



Sample assessment task	
Year level	1
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Operation time machine
Task details	
Description of task	Students reflect on the leisure activities of children living 60 years ago and pose questions about the activities and toys available. Students observe similarities and differences about what was available then and now. Students complete an oral reflection to communicate the information they have discovered.
Type of assessment	Summative
Purpose of assessment	To assess student's ability to select and pose questions and record information on a Venn diagram and reflection
Assessment strategy	Observation, group activities, graphic organisers, oral reflection
Evidence to be collected	<ul style="list-style-type: none"> • Students' questions • Venn diagrams • Oral Reflection
Suggested time	Two lessons, plus time to collect questions from home
Content description	
Content from the Western Australian Curriculum	<p>Knowledge and Understanding The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed</p> <p>Humanities and Social Sciences Skills Pose questions about the familiar and unfamiliar</p>
Key concepts	Continuity and change
Early Years Learning Framework (EYLF)	<p>Outcome 1: Children have a strong sense of identity Children develop knowledgeable and confident self-identities</p> <p><small>[Commonwealth of Australia. (2009). <i>Belonging, being & becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small></p>
National Quality Standard	<p>National Quality Standard: Quality Area 3 – Physical environment Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.</p> <p>Element 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.</p> <p><small>Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small></p>

Task preparation	
Prior learning	<p>Students have had the opportunity to discuss ways that people spend their leisure time now and think about what people may have done in the past.</p> <p>They know how to pose questions in order to gain further understanding.</p> <p>Students have an understanding about the difference between questions and statements, and the difference between closed and open questions.</p>
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment Task	
Assessment conditions	<ul style="list-style-type: none"> • This is an individual, in-class assessment
Resources	<ul style="list-style-type: none"> • Photographs of children playing http://www.boredpanda.com/happy-children-playing/ • A3 coloured paper for questions • Various toys and games from 60 years ago

Instructions for teacher

Operation time machine

[Based on *ISTAR - A model for connected practice within and across classrooms*. Western Australian Primary Principals' Association.]

Strategy	Lesson 1				
Inspire/inform	<ul style="list-style-type: none"> In this lesson, students start to think about the types of leisure activities available to children now and 60 years ago (approximately the time of their grandparents' childhood) Explain the difference between questions and statements Model both, using the current topic Explain the difference between open and closed questions Model both, using the current topic Ask students to pose questions to each other about their leisure time Students should think of their own questions but may include: <ul style="list-style-type: none"> <i>What do you like to do in your spare time?</i> <i>What outside/inside activities do you enjoy?</i> <i>What sorts of toys do you play with?</i> Brainstorm the leisure activities that students enjoy. Make a list. 				
Show	<ul style="list-style-type: none"> Look at photographs of children engaged in leisure activities from around the world to begin the discussion about what children do in their free time Use a site such as <i>30 Magical Photos of Children Playing from Around the World</i> http://www.boredpanda.com/happy-children-playing/ 				
Tell	<ul style="list-style-type: none"> Advise students that they will need to think of questions to ask their parents and grandparents about the types of activities they participated in during leisure time 60 years ago as research for this topic. Students will also need to record their own leisure-time activities. 				
Apply	<ul style="list-style-type: none"> Ask students to reflect on the leisure activities of children living 60 years ago. Ask students to pose questions that they could ask their family members. As a class, agree on the form of the questions, for example: <ul style="list-style-type: none"> <i>What was your favourite activity outside?</i> <i>What inside activities did you enjoy?</i> Students fold a piece of coloured A3 paper into half one way and half the opposite way to create four sections. Students write the questions on the page allowing for two responses from each person for each question (as follows): <table border="1" data-bbox="438 1563 1485 1928"> <tbody> <tr> <td data-bbox="438 1563 963 1765"> <i>What was your favourite activity outside?</i> <i>Grandparent's responses:</i> 1. 2. </td> <td data-bbox="963 1563 1485 1765"> <i>What is your favourite activity outside?</i> <i>Student's responses:</i> 1. 2. </td> </tr> <tr> <td data-bbox="438 1765 963 1928"> <i>What inside activities did you enjoy?</i> <i>Grandparent's responses:</i> 1. 2. </td> <td data-bbox="963 1765 1485 1928"> <i>What inside activities do you enjoy?</i> <i>Student's responses:</i> 1. 2. </td> </tr> </tbody> </table>	<i>What was your favourite activity outside?</i> <i>Grandparent's responses:</i> 1. 2.	<i>What is your favourite activity outside?</i> <i>Student's responses:</i> 1. 2.	<i>What inside activities did you enjoy?</i> <i>Grandparent's responses:</i> 1. 2.	<i>What inside activities do you enjoy?</i> <i>Student's responses:</i> 1. 2.
<i>What was your favourite activity outside?</i> <i>Grandparent's responses:</i> 1. 2.	<i>What is your favourite activity outside?</i> <i>Student's responses:</i> 1. 2.				
<i>What inside activities did you enjoy?</i> <i>Grandparent's responses:</i> 1. 2.	<i>What inside activities do you enjoy?</i> <i>Student's responses:</i> 1. 2.				
Reflect	<ul style="list-style-type: none"> Students complete an oral reflection about their own leisure activities and wonder if they would have been the same or different 60 years ago, based on the information they have found out from their grandparents. 				

