

# Family Life

Aligned with the Australian National Curriculum



**Section 1:**  
**Family**  
**Structures**  
**and Roles**

**Section 2:**  
**Expressing**  
**Time**

**Section 3:**  
**Daily Life**  
**Now and Then**



By Lindsay Marsh & Chenelle Davies

# Contents

Teachers' Notes	4	<b>Section 2: Expressing Time</b>	
Curriculum Links	4-5	<b>Teachers' Notes</b>	<b>33-34</b>
		<b>Activities</b>	
<b>Section 1: Family Structures and Roles</b>		Past and Future	35
<b>Teachers' Notes</b>	<b>7-9</b>	Time Words	36
<b>Activities</b>		Important Words	37
Family Groups	10	One Day	38
Family Box	11	One Week	39
Different Family Structures	12	A Week at Camp	40
Family Structure Tree 1	13	Months	41
Family Structure Tree 2	14	One Year	42
My Family Tree	15	Once a Year	43
Groups Then and Now 1	16	Seasonal Calendars	44
Groups Then and Now 2	17	Seasonal Records	45
Toys Then and Now	18	Accounts	46
From Old to New	19	Timelines	47
Old and New	20	Time in Pictures	48
In the Past	21		
Chores Now and Then	22	<b>Section 3: Daily Life Now and Then</b>	
Changing Roles 1	23	<b>Teachers' Notes</b>	<b>50</b>
Changing Roles 2	24	<b>Activities</b>	
Electricity 1	25	Timekeeping Devices	51
Electricity 2	26	Photographs	52
Clothes 1	27	Oral History 1	53
Clothes 2	28	Oral History 2	54
Indigenous Family Structure 1	29	My Shield	55
Indigenous Family Structure 2	30	Personal Artefacts	56
Indigenous Family Structure 3	31	Heirlooms	57
		Treasures in the Attic	58
		Memory Game	59

# Teachers' Notes

*Family Life* is written for students living in Australia who are studying History in Year 1. It is divided into three clear sections which connect to the V9 Curriculum.

The first section encourages the students to explore family structures and roles in the recent past and in the present, and examine how they have changed and/or stayed the same. This section also gives students the opportunity to look at family structures in Aboriginal and Torres Strait Islander societies.

The second section of this book is designed to help students express time. It introduces and consolidates vocabulary to do with the past, the present and the future by exploring significant events and dates within the student's own context.

Daily Life Now and Then is the third and final section of the book and it includes activities which help the students investigate the lives of their parents and grandparents when they were young through a number of sources.

All of the activity pages in this book are visually appealing to help the students process the concepts being taught. Many of the tasks are practical and interactive and all are age appropriate.

## Curriculum Links

### **Knowledge and Understanding: History** **Students learn about variations in family structures and roles today, and how these have changed or remained the same over time (AC9HS1K01)**

- understanding the similarities and differences in various family structures such as nuclear families, single-parent families, extended families, blended or stepfamilies, adoptive and foster parent families, grandparent-led families, and kinship groups
- exploring how family sizes today differ from or are similar to those in the past; for example, comparing family sizes across different generations
- investigating how the roles of family members (such as parents, children and extended family) have evolved or stayed the same over time and how they compare to family roles today

### **Students learn about continuity and change between aspects of their daily lives and the childhoods of their parents and grandparents (AC9HS1K02)**

- comparing and contrasting daily life from past generations to the present by examining photographs and listening to oral histories from parents, grandparents and other elders.
- investigating the changes in homes, family traditions, cultural and religious practices, leisure activities, school experiences, rules and shopping habits over time
- examining how traditional toys, such as the string games played by Arrernte children, were used to help learn and remember stories and comparing them with toys today.

- comparing classroom equipment, learning activities, playgrounds and games across different generations by studying artefacts and photos, and asking questions of older family members or adults

