

Growing and changing: Individual identity

Strand

Time, Continuity and Change

Culture and Identity

Systems, Resources and Power

Core learning outcomes

Time, Continuity and Change

- 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.
- TCC 1.3** Students share points of view about their own and others' stories.
- TCC 1.4** Students describe the effects of a change over time in a familiar environment.

Culture and Identity

- CI 1.5** Students describe their unique and common characteristics and abilities.

Systems, Resources and Power

- SRP 1.5** Students discuss strategies that assist them to manage limiting situations.

Purpose and overview

Activities encourage students to begin to explore the concepts of continuity and change in their lives. Familiar environments such as home, class and school are explored to gain understanding of these concepts and to enable students to appreciate and describe the effects of changes over time. Students investigate their growth from babyhood to the present time and describe their unique and common characteristics and abilities. Students also reflect on and express their feelings about this growth. Through participation in cooperative activities, students discuss and reflect on ways to solve problems and, with assistance, begin to use strategies that aid independence and self-reliance. Reflective practice allows students to revisit familiar contexts to develop more sophisticated understandings about themselves and others.



Phases	Activities	Core learning outcomes	Assessment opportunities
<p>1. Exploring the concept of change</p>	<ol style="list-style-type: none"> 1. What has changed? 2. <i>First there was Frances</i> 3. How did the characters feel? 4. <i>Rose meets Mr Wintergarten</i> 5. People change 6. What happens next? 	<p>TCC 1.2 TCC 1.3 CI 1.5</p>	<p>Reflecting on and verbalising personal experiences in relation to a story's events as evidence of demonstrations of TCC 1.3 (Activity 2).</p> <p>Participating in the creation of a sociogram 'web' that illustrates changes in characters' relationships in a story as evidence of demonstrations of TCC 1.3 (Activity 3).</p> <p>Discussing, comparing and drawing conclusions about changes in the behaviour of a character in a story as demonstrations of TCC 1.3 (Activity 5).</p> <p>Participating in a discussion about playtime choices and actions as evidence of demonstrations of CI 1.5 and/or TCC 1.2 (Activity 6).</p> <p>Observation: Use observation checklist to begin collecting evidence of demonstrations of TCC 1.2, TCC 1.3 and CI 1.5.</p>
<p>2. Investigating my growth and changes around me</p>	<ol style="list-style-type: none"> 7. What's the 'case'? 8. Recording the evidence 9. Changes all around 10. How did Fang Fang and Lisa feel? 11. How did I feel? 12. Day by day 13. Is that me? 14. My changing classroom 15. My changing school 	<p>TCC 1.1 TCC 1.2 TCC 1.3 TCC 1.4 CI 1.5</p>	<p>Introducing themselves in pairs and recording in investigator's journals as evidence of demonstrations of CI 1.5 (Activity 8).</p> <p>Drawing a family timeline as demonstrations of TCC 1.2 (Activity 13: Part one).</p> <p>Recording abilities at each life stage in a journal as evidence of demonstrations of TCC 1.1 and TCC 1.2 (Activity 13: Part two).</p> <p>Observing, discussing and recording old/new features of school environment as evidence of demonstrations of TCC 1.4 (Activity 15).</p> <p>Observation: Use observation checklist to collect evidence of demonstrations of TCC 1.1, TCC 1.2, TCC 1.3, TCC 1.4 and CI 1.5.</p>
<p>3. Synthesising by reflecting on and responding to changes</p>	<ol style="list-style-type: none"> 16. When I'm older 17. My problem-solving plan 18. What have I learned about change? 	<p>TCC 1.1 TCC 1.2 TCC 1.4 CI 1.5 SRP 1.5</p>	<p>Reflecting on changes and making predictions about the future as evidence of demonstrations of TCC 1.1 and CI 1.5 (Activity 16).</p> <p>Reflecting on abilities and managing limitations as evidence of demonstrations of CI 1.5 and SRP 1.5 (Activity 17).</p> <p>Reflecting on learning about change and recording responses in a journal as evidence of demonstrations of CI 1.5 and TCC 1.4 (Activity 18).</p> <p>Observation: Conclude recording evidence of students' demonstrations of TCC 1.1, TCC 1.2, TCC 1.4 and SRP 1.5 on the observation checklist.</p> <p>Further opportunities to assess demonstrations of SRP 1.5 can occur through the Level 1 module <i>Whistle while you work</i>.</p>

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts, and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Resource 5 Most suggested assessment tasks use the technique of observation. An observation checklist with criteria is provided for mapping students' demonstrations of the learning outcomes (Resource 5). Other assessment techniques include student–teacher conferencing, interview and self-assessment. Other assessment opportunities may be identified within particular activities. Assessment criteria suggested in activities could assist in making consistent judgments about students' demonstrations of learning outcomes.

Student journal Many of the activities in the investigating and synthesising phases require students to record ideas and responses in an 'Investigator's journal'. Various types of representation, such as drawing, and tracing over text, will be used in the journal. The journal is a useful assessment instrument as it provides detailed samples of student work. Students use their journals to record information about themselves, their observations and their reflections.

Using this module

Organisation As students' cooperative and self-management skills are still developing, 'buddy classes', older siblings and parents/carers may need to provide extra support and assistance with specific skills, such as writing, following directions and pair/small group discussions. Video/camera equipment will be useful for showing changes over a longer period of time. This will allow students' growth and/or school environmental changes to be recorded over a term, semester or year.

Information for parents/carers It is important that parents/carers are informed about the content of the activities. Family structures are a key focus of this module and certain activities reflect a range of definitions of 'family'. Sensitive issues, such as family changes, may need to be discussed with parents/carers and permission sought before planning begins. Perhaps a Parents'/Carers' Information Session could be held to discuss the learning outcomes of this module.

Preparation You will need the following resources before you begin this module:

- video of students at play in the school grounds
- photographs of students and their families
- stimulus posters/pictures depicting families, children of various ages, cultural and community events/celebrations
- various narrative children's books portraying children, family and school life (detailed in the 'Support materials and references' section)
- samples of real-life journals in various styles.

Support materials and references

Narrative literature is used to assist the exploration of the concepts of change and continuity in our lives throughout the activities. The 'Support materials and references' section lists details of this literature and other related resources.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

change	feel	positive
conclusion	investigate	predict
discuss	journal entry	record
effects	know	reflect
environment	negative	think
evidence	neighbourhood	timeline
family tree	observe	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Policies relating to workplace health and safety need to be considered when physically changing the classroom environment (Activity 14).

