

Pre-Primary
Talking Time
Teaching and Learning Sequence



Our Personal Histories: Talking Time

Lesson Sequence - Foundation (Pre-primary)

This lesson sequence emphasises the development of inquiry skills and builds children's understandings of continuity and change, cause and effect, perspectives, empathy and significance. It aims to develop children's knowledge of past, present and future in the context of their own personal history and that of their families. The unit explores the concept and language of time and then moves to using sources and artefacts to show their own personal history. Students will share personal artefacts and those shared from their families to explore concepts of time, history and change.

Lesson One - Exploring the Time *Talking Tubs*™ and Creating a 3-D Mind Map

Focus Question: Can students identify between the past, present and future?

Lesson Two - The language of time- developing an appropriate vocabulary for talking about time

Focus Question: Can students use relevant and accurate terms to show the passing of time?

Lesson Three – Past, Present and Future – who was I, who am I and who will I be?

Focus Question: Can students pose questions about the past, present and future?

Lesson Four - Proving I have grown – presenting an oral language history talk using personal artefacts

Focus Question: Can students use sources to support their narrative about the past?



Lesson Five - Personal Artefacts Museum – Sharing personal historical sources

Focus Question: Can students identify and compare features of objects from the past and present?

Lesson Six - When Frank Was Four – How I have grown and changed?

Focus Question: Can students present a narrative about their past using drawing and writing as a communication form?



Pre-lesson preparation: Suggested items to collect for your 'Time' *Talking Tub*™.

Think about the concept of time and personal history. This will direct the items that you collect for your *Talking Tub*™ and the depth you are wanting to create in your project.

- An analogue clock
- A sand timer
- A digital clock
- A calendar
- A photo of yourself when you were a baby or small child
- A photo of yourself at another stage in your development
- A photo of a child or children in your group when they were younger
- Artefacts related to babies, for example a dummy, baby shoe, blanket or baby clothes

Additional items will add a depth and breadth to your project and can act as a springboard to link your project across disciplines, such as the inclusion of the Cross-curriculum priorities. Think about adding these items:

- An historical family photo and a modern family photo.
 - Photos relating to changes in your classroom – this may be as simple as a display you had earlier in the year or could be an event the children will remember.
 - Photos relating to changes in your school – this may be what the school looked like when it was first developed, changes to the playground or buildings.
 - Photos or prints of art work that show the changes in Australia over time showing Indigenous people. This may facilitate thinking on the long history of Aboriginal peoples in Australia.
 - Photos or artefacts that relate to your local area or region where your school is located and show your *place*.
-
- Photos or artefacts that relate to a *change* in a place of *significance* for your children or your school. This may be a local park, beach or wetlands, prominent building or town centre. It should hold significance to *your* children.

How to use the *Talking Tub*™ and create a 3-D Mind Map

Pre-lesson preparation checklist:

- ✓ collect the artefacts and place them in the tub
- ✓ cut strips of coloured card for recording the main ideas and linking ideas
- ✓ pre-cut cloud shaped paper (A5 size) for children to draw and/or write their own thinking

Lesson One - Exploring the Time *Talking Tubs*™ and creating a 3-D mind map.

Focus question – Can students use identify past, present and future?

Lesson Duration – 40-45 minutes

1. Seat the children in a circle on the mat. Have the *Talking Tub*™ in front of you. Tell the children that the tub has a number of items in it that you are going to explore and to talk and think about. (Ideally, the teacher should also be sitting in the circle and an Education Assistant or helper records the children's thinking.)
2. Take the clock out and place it in the middle of the circle. Let the children talk about the clock. Listen for the *time-related* words they know.
3. Take out the sand-timer and see how this adds to the discussion.
4. Ask the children what they think the talking tub is about. By now the word *time* will have been mentioned several times. Write the word time on a strip of coloured paper and place it under the clock in the centre of the circle with the timer next to it.
5. Take out the calendar and ask the children how that relates to the clock and timer – add their key idea on paper and place it as the first branch of the 3D Mind Map – it will probably be something like, 'the passing of time' or 'marking the passing of time'.
6. Pass around the tub and ask the children to take out one item each. Give the children time to examine their artefact and talk about it. As a new key idea emerges, add another branch to the Mind Map and place the item with it.
7. Once all of the items are placed on the Mind Map there should be several key ideas represented. Your key ideas will depend on what you place in the *Talking Tub*™. For example these may be (but are in no way limited to)
 - *The passing of time*
 - *People change over time*
 - *Places change over time*
 - *We remember things that happen in the past*
 - *Our classroom changes as the year goes on*
 - *Families celebrate the passing of time in different ways*

There are no right or wrong key ideas as they have come from the children's thinking and from the items in the *Talking Tub*™. The number of branches on the 3D Mind Map will depend on what you choose to include.