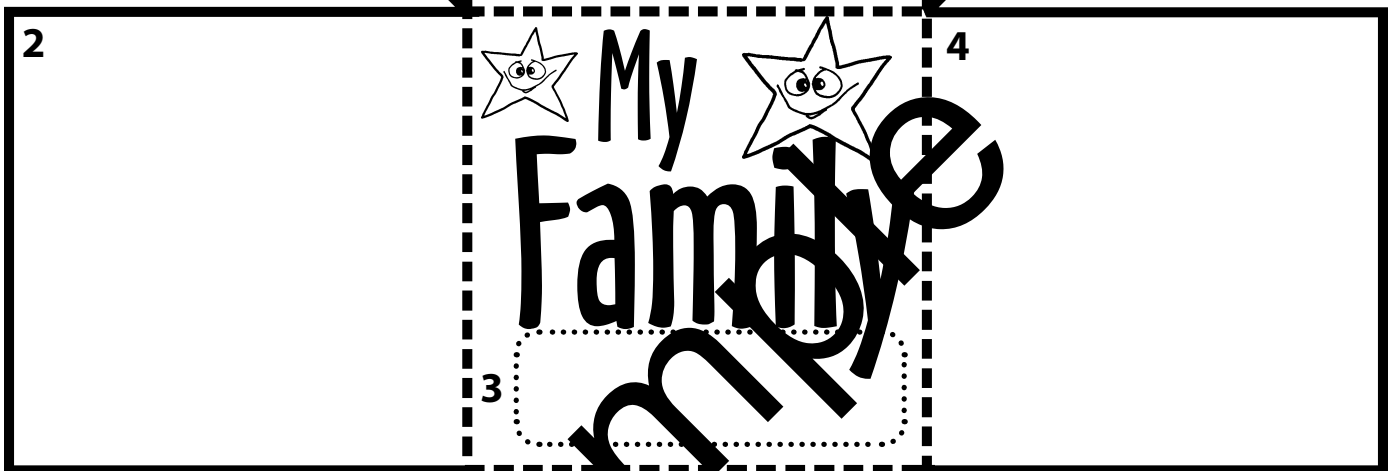
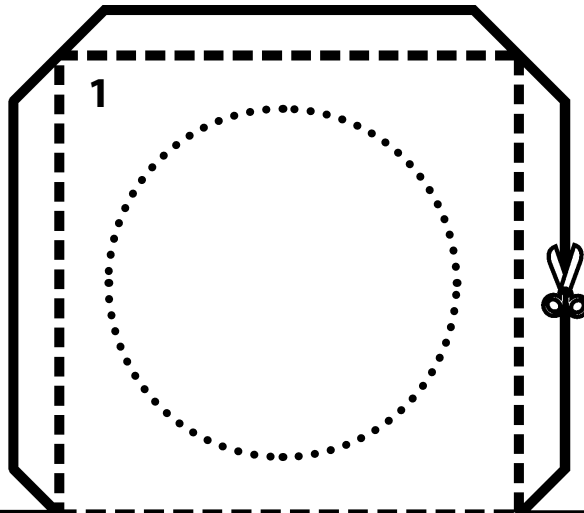
### **Skills: Questioning and Researching** **Students learn to develop questions about items, people, places and events both in the past and present (AC9HS1S01)**

- posing questions starting with "where", "what", "how" and "why" about families and places when provided with everyday objects and other sources, such as photos, found objects, maps and observation sketches.
- asking questions before, during and after listening to stories about people and places, focusing on both their past and present
- composing questions for interviews for parents and older generations about how and where they lived in the past, and which places hold special meaning for them

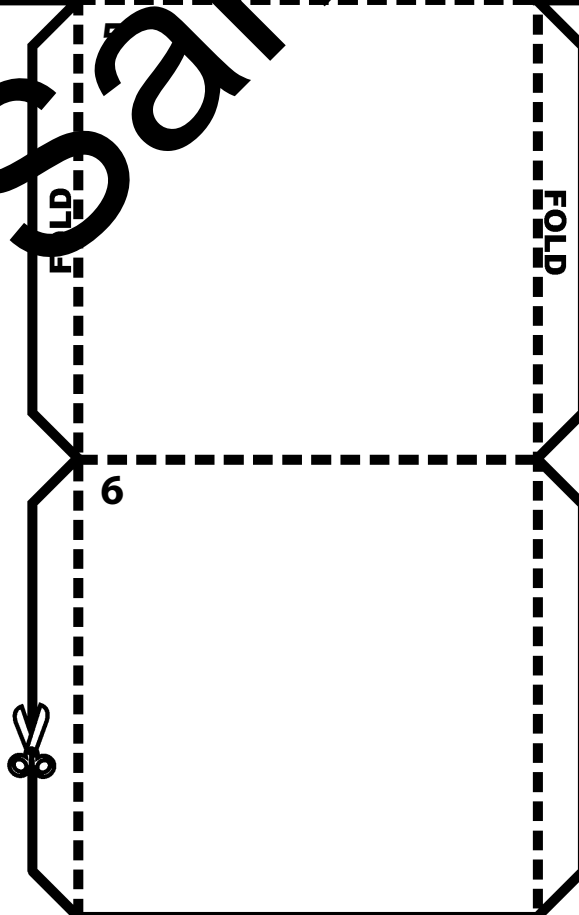
### **Students learn to collect, organise and record information and data from observations and supplied sources, including unscaled timelines and labelled maps or models (AC9HS1S02)**