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- begin to work and socialise peacefully in cooperative learning situations
- show respect for and consideration of ideas and attitudes that are different to their own
- develop an awareness of and respect for cultural diversity
- develop an awareness of and respect for a range of family and friendship groups
- challenge stereotypes, with assistance
- display sensitivity to those students for whom sharing family experiences may be uncomfortable or not acceptable
- support one another in their efforts.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 1: *Let's get together: Families and needs*
- Level 2: *Way to grow: Individual development*
- Level 2: *A patchwork of memories: Family diversity*
- Level 2: *Our faces: Belonging and identities in Australia.*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained. Assessment opportunities that enable students to demonstrate learning outcomes relevant to these key learning areas will need to be planned for and implemented.

Possible links to *English* (in development):

- identify ideas in texts read aloud
- interpret directly stated information in texts read aloud
- identify time and cause–effect relationships between ideas in texts read aloud
- interpret relationships between characters in texts read aloud
- make and explain distinctions between true/not true and reality/fantasy
- participate in group discussions through responding to questions, expressing and supporting opinions, recounting events, making and evaluating predictions and listening and responding to the contributions of others
- investigate reasons for recording observations and some ways journals/diaries can be used for these purposes
- represent time and interpersonal relationships in written and visual texts.

Possible links to *Mathematics* (in development):

- associate time with meaningful events and measure and compare the duration of events using non-standard units
- collect and organise data and display it using one-to-one correspondence and interpret such displays
- copy, continue, create and describe patterns and change involving a single attribute and compare the values of numbers.

Possible links to *Science*:

- LL 1.2 Students group living things in different ways based on observable features.
- LL 2.2 Students illustrate changes which take place in the course of the life span of living things (including the growth of a plant and an animal).

Possible links to *Health and Physical Education*:

- EPD 1.1 Students describe themselves in personal, family and community terms, including the activities and achievements that give them positive feelings.
- EPD 1.2 Students identify relationships they experience in their daily lives, and can demonstrate the behaviours appropriate for these.
- EPD 1.3 Students describe how they have changed as they have grown and developed.
- EPD 1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Exploring the concept of change

Core learning outcomes emphasis: TCC 1.2, TCC 1.3, CI 1.5

Students explore the concept that things and people change in environments familiar to them.

Teaching considerations

Consideration and sensitivity will need to be given to issues of family and cultural diversity when planning to use the activities in this module. Parents and carers should be notified regarding the concepts to be explored (change and its impact on our lives). Activities in this phase link with English via group discussions of interpersonal relationships in written and visual texts. Time and cause–effect concepts are incorporated in the suggested texts.

Activity 1 What has changed?

Teaching considerations

This activity links to Mathematics — students copy, continue, create and describe patterns and change involving a single attribute and compare the values of numbers.

Links to Mathematics

Introduce students to the concept of change through a simple game in which the number and order or sequence of objects are observed and identified.

Place a number of objects, such as a block, book and pair of scissors, on a table where they can be observed by students. Ask students to identify and discuss the objects. Explain that some changes will be made to the objects and ask students to turn around or cover their eyes while the changes occur. Remove an object or change the organisation of the objects and ask students to identify what has changed.

Encourage students to play independently this game with a friend by using their own personal belongings such as coloured pencils, stickers, hobby cards, shells, books or toys. Students take turns to show and name each item and then ask their friend to look away. One or more items are taken away and/or moved. The friend must identify the missing or moved items. Reinforce the concept of change by asking questions while moving around various groups of students — for example, How many things were there at the start of the game? How many things were taken away? How many are left now? How did your friend change the order/organisation of the things? Was the number of things still the same? How do you know?

Conclude the activity with a discussion on ‘change’ in the classroom. Ask students if they have noticed anything different in the classroom from yesterday. Brainstorm any changes, such as different clothing, personal belongings or class resources. Discuss the concept that such changes are a result of the choices we make when meeting our ‘needs’ and ‘wants’.

Activity 2 First there was Frances

Support materials and references

Read the story *First there was Frances* by Bob Graham. Ask students to recall the changes that took place in the story. Focus the discussion on recounting the sequence of events:

- Who came next after Frances?
- Who did Graham find at the airport?
- Did the guinea pigs come before the goat?
- Who came and caused everyone to move to the country?

Resource 1

Model a story map for students as a way of recording the sequence of events and changes in the story and encourage individual students to draw and/or label stages of this story on the map (Resource 1).

Assessment Students' responses in terms of sharing their personal experiences and relating these to the story's events and character development may assist demonstrations of TCC 1.3.

Extension activity

If students are already familiar with the story map strategy, encourage them to draw and label their own map of this story. Students may enjoy leaving out a specific part of the story for a friend to complete.

Activity 3 How did the characters feel?

Teaching considerations

Organise resources such as a set of photocopied/drawn characters from the story *First there was Frances* and lengths of coloured wool, string, textured fabric or similar material. Depending on the developmental stage of students, relationship words such as 'liked'/'did not like' could be written on cards or happy/sad faces used.

While rereading the story *First there was Frances*, encourage students to look for clues about how the story characters may have felt about each other and the changes that were taking place. Directions could include:

- Listen for words which might show how the characters in the story felt about some of the things that were happening.
- Look at the illustrations and see if they give you a clue about how the characters felt.

Resource 2

Use photocopied pictures/drawings of each character and lengths of different coloured wool to model the concept of a sociogram (see Resource 2). Explain how this special 'web' helps us to see the types of friendships between different characters and how these relationships change during the story. As individual students manipulate the lengths of wool and look at the 'relationship' word or 'face' cards, ask questions such as:

- Why did only Katy like Nugget?
- How do you think Fraser felt when he was pinned to the gate by Nugget?
- How did everyone feel about moving to the country?

Assessment

Students' verbal responses during discussion may provide evidence of TCC 1.3.

Activity 4 Rose meets Mr Wintergarten

Teaching considerations

The concepts of true/not true or reality/fantasy will need to be explored in different contexts prior to this activity.

Support materials and references

Explain to students that they will be listening to the story *Rose meets Mr Wintergarten* and identifying aspects of the story they think could be true/not true. Read the story *Rose meets Mr Wintergarten* and encourage students to make decisions about what is true/not true and to give reasons for their decisions.