8. Give the children their thinking clouds to draw or write something they know about time to add to the Mind Map. As the children are working, walk around and help them by questioning, to deepen their thinking. Scribe for children if they are unable to write all of their thoughts.



9. Allow each child time to decide where their thinking cloud could be placed on the Mind Map. You may need to support and prompt some children with questions and discussion.

10. Return to the class circle on the mat to reflect on their learning by looking at the completed Mind Map and discussing the links that the children have made.

11. Take photos of the completed 3D Mind Map to display and add to the *Floorbook*™ or to a class display.

Related Resources

Family photos – historical

<http://museumvictoria.com.au/learning-federation/melbournes-bfa-family1/mbfa-family18/>

<http://museumvictoria.com.au/collections/search?q=family>

<http://www.chia.chinesemuseum.com.au/biogs/CH00624b.htm>

Images – Early Australian History

<http://www.nma.gov.au/collections/about-the-national-historical-collection>

<http://www.nla.gov.au/what-we-collect/pictures>

Images – Aboriginal and Torres Strait Islander culture

<http://www.noongarculture.org.au/photos/>

http://www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/

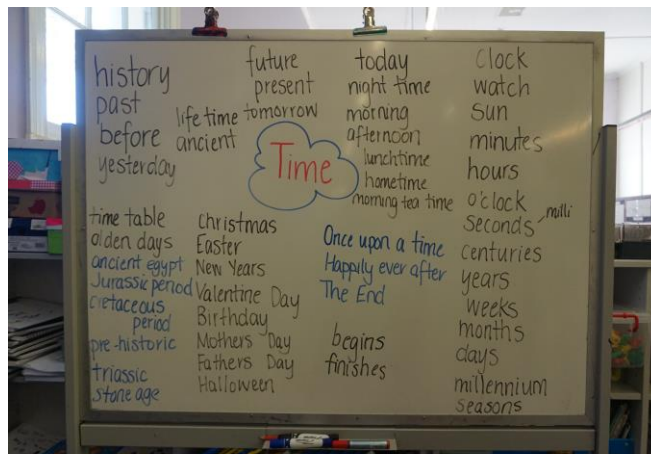
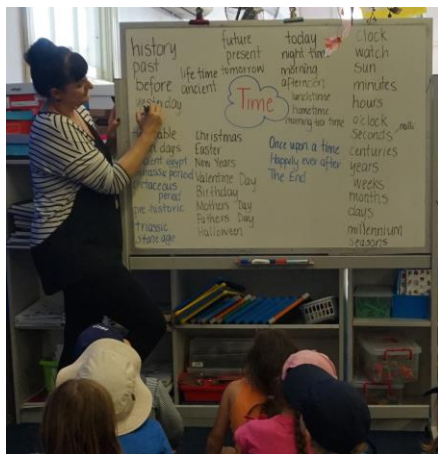
Early Australian Art – featuring landscapes, Indigenous Australians in early settlement times

<http://nga.gov.au/COLLECTIONS/Australia/>

Lesson Two - The Language of Time - developing an appropriate vocabulary for talking about time.
 Focus question – Can students use relevant and accurate terms to show the passing of time?
 Lesson Duration – 30 minutes

Group Brainstorming activity – 2-D Mind Map

1. Use the photos from the 3-D Mind Map to revisit the concept of time. Write the word time in the middle of the board.
2. Ask the children to think about what they know about time and what time related words they know.
3. As they contribute record their words on the mind map grouping them together into related ideas. The words will differ depending on the group and the children. For example;
 - Time words – the language of time (seconds, minutes, hours, days, weeks, months, years)
 - Time phrases literary – (a long, long time ago, once upon a time, they lived happily ever after, in the dreamtime, many moons ago)
 - Time phrases – (soon, before, after, yesterday, tomorrow)
 - History related words (past, present, future, prehistoric)
 - Recording time – (clock, timer, calendar, watch)
 - Ideas of time/history – (dinosaurs, indigenous history, myths, dreamtime stories)
 - Personal History (baby, toddler, child, teenager, adult, grandparent)



Lesson Three – Past, Present and Future – who was I, who am I and who will I be?
 Focus Question: Can students pose questions about the past, present and future?
 Lesson Duration – 30 minutes

Following the mind map on time this lesson will help the children to explore the concept of past, present and future through discussion and representation.