- exploring stories about people and families from both the past and present using sources such as fiction books, letters, diaries, songs and myths, including Dreaming and Creation stories, as well as places through fiction, story map, and films

- ☐ Decorate the box by following the numbered steps.



1. Draw how you feel when you are with your family.
2. Print the names of your family.
3. Print your surname.
4. Draw the people in your family.
5. Draw the house that you live in.
6. Draw something your family likes to do together.



**Once you have decorated your box...**

- Cut out the box and fold tabs along the dashed lines.
- Put something inside the box that reminds you of your family.
- Glue the sides together.

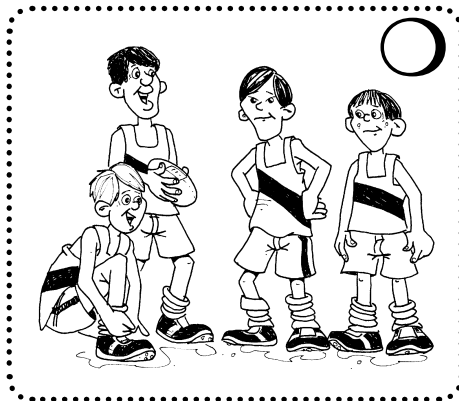
## Activity

## Groups Then and Now 1

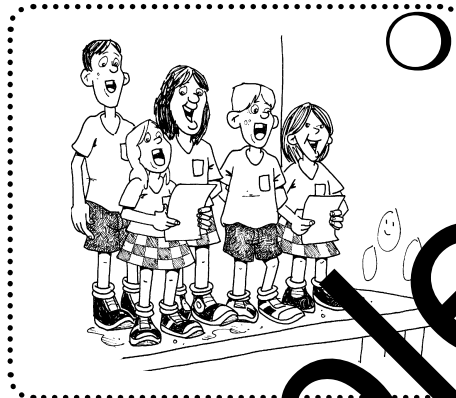


The groups that you belong to today may be similar to the groups that your parents or grandparents belonged to.

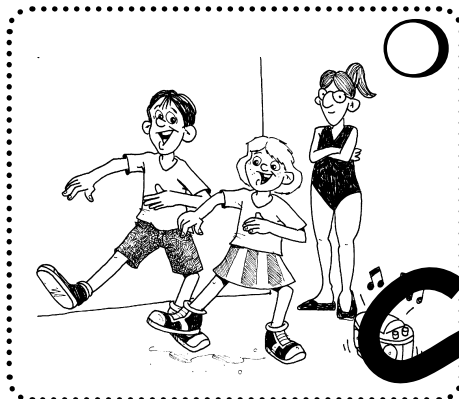
- ☐ Trace around each group in a different colour. Match each group with what they do by colouring the star the same colour.