- Do you think Mr Wintergarten really is horrible?
- Do you think it is true that he rides on a crocodile at night?
- Do you think it is true that Mr Wintergarten eats children?
- Do you think he has a wolf?

During discussion, synthesise students' reflections by recording responses on a T-chart.

Rose meets Mr Wintergarten

Could be true	Could be not true
Mr Wintergarten is mean. He is horrible. He's got a saltwater crocodile. He's got a dog like a wolf.	Mr Wintergarten eats children. He is horrible. He rides on his crocodile at night.

Activity 5 People change

Revisit the story *Rose meets Mr Wintergarten*.

Ask students to describe Mr Wintergarten's character at the beginning of the story. List their responses on a large sheet of paper. Ask students to describe Mr Wintergarten's character at the end of the story and record these. Discuss the changes in Mr Wintergarten's behaviour and assist students to suggest why this occurred.

Focus discussion on how Mr Wintergarten's character changed during the story and what might have caused these changes. Encourage students to draw conclusions through the use of questions such as:

- What words could describe Mr Wintergarten's character at the beginning of the story?
- How would you describe him at the end of the story?
- In what ways do you think he changed?
- Why do you think he changed?
- Do you think Rose had anything to do with Mr Wintergarten changing?

Assessment

This activity provides opportunities to observe and collect evidence of students' demonstrations of TCC 1.3.

Activity 6 What happens next?

Teaching considerations

A video of your students at play in the schoolgrounds is required for this activity. Skills of recall, prediction and inference are practised. If possible, arrange for part of the activity to take place following a playtime recess. The main concept that students are to understand is that we choose to change our actions as a result of interactions with others and situations (cause and effect). Encourage students to build on their understandings of how and why we change through observing themselves in play situations. Sensitivity will need to be given to those students who have experienced social injustices — for example, those who have played alone or experienced bullying or 'cliques' within friendship groups. This activity provides an opportunity to identify and discuss such playtime relationships and behaviours.

Links to Health and Physical Education

This activity links to the Health and Physical Education learning outcome involving behaviours appropriate to everyday relationships — EPD 1.2.

Ask students to recall events and interactions during their playtime. Encourage them to consider their responses to the behaviour of others. Reflective questions about a playtime scenario include:

- What games did you play?
- What did you do next?
- How did _____ feel?
- Why did you change the game?
- Why do you think _____ was happy/unhappy that you changed the game?

Students view a video of themselves at play in the schoolgrounds. At various points in the video, pause the tape and encourage students to suggest what will happen next. Ask them to justify their responses in order to reinforce their developing skills in understanding consequences of actions (cause/effect) and making inferences. When viewing continues, make sure discussion centres around confirmation of responses.

- How did you know that _____ was going to walk away from the game?
- What clues gave you this information?
- What if something else like _____ happened? Would our ideas still be the same?
- Why/why not?
- What changed your mind about what happened?

Assessment Students' participation in discussions about the consequences of choices and their actions may provide evidence of demonstrations of CI 1.5 and/or TCC 1.2.

Phase 2 Investigating my growth and changes around me

Core learning outcomes emphasis: TCC 1.1, TCC 1.2, TCC 1.3, TCC 1.4, CI 1.5

Students investigate the concepts of change and their own growth and that of their family members. A study of changes and continuities in familiar environments of the classroom and school is also undertaken and evidence of these changes, such as students' investigation journals, photographs and observations, is gathered.

Links to English and Science

Teaching considerations

Activities in this phase link to English learning outcomes that involve the investigation of why observations are recorded and some ways journals/diaries can be used for this purpose. Activities 12 and 13 link to Science learning outcomes which include grouping living things according to observable features and illustrating changes which take place in the life span of living things (LL 1.2 and LL 2.2) have been incorporated. Assessment opportunities will need to be developed to gather evidence of these learning outcomes.

Activity 7 What's the 'case'?

Write the word 'investigators' in the centre of a large sheet of paper. Use stimulus pictures showing people conducting investigations in different contexts (for example, a scientist, archaeologist, detective and doctor) to encourage students to brainstorm their ideas about investigators and what they do.

Resource 3

Record the responses on a concept web (see Resource 3). Questions to assist the discussion include:

- What does investigating mean?
- What do investigators do?
- How do you investigate?
- Who investigates things?
- Why do people investigate things?
- Can anyone be an investigator?
- What might investigators use?
- Do you know any investigators?
- Have you ever investigated something?
- How do investigators let others know what they have found out?

Guide the discussion to make sure that students reach a shared understanding of what investigating means and what an investigator does. Explain that whenever we want to find out about something or have a problem to solve we engage in a type of investigation.

Encourage students to recall the activities to do with 'change' that were completed during the exploring phase. Explain that each member of the class is now going to be an investigator. Assist students to brainstorm suitable topics for a whole class investigation — for example, What foods are eaten each day at school? What games do students like to play during recess? At this point, students may democratically choose a topic for investigation (class vote with majority choice being selected). If an independent investigation is not chosen, a study of how students have grown and changed may be investigated.

Activity 8 Recording the evidence

Resource 4

Teaching considerations

Create an investigator's journal for each student (Resource 4). Share some examples of diaries or journals. Other methods of recording information, such as audiotapes, videotapes, photographs, digital images and compact discs, may also be demonstrated. Students may need support — for example, from peers or 'buddy' class friends — when introducing themselves to others.

Resource 3 Use the concept web about investigators to focus discussion on why investigators need to record information. Discuss a variety of ways of recording information. Questions may include:

- How do investigators remember everything they have discovered?
- How do investigators let other people know what they have discovered?
- Why is it important for investigators to reflect on what they have discovered?
- How can I record information so I can remember what I have observed/done?
- How can I record information in a 'portable' way?

Share examples of real-life journals/diaries with students. If no examples are available, create lifelike samples that illustrate diary 'entries'. Electronic formats may also be modelled. Language specific to certain occupations will need to be explained.

Example 1: A photographer's journal

Monday 18/03/02 10:00 a.m. There is no sign of wildlife at the waterhole.

Monday 18/03/02 10:20 a.m. Some elephants arrive at the waterhole. Light is good. Take ten photographs of elephants drinking.

Tuesday 19/03/02 4:00 p.m. Cloudy in the morning. Bad light all day — no photos.

Example 2: A scientist's journal

28 March 2002 2:00 p.m. Have been observing the nest for three days now. There are three large creamy white eggs in the nest. The female sat on the eggs for two hours this morning. The male brought food. This was a medium-sized marsupial. From other nests I have observed, I predict the eggs will hatch in three days.