Pre-lesson preparation

- ✓ Large sheets of paper with 'past', 'present' and 'future' recorded on them.
 - ✓ Selected art materials for children to represent themselves
1. Lead a discussion with the students relating to their own past, present and future. Use the large sheets of paper to record the children's key thoughts on how who they were, who they are now and who they think they will be in the future.
 2. During the discussion model the use of appropriate time language.
 3. Have the students represent themselves either as they were, are now or who they will be in the future.

Suggested Assessment

Make note of the children's contributions to the discussion.

Were the students able to reflect on the changes and possible changes to themselves?

Were the students able to represent themselves appropriately as they were in the past, are presently or as they think they will be in the future?

Lesson Four - Proving I have grown – presenting an oral language history talk using personal artefacts

Focus Question: Can students use sources to support their narrative about the past?

Lesson Duration – Two or three 30-45 minute sessions, depending on class size.

Pre-lesson preparation

- ✓ At the beginning of the project send out a letter detailing the project and the presentation.
- ✓ Create an assessment matrix (or use the assessment matrix provided) to assess the child's oral language and historical understandings. Print one for each child.

1. Each child will be asked to present an oral language talk proving that they have grown.
2. In the lead up to the project have a discussion with the class concerning the protocols on the presentation. Work with the children to create a short list describing what a good presenter does and what a good audience does. A simple outline is provided below.

Presenter

I need to know my topic.
I need to speak clearly.
I need to make eye contact.
I need to stay on my topic.

Audience

We need to listen carefully.
We need to sit still.
We need to wait until the end to ask questions.
We need to put our hand up and wait to be chosen to ask our question.

Oral language Presentation Proving I Have Grown				
Name _____				
Topic _____				
	Developing	Age appropriate	Well Developed	
Voice				
Spoke about topic with enthusiasm				
Talk with confidence				
Conventions				
Spoke at an appropriate volume to be heard				
Look at the audience while talking				
Spoke at an appropriate rate to be understood by the audience				
Enunciate words clearly				
Organisation				
Had a clear purpose				
Presented ideas and information in a logical sequence				
History				
Use personal sources to show change over time				
Use the language of time to support presentation				
Present a personal story about the past				
Comments				

Proving I Have Grow

Oral Language Presentation

Dear Parents,

As part of our history project **How We Change Over Time – Personal History Project** each child is asked to present a short oral language talk proving that they have grown. Children are encouraged to use a couple of personal sources to support their presentations. These may include but are not limited to; photos; video; items of clothing (baby shoes, baby clothes); toys and other personal items.

The talk only needs to be a couple of minutes so it is better to keep to one idea or theme. Please help your child to decide on what their oral language talk will focus on. Some suggestions include; how much I have grown – height; how much I have grown – size; what I can do now that I could not do when I was a baby; what I played with when I was a baby compared to what I play now. Be as creative as you can.

Children may present their information any way they choose but are welcome to use notes; a posters; drawings; video or PowerPoint. Following the talk, the children's personal items will be included in a class personal artefact museum that will be set up in the classroom for several weeks.

The talks will be presented on _____ at _____. Parents are welcome to attend as support for their child and as audience members.

3. Devise a timetable for the presentations so children and families are aware of when they are presenting.
4. Each child presents their talk to the class. On conclusion the teacher gives the child verbal feedback on their presentation. Give the class the opportunity to provide positive verbal feedback and to ask questions of the child.

Suggested Assessment

Use the assessment matrix to assess the child's oral language and historical understandings.

Was the child able to use their source or sources to support their narrative about the past?

Lesson Five - Personal Artefacts Museum – Sharing personal historical sources

Focus Question: Can students identify and compare features of objects from the past and present?

Lesson Duration – 30 minutes for initial discussion, then ongoing time with individual children.

Pre-lesson preparation

- ✓ Set up an area in the classroom to create your museum
 - ✓ Ideally plan an excursion to a local museum to see an exhibition.
 - ✓ Create a collection description card with the children to use as a template.
1. Following the oral language presentations work with the students to create a personal artefacts museum displaying the personal sources the children brought in to support their oral history presentations.
 2. If you are unable to visit a museum use one of the following online museum sources to explore the collections and how they are catalogued and described (see resources list).
The V & A Museum of Childhood in the United Kingdom has a comprehensive online collection of artefacts related to the lives of children. Explore the site with the children looking at the information provided to support the artefacts. You are able to download information in PDF form from the website to print out for the children to see.
<http://www.museumofchildhood.org.uk/collections/>
 3. These museums have comprehensive collections of online artefacts relating to children and childhood.
Carnamah Historical Society (Virtual Museum Collection) <http://www.carnamah.com.au/toys>