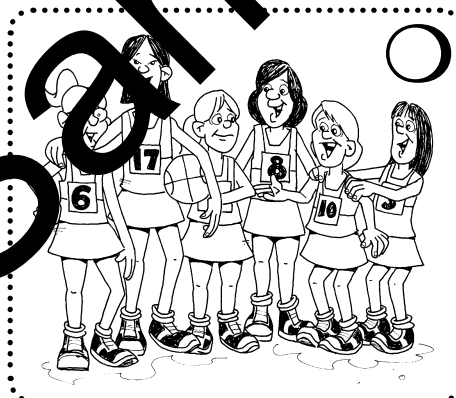
*A football team*



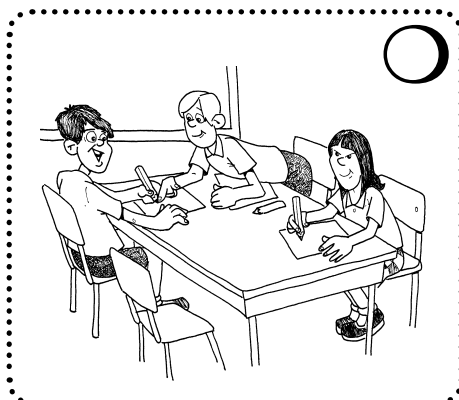
*A choir*



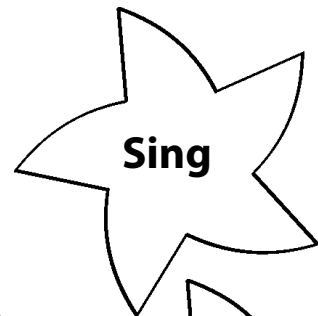
*A dance group*



*A netball team*



*A school group*



**Learn**

**Play  
football**

**Dance**

**Play  
netball**

- ☐ Ask a parent, grandparent or other relative if they were once a member of any of these groups. Place a tick next to the groups that they were members of.

## Activity

## In the Past



People live differently now than they did in the past.

- ☐ Look at the artefacts from the past below. Your parents or grandparents will most probably have used them. Label each artefact and say how it was used and what has replaced it.



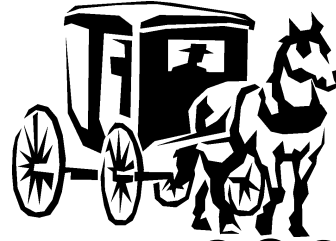
Name: \_\_\_\_\_

Use: \_\_\_\_\_

\_\_\_\_\_

Replacement: \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Use: \_\_\_\_\_

\_\_\_\_\_

Replacement: \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Use: \_\_\_\_\_

\_\_\_\_\_

Replacement: \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Use: \_\_\_\_\_

\_\_\_\_\_

Replacement: \_\_\_\_\_

\_\_\_\_\_

## Activity

## Electricity 1



Electricity has changed the way we live.  
Homes in the past did not have electricity.

☐ Draw things that use electricity in the house below.



Discuss how electricity has made household chores much easier for people today.

## Activity

## Indigenous Family Structure 3



Men's work is different to women's work in traditional Indigenous clans.

☐ Illustrate some of the roles of Indigenous men and women.

Men hunt large animals.

Women gather plants,  
seeds and insects and  
hunt small animals.

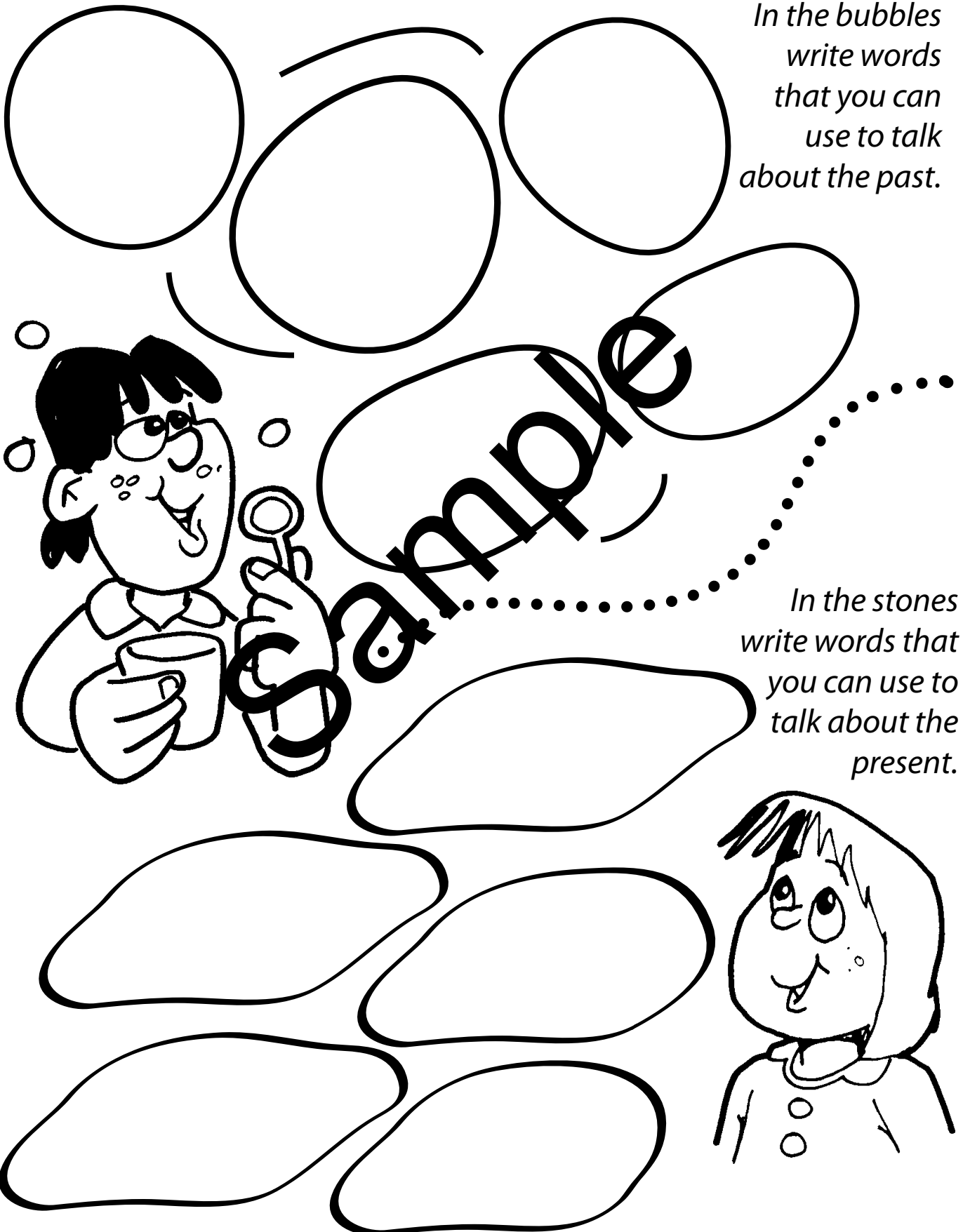
Men make weapons for  
hunting and produce tools.