Example 3: A historian's journal

Thursday 28/03/02 Began my research into the Katten family and other families that lived in the country town of Katten. Visited the original Katten family home.

Friday 29/03/02 Found an old photograph of families who lived in Katten. Trying to trace the great-granddaughter of the Katten family.

Resource 4 Explain the purpose of journals and relate it to the importance of keeping a journal about their investigation. Explain that the first few pages of the journal will be used to introduce themselves through a self-portrait and a description of their individual characteristics. Students complete the cover and pages 1, 2 and 3 of their journal.

Students find a partner and take turns to introduce themselves, using information from their journal as a guide — for example, 'My name is _____. I am ___ years old. I like to _____.' Regather the whole class and ask students to take turns to introduce their partner and recall some of the things they heard. Focus the discussion on identifying similarities and differences students shared.

Assessment Discussion and journal work provide opportunities for students to demonstrate CI 1.5.

Activity 9 Changes all around

Teaching considerations

Some of the changes students identify may be unpleasant or traumatic, such as divorce, separation, death, discrimination or physical and cultural differences. It is important that such situations are handled with sensitivity and empathy, according to school equity policies and considerations.

Remind students that they have taken on the role of investigator and that the topic they will be investigating is change. Assist students to recall changes that were referred to in previous activities and discuss whether they have seen similar changes in their lives.

Reflective questions may include:

- Can you remember some of the changes that took place in the story *First there was Frances*?
- Have you ever found a stray pet and taken it home?
- Have you had a new baby in your family?
- Does your grandma or other relative live with you?
- Have you ever moved into a new neighbourhood?
- Have you ever been shy of a new neighbour, teacher or friend until you got to know them?

Discuss other changes which students may have experienced/observed.

- Has anyone moved to a new house?
- Has anyone changed schools?
- Does anyone have a new baby in the family?
- Does anyone have a new pet?

Resource 4

Record student responses on a whiteboard/chalkboard. Students complete page 4 of their journal by drawing and/or writing about a change they have experienced/observed.

Activity 10 How did Fang Fang and Lisa feel?

Teaching considerations

This activity introduces the concept of how changing perceptions can bring about a change in response. It also introduces cultural diversity and the fear of not being accepted. It reinforces the concept that fears associated with difference can be diminished with knowledge and understanding. This concept can be extended by discussing important cultural celebrations that students and their families may participate in. Family members and cultural groups may be invited to share their celebrations with students.

Support materials and references

Read the story *Fang Fang's Chinese New Year* by Sally Rippon. Discuss the story and the emotional responses of the main character. Questions to aid the discussion include:

- How did Fang Fang feel about inviting Lisa to celebrate Chinese New Year?
- Why do you think Fang Fang kept suggesting that they eat other things?
- How did Lisa feel about joining in the Chinese New Year celebrations?
- Why did Fang Fang invite Lisa to the Chinese New Year celebrations next year?
- Why do you think Fang Fang felt differently at the end of the story?

Activity 11 How did I feel?

Teaching considerations

Talk with parents/carers prior to this activity to determine any sensitive issues or concerns about family or friendship changes.

Ask students to think about how they feel in different situations — for example, being lost at the shopping centre, taking part in a celebration, opening up a surprise package or breaking a favourite toy. Ask individual students to draw faces that illustrate how they feel in each situation on a chalkboard or whiteboard. Use other stimulus pictures to aid discussion of students' feelings about other situations — for example, family/school activities and community events.

Resource 4

Ask students to recall the change they recorded on page 4 of their journal. Encourage them to discuss how they felt when this change occurred. Students indicate which of the words on page 5 of their journal best describes their reaction and draw a picture to illustrate this. Responses may include:

- When we moved to our new house I was worried so I talked to my mum.
- I was very sad when I couldn't find my school hat at playtime.
- I was very excited when mum and dad came home with the new baby.
- I was sad about leaving my old school, but I have some new friends now and I'm happy.
- I was proud when I could ride my bike.

Encourage students to talk about what they did as a result of how they felt.

Activity 12 Day by day

Resource 4

Discuss observation as a way of identifying change. Explain that observation uses all the senses (sight, sound, smell, touch and taste). Tell students that they will use their senses to observe change on a daily basis for one school week. Assist students to record observations on page 6 of their journals by creating a pictograph of the changes. Sensory responses may include the smell of a cake cooking in a neighbouring classroom, the taste of freshly picked beans from the class garden or the touch of a friend's pet brought in for 'show and tell'. Things that could be observed on a daily basis include the weather, what someone is wearing, germination and growth of seedlings, construction work in the schoolgrounds or the diet of a classroom pet.

At the end of the week, guide students to reflect on their observations. Discuss the idea of coming to a conclusion and encourage students to draw conclusions about the changes they have seen. Questions may include:

- What do you think the weather will be like next week?
- From what Mr Jones has been wearing this week, do you think he has a favourite colour?
- Do you think the construction workers have much more work to do before they finish the new tuckshop?
- From what the guinea pigs have eaten this week, do you think they have a food they really like?

Assist students to record their conclusions on page 6 of their journals. Encourage students to think of ways to test their conclusions. Suggestions include: continue making observations; ask for verification (for example, 'Mr Jones, is red your favourite colour?'); look at other sources of information (for example, books, compact discs, Internet); and seek expert advice (for example, Bureau of Meteorology).

Activity 13 Is that me?

Equity considerations

Teaching considerations

To prepare for this activity, ask students to bring along photographs of and information about themselves at particular stages of their life, such as babyhood, toddler, preschooler and school-aged. Assist students who cannot supply photographs to draw pictures of what they think they looked like at these different life stages. You will also need photographs or other images of other people at different stages of life — for example, baby, toddler, child, teenager and adult. For students with visual disability, personal items they have valued or which remind them of a particular point in time may be used as an additional stimulus to aid this discussion. The photographs and information will be used to assist students to create a timeline of their life. Encourage students to find information by talking with family members, looking at 'My first year' albums and photograph albums/personal memorabilia. A variety of timelines can be found in history texts. Display these timelines prior to and during the activity to help students develop an understanding of how timelines are used and different ways in which they are presented. When discussing issues relating to structure and definitions of family, sensitivity to a range of variations and values needs to be considered. There may be a need to talk about friendship groups as being synonymous with family groups. Stereotypical and biased views of what 'makes a family' need to be challenged.

