diary, or if mounted on card become a 3D classroom diorama.

(SOSE – TCC1.2 and 2.2)

- The children of all countries are just like the children in your class, they all like to play with toys. So did Mum and Dad, and Nana and Pop when they were children. Some things change as new items like plastic are invented, but some things, like families - stay the same. Find out about the toys of other cultures and make a report to your class.

Integrated activities

- Make your own museum of toys following the guide: [Museum in a classroom](#).



I like it because it has lots of colours. It has a funny rainbow hat. I slept with it at home. When I cuddle it, it makes me happy. I love it. My uncle got it for me. When I cuddle it I feel excited. It makes me shine because I think about my favourite uncle. If it had pictures of lions on it, it would be better.