Women make baskets,  
mats and string.



Some words can be used to talk about the past.  
Some words can be used to talk about the present.

*In the bubbles  
write words  
that you can  
use to talk  
about the past.*



*In the stones  
write words that  
you can use to  
talk about the  
present.*

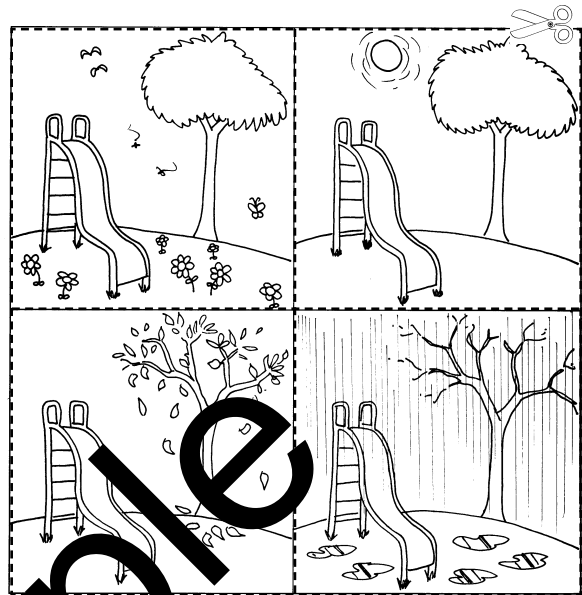
## Activity

## Seasonal Calendars

The names of seasons describe weather patterns in one year.

Match the pictures with the seasons. Colour the pictures.