Support materials and references

Part one: Read the story *You'll Soon Grow into Them, Titch* by Pat Hutchins. Focus students' attention on the many changes that take place in the story. Encourage students to communicate their ideas about growing and changing by identifying story characters according to their life stage — for example, baby, toddler, child, teenager and adult. When asking these observation questions, encourage students to give reasons for their judgments.

- Are there any adults in this story?
- Do you think Pete is a teenager?
- Who do you think is the oldest person in the story?
- Who do you think is the youngest person in the story? Why?
- Tell me something about the youngest person in the story.
- Do you think Pete is older than Mary? Why?

To introduce the concept of a timeline, invite students to suggest ways of showing the order of Titch's family members by age. Suggestions may include using a set of drawings/photocopies of the story's characters, role-playing Titch's family members or manipulating models of family members made by the students. Assist students to individually arrange the characters from youngest to oldest and/or vice versa in a line on the floor. Tell the students that this is a timeline showing the ages of people in Titch's family. Encourage students to compare and contrast Titch's family with their own. Assist students to make their own family timeline of youngest to oldest family members by drawing or creating through a medium such as clay or playdough.

Extension activity

The concept of timelines may be extended further to investigate the ages of the students in the class. Assist students to place themselves along a 'chalked' line on the floor according to their age by birth month.

Assessment Drawing their family's timeline may provide evidence of students' demonstrations of TCC 1.2. Ask students what they think timelines show us — for example, they are a way of looking into the past and they help us to remember what life was like.

Cultural diversity

Part two: Organise students into small groups/pairs. Encourage them to share their photographs/drawings/personal memorabilia and observe and record what this evidence has in common. Observation questions include:

- Are you wearing similar types of clothes in the photograph? Why/Why not?
- What are you doing in the photograph?
- How old were you when the photograph was taken?
- Is there anyone in the photograph with you? If so, who?
- What things are the same in each of your photographs?

Resource 4 Encourage students to compare their family members' activities and those of Titch's family. Record these responses on a large sheet of paper as concept webs showing what babies, toddlers and school age children can do. Students use this information to help them complete pages 7 to 9 of their journal by recalling what they could do at each life stage. For example, 'When I was a baby I crawled around the house. When I was a toddler I played with my friends at my third birthday party. Now I can make clever things out of junk materials'.

Assessment Recording in their journals what they could do at each life stage may provide evidence of students' demonstrations of TCC 1.1 and TCC 1.2.

Part three: Encourage students to gather information about milestones in their lives from their parents. Model a simple timeline of these milestones. Discuss photos/memorabilia with students and use questioning to enhance students' understanding of the concept of milestones. Milestones such as when I learned to walk, when I lost my first tooth, when I first spoke and when I could first ride a bike could be useful discussion points. Talk about milestones being important occurrences or events that show change. Explain that each segment on the timeline represents a length of time and that this may be a day, a week, a year or many years.

Resource 4 Using the information gathered about their own milestones, students complete page 10 of their journal. Exercise awareness and sensitivity to students with a disability, for whom milestones may be quite different. It may be necessary to discuss the variety of differences that can be found in our growth and development and to clarify that early or later development is not 'better or worse', but simply different. Students may share their timelines and investigate class friends' timelines if desired.

Assessment This activity provides opportunities to collect evidence by observation and focused analysis of students' demonstrations of TCC 1.1, TCC 1.2 and CI 1.5.

Extension activity

To extend students' understanding further, explain that a timeline is also used to record historical information. Historians use timelines to tell us about things that have happened in the past. Using sample timelines, discussion may include the following points:

- Timelines are a record of changes that have happened over time.
- Timelines are used to tell us about things that have happened in the past.
- Some timelines tell us about things that happened a very long time ago.
- Timelines may tell us about groups of people or civilisations.
- Timelines may tell us about one person.

Activity 14 My changing classroom**Teaching considerations**

Edward de Bono's PMI thinking strategy (plus, minus and interesting facts) is used to assist students to make decisions about classroom changes. A 'problem' is posed which relates to the arrangement of the classroom environment. The more genuine the 'problem', the more effective this activity will be. The PMI strategy helps students expand their thinking by considering other points of view. Assistance with reorganisation of furniture/resources may be required from suitable school personnel.

Support materials and references

Encourage students to identify a problem within the classroom setting that needs changing. It may relate to the planning and organising of a new activity area within the classroom — for example, a 'things from other countries' workstation. Ensure real-life problem solving by recalling and discussing a problem students have encountered. Some 'problems' may include:

- Should the reading area be moved from where it is?
- Is the 'nature area' the best place for the new fish tank?
- Is this the best place to store the mathematics equipment?
- Can all students access _____ pieces of equipment?
- Where can we put the silkworms so we can see the eggs hatching?

Support materials and references

Draw a PMI table on the chalkboard, with the negotiated problem written at the top. Explain that **P** stands for plus and this is where the positive points are listed. **M** stands for minus and negative points are listed here. **I** stands for interesting and other points worth considering are included in this column. Brainstorm with students and record responses in each column. Encourage students to formulate a possible solution to the problem.

Take students on a walk around the classroom, identifying familiar and less familiar features. Model a simple plan of the classroom as it is now and encourage individual students to draw specific features on the plan — for example, furniture, doorways and learning centres. Use mapping symbols such as arrows to indicate the suggested movement of resources or change. Display this visual record of negotiated decision making in a prominent place. Students may need to walk around the classroom to identify the proposed changes.

Make the agreed changes collaboratively and, after a period of time, investigate the effectiveness of this change by organising another PMI task. If it is felt that the initial solution has not been effective, formulate another solution. The plan that was created will aid recall and memory skills and can be used to record new changes if necessary.

Activity 15 My changing school**Teaching considerations**

Invite a long-standing school or community member or a past student of the school to talk about how the school/community building has changed over a period of time. Historical photographs/models/artefacts of the school will also be useful.

Investigate the terms 'old' and 'new' by asking students to identify what they think are old and new features of their classroom environment. Possible responses may include: the furniture is old and the books are new; the carpet is new and the pencils are new; these chairs are new and these chairs are old. Explain to students that they will be looking for old and new features of their school environment. At this point, the term 'environment' will need defining — 'living and non-living things within the school'.