Museums Victoria (Collections)

<http://museumvictoria.com.au/collections/themes/1622/william-boyd-childhood-collection>

<http://museumvictoria.com.au/collections/themes/2847/childhood-youth-collection>

National Museums Australia <http://www.nma.gov.au/collections/highlights/children>

The V & A Museum of Childhood in the United Kingdom has a comprehensive online collection of artefacts related to the lives of children. Explore the site with the children looking at the information provided to support the artefacts. You are able to download information in PDF form from the website to print out for the children to see.

<http://www.museumofchildhood.org.uk/collections/>

4. Once you have worked with the children to decide on the information you want to include on the cards, create the Description Cards and print onto card for displaying.
5. In the next lesson, assist the children to complete Description Cards for their objects.

Personal History Collection Pre-Primary	
Item	
Description	
Materials	
Owned By	

Personal History Collection Pre-Primary	
Item	
Description	
Materials	
Owned By	

Suggested template for the Collection Description Card to be used to label children's objects for the class Personal Artefact Museum.

Lesson Six - When Frank Was Four – How I have grown and changed?

Focus Question: Can students present a narrative about their past using drawing and writing as a communication form?

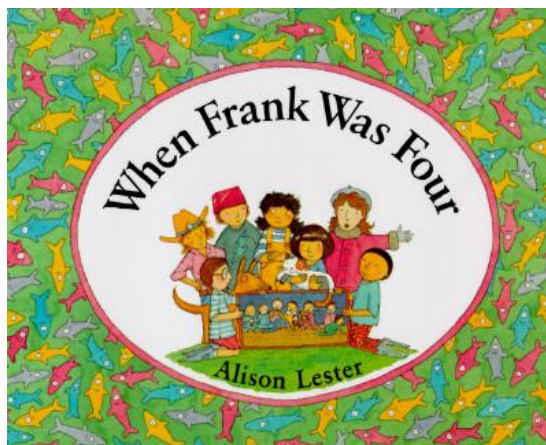
P

The children will presenting a personal narrative through illustrations and/or writing to show how students have grown and changed since birth

Pre-lesson preparation

- ✓ Source the book “When Frank Was Four” by Alison Lester Hodders Children’s Books Australia.1991
- ✓ Print out sheet – When Frank Was Four

This lesson is based on the popular children’s book **When Frank Was Four** by writer illustrator Alison Lester. Lester’s book follows a group of children through life events from one to seven years of age through pictures and short entertaining statements about their lives creating a narrative of their lives.



1. Read the story “When Frank Was Four” to the students. Reflect on the changing abilities and interests and stories of the children in the book.

“When Nicky was one she tipped spaghetti on her head.”

“Nicky got lost on Christmas eve when she was two.”

“And Nicky got stuck up a tree when she was three.”

“When she was five she broke her arm.”

“When Nicky was six she did a somersault on the trampoline.”

“Nicky flew off the swing when she was seven.”

2. The children use the 1,2,3, eye to eye, knee to knee strategy (sitting cross legged facing each other) to discuss with their partner the changes to their own interests and abilities and their own personal history stories.
3. The children complete the worksheet sharing through illustration or writing the stories of their own history showing their growth and development. If children are not able to write their own narratives then scribe for the child to gain an accurate picture of their use of historical terminology and their ability to explain and communicate their perspectives and explanations.

Suggested Assessment

Can students present a narrative about their past using drawing and writing as a communication form
Use the child’s work sample illustrations, writing or scribing to complete the assessment matrix for each child based on the work sample – When Frank Was Four

When I was one	When I was two	When I was three
When I was four	When I was five	

AISWA Disclaimer and Copyright statement

Disclaimer: The information contained in this publication is to the best of our knowledge and belief correct at time of publication. However, no warranty or guarantee is or can be provided by AISWA or any member of its staff, and no liability is or can be accepted for any loss or damage resulting from any person relying on or using the information contained in this publication. AISWA values education and equality of all students within Western Australia. However, the views expressed in this publication by the individual schools who participated in the project that resulted in the publication are their own and do not necessarily represent the views of AISWA.

Copyright: This publication was produced for use by educators in Australian schools. Acknowledgement of the Association of Independent Schools of Western Australia would be appreciated in doing so.
©AISWA Educational Publication teacher resource – not for resale