Strategy	Lesson 2
Inspire/inform	<ul style="list-style-type: none"> Students compare and contrast the types of leisure activities available to children now and 60 years ago (approximately the time of their grandparents' childhood). Students observe similarities and differences about what was available then and now. Students participate in a Games Day highlighting some leisure activities from the past.
Show	<ul style="list-style-type: none"> Show some photos from 1955 of people and their leisure activities. Model how to draw a Venn diagram by tracing a plate to make two circles.
Tell	<ul style="list-style-type: none"> Explain to students that they will be sorting and recording their research onto a Venn diagram. Students label the circles 'Then' and 'Now'.
Apply	<ul style="list-style-type: none"> Students carefully cut the question responses (information) into strips and glue to the correct section of the Venn diagram – Then, Now and in both time periods.
Reflect	<ul style="list-style-type: none"> Discuss which leisure activities are the same and which are different in the two time periods. Ask students to complete a reflection (written or teacher-scribed) of the information in their Venn diagram.
Post-lesson activity	<ul style="list-style-type: none"> Play the games and use the toys from the past – card games, marbles, elastics, skipping ropes, knucklebones, board games, balls, hoops.

Sample assessment key

Description	Check
Task: Poses questions	✓
Independently poses questions about leisure activities their parents and grandparents enjoyed	
With assistance, poses questions about leisure activities their parents and grandparents enjoyed	
With much assistance, poses questions about leisure activities their parents and grandparents enjoyed	
Description	Check
Task: Sorts information into Venn diagram	✓
Independently and correctly sorts and records questions into Venn Diagram	
With assistance, and mostly correctly, sorts and records questions into Venn Diagram	
With much assistance, sorts and records questions into Venn Diagram; however, some information is inaccurate	
Description	Check
Task: Completes an oral reflection	✓
Independently compares and contrasts the similarities and differences of activities they enjoy today with activities their parents and grandparents enjoyed	
Compares and contrasts, with some prompting or guidance, the similarities and differences of activities they enjoy today with activities their parents and grandparents enjoyed	
Discusses the activities they enjoy today and discusses some activities their parents and grandparents enjoyed, however, does not compare and contrast these	

Making connections across learning environments

National Quality Standard: Quality Area 3 – Physical Environment

Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.

Element 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

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	Provocation/activity	Resources
Inside spaces/ environments	Knucklebones Have several sets of knucklebones for the students to play. Students research how to play the game.	Knucklebones x 3
	Snap and Go Fish Supply several sets of cards to play older style card games.	4–6 packs of cards
Outside spaces/ environments	Elastics Set up an elastics area. The students research the game and then play.	2–4 elastics
	Quoits and Hoopla Hoops Students research both games and explore.	4–6 Hoopla Hoops 2 sets of quoits (commercial or home-made)
Ambience/aesthetics	Source music from the 1950s and play in background. Images of the 1950s.	