Ask the invited speaker to talk about changes during a walk around the school and a follow-up discussion. Encourage the speaker to guide students to identify old and new features of the school environment. Assist students to represent their investigation of school features that have changed over time through self-selected media, such as drawing, painting or playdough. Encourage students to give reasons for their judgments. Discuss the concept that the relationship between time and ageing is not always what we assume — for example, a toy block has paint missing, but may still be 'relatively' new. Examples of situations to consider include:

- This room is old because when Ms Walker was a student at the school this was her classroom.
- The library is new because they have just finished building it.
- The trees around the oval are old because they are very big and tall.
- The trees in the front garden are new because they are very small and have just been planted.

Resource 4 Students record old and new features of the school environment in their journal on pages 11 and 12.

Assessment Observation of students' verbal responses and journal work provides further evidence of demonstrations of TCC 1.4.

Phase 3 **Synthesising by reflecting on and responding to changes**

Core learning outcomes emphasis: TCC 1.1, TCC 1.2, TCC 1.4, CI 1.5, SRP 1.5

Students reflect on their understanding of the concept of change and how change has affected their daily lives. Students respond to change and begin to manage some aspects of change by discussing and recording individual problem-solving plans, with assistance.

Activity 16 When I'm older

Links to Mathematics

Teaching considerations

This activity links to Mathematics learning outcome involving the association of time with meaningful events. Assessment opportunities will need to be developed to gather evidence of this learning outcome.

Students use their journals to reflect on life stages and changes. Focus discussion on what students would like to be able to do when they are older. Questions include:

- What stage are you at now?
- Which life stage comes after childhood?
- What would you like to be able to do when you are older?
- Is there something that you can do now that you would like to continue doing when you are older? What is this?
- Is there something that you can't do now (age related) that you would like to do when you are older? What is this?

Students may wish to discuss what they can/cannot do with older siblings/parents/carers to assist them to identify the differences in abilities at different life stages.

Resource 4 Reinforce the idea that our abilities change and become more advanced as we grow. After brainstorming ideas, students record their predictions on page 13 of their journal.

Assessment This activity provides opportunities for students to demonstrate TCC 1.1 and CI 1.5.

Activity 17 My problem-solving plan

In a conference/interview situation, encourage students to discuss strategies that help them to manage limiting situations. Assist students to individually reflect on their current abilities/capabilities and any difficulties they experience. Brainstorm and scribe possible solutions for them on a plan such as the one below:

A problem-solving plan for Michael	Date: _____	
I need help with _____.		
I can _____ to solve this problem.		
<table border="1"> <tr> <td>My drawing</td> </tr> </table>		My drawing
My drawing		

Assessment

This activity may provide evidence of students' demonstrations of CI 1.5 and SRP 1.5.

Activity 18 What have I learned about change?

Provide students with opportunities to draw conclusions about change. Encourage them to identify and reflect on what they have learned about change and which activities they liked/didn't like and why. Reflective questions include:

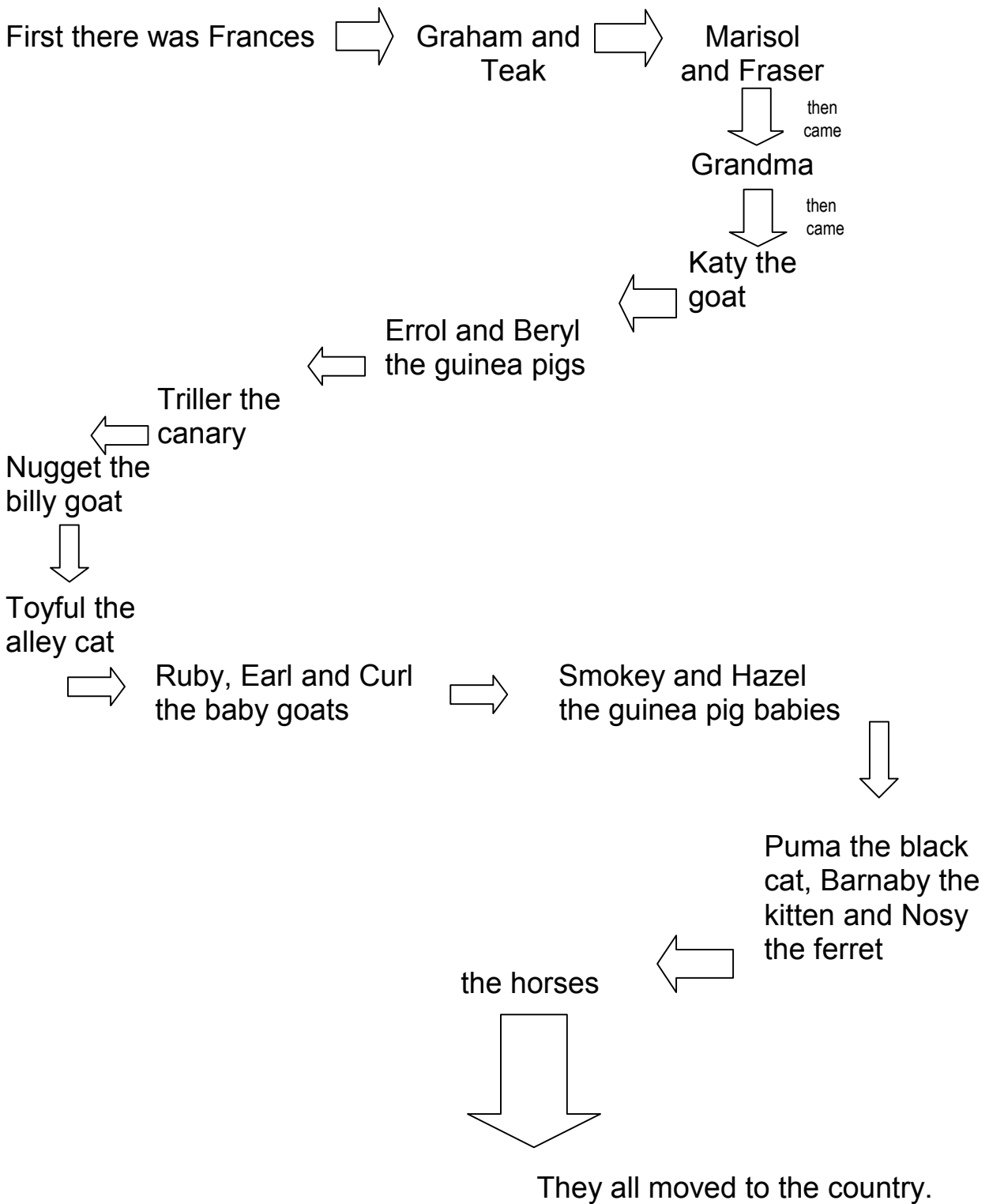
- What did you find out about growing and changing?
- What did you learn that you didn't know before?
- What would you like to investigate further?
- Did you learn anything new about yourself or your family or friends?
- Which activities did/didn't you enjoy? Why?
- Which stories did you enjoy?
- Do you like investigating? Why?
- Would you like to do some more investigating?
- What would you like to investigate?

Resource 4 Assessment

Students record their responses about what they have learned and how they felt about the activities on pages 14 and 15 of their journals. This activity may provide evidence of demonstrations of TCC 1.1, TCC 1.2 and TCC 1.4.

A sample story map for *First there was Frances*

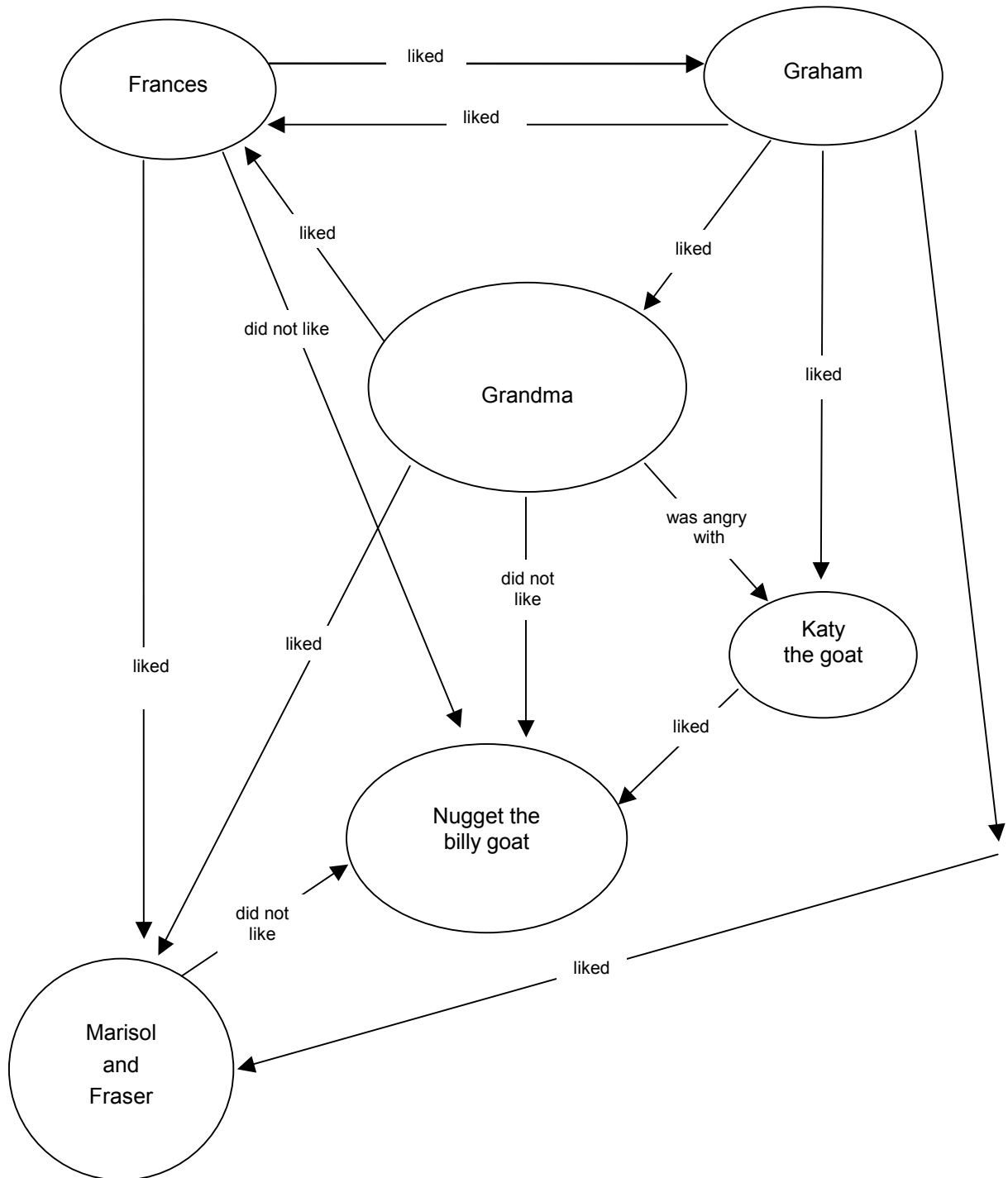
Resource 1



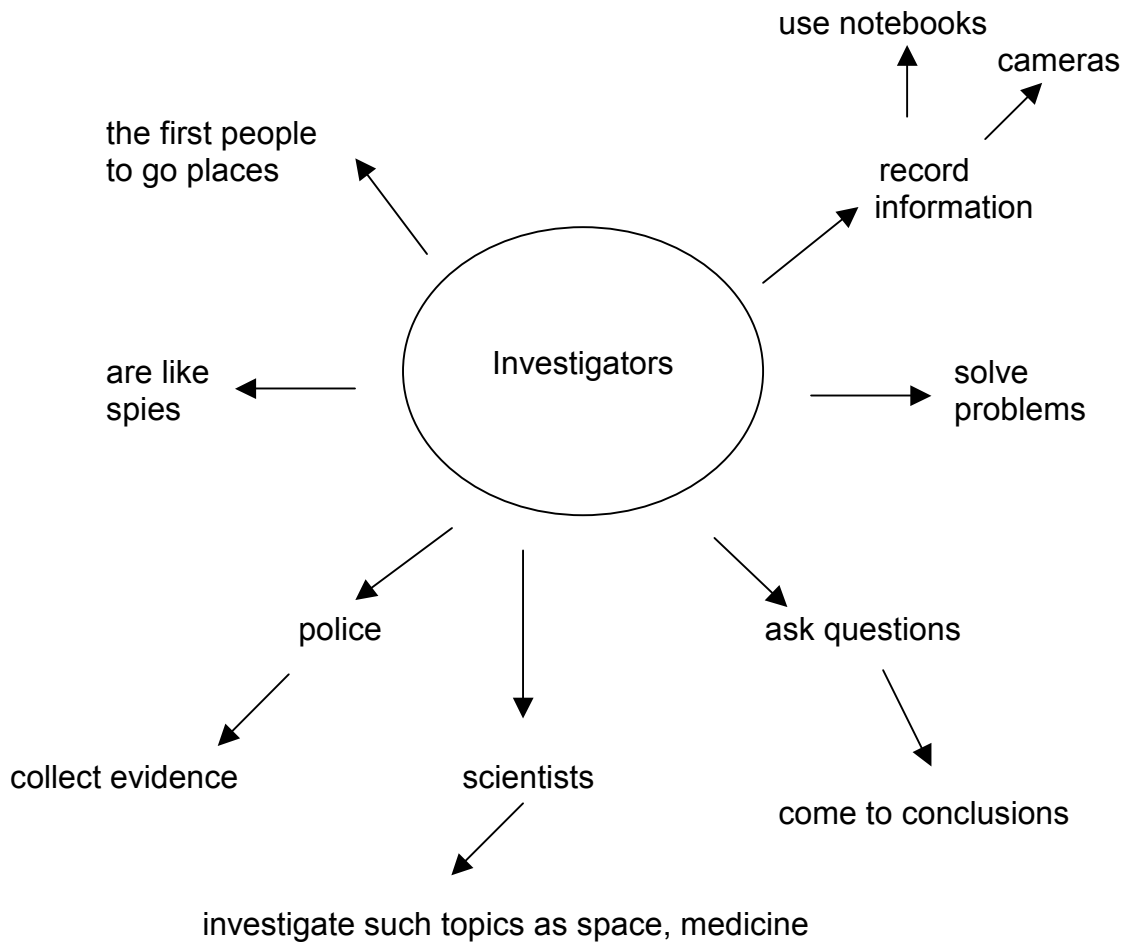
A sample sociogram for *First there was Frances*

Resource 2

This resource illustrates the relationships between characters and story development in *First there was Frances*.



A sample concept web **Resource 3**



My investigator's journal

Resource 4

Enlarge resource to create a readable booklet.

<p style="text-align: center;">Investigator's Journal</p> <p style="text-align: center;">This journal belongs to _____</p>	<p style="text-align: center;">Changes take place all around us.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>My drawing</p> </div> <p style="text-align: center;">This journal records change in ...</p> <p style="text-align: right;">1</p>					
<div style="display: flex; align-items: center;"> <p>This is me.</p> </div> <p>I am _____ years old.</p> <p>I like to _____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">2</p>	<p>I am good at _____</p> <p>_____</p> <p>_____</p> <p>When I am older I would like to _____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">3</p>					
<p>Write about or draw a change that you have experienced or observed.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">4</p>	<p>How did this change make you feel?</p> <div style="display: flex; align-items: center;"> <p>Draw a face that matches how you felt — happy, sad, scared, angry, confused, worried, proud.</p> </div> <p>I felt _____</p> <p>_____</p> <p style="text-align: right;">5</p>					
<p style="text-align: center;">Some things change each day.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">Day 1</td> <td style="width: 20%;">Day 2</td> <td style="width: 20%;">Day 3</td> <td style="width: 20%;">Day 4</td> <td style="width: 20%;">Day 5</td> </tr> </table> <p>I conclude that _____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">6</p>	Day 1	Day 2	Day 3	Day 4	Day 5	<p style="text-align: center;">I have grown and changed.</p> <p>When I was a baby I _____</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">7</p>
Day 1	Day 2	Day 3	Day 4	Day 5		

My investigator's journal (continued)

Resource 4

<p>When I was a toddler I _____</p> <p>_____</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">8</p>	<p>Now I _____</p> <p>_____</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">9</p>									
<p>My timeline</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">School aged</td> <td style="width: 20px; border: none;"> </td> <td style="border: none;">_____</td> </tr> <tr> <td style="padding: 5px;">Toddler</td> <td style="border: none;"> </td> <td style="border: none;">_____</td> </tr> <tr> <td style="padding: 5px;">Baby</td> <td style="border: none;"> </td> <td style="border: none;">_____</td> </tr> </table> <p style="text-align: right;">10</p>	School aged		_____	Toddler		_____	Baby		_____	<p>Some old things in my school are</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">11</p>
School aged		_____								
Toddler		_____								
Baby		_____								
<p>Some new things in my school are</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">12</p>	<p>When I am a _____</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>I would like to _____</p> <p>_____</p> <p style="text-align: right;">13</p>									
<p>I learned that _____</p> <p>_____</p> <p>_____</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p style="text-align: right;">14</p>	<p>☺ I enjoyed _____</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>☹ I didn't enjoy _____</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p style="text-align: right;">15</p>									

Observation checklist

Resource 5

Student _____

Criteria	Comments	Date	Date	Date	Date	Code W/T: working towards demonstrations of Level 1 outcomes D: demonstrating Level 1 outcomes
TCC 1.1 Students describe their past and their future using evidence from familiar settings.						
<ul style="list-style-type: none"> • contributes ideas to discussions • articulates thoughts and ideas clearly • relates the concept of change to familiar contexts — people, places and things 						
TCC 1.2 Students sequence evidence representing changes and continuities in their lives.						
<ul style="list-style-type: none"> • sequences simple, familiar events • understands that growing and changing occurs over different time spans 						
TCC 1.3 Students share points of view about their own and others' stories.						
<ul style="list-style-type: none"> • listens to others • demonstrates ability to take turns • responds to stories with interest • expresses feelings about stories • beginning to respect others' views 						
TCC 1.4 Students describe the effects of a change over time in a familiar environment.						
<ul style="list-style-type: none"> • identifies cause–effect relationship of actions • makes inferences about the effect of change 						
CI 1.5 Students describe their unique and common characteristics and abilities.						
<ul style="list-style-type: none"> • describes similarities/ differences (gender, interests, skills) of self and others • identifies own abilities • beginning to respect the rights of others 						
SRP 1.5 Students discuss strategies that assist them to manage limiting situations.						
<ul style="list-style-type: none"> • articulates needs • beginning to seek assistance independently • articulates ways to manage limiting situations 						

Support materials and references

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Kits (including audiovisual)

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De Bono, E. 1994, *CoRT Thinking: Program Guide*, Hawker Brownlow Education, Highett, Vic.

Websites

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Australian Institute of Family Studies. www.aifs.org.au/

Aussie SchoolHouse. www.ash.org.au/

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:
Years 1 to 10 Studies of Society and Environment Syllabus
Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines
Studies of Society and Environment Initial In-service Materials

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