Autumn	Winter
Spring	Summer



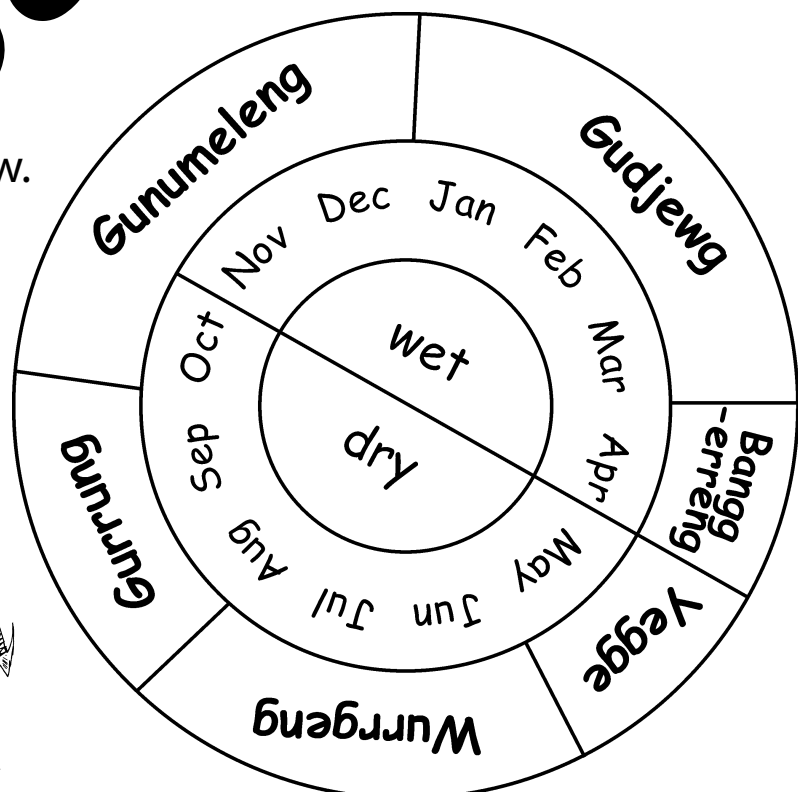
The Bining Calendar

This calendar is used by some Indigenous Australians.

- How many seasons are there? \_\_\_\_\_
- Colour the seasons yellow.
- Colour the wet months blue and the dry months red.



Bining Calendar



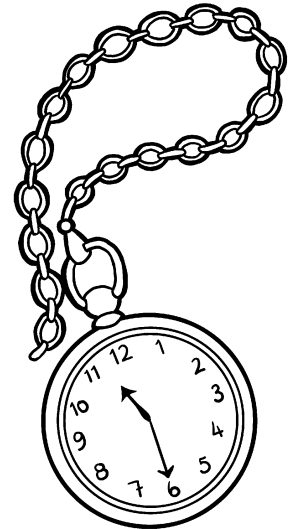
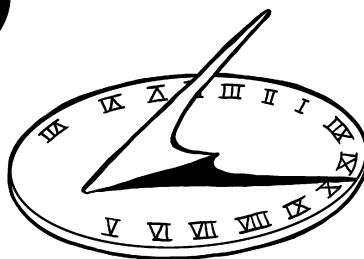
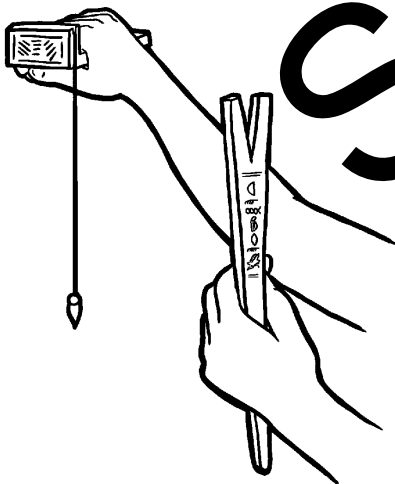
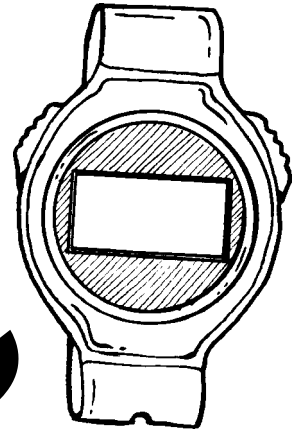
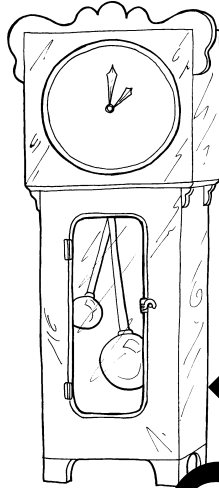
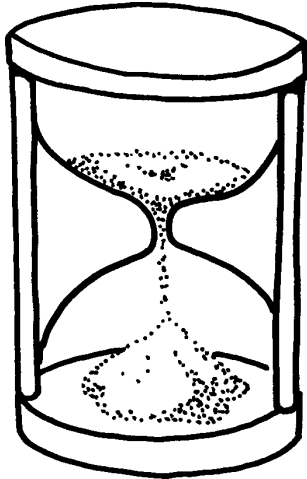
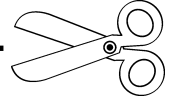
## Activity

# Timekeeping Devices



Timekeeping devices measure time.  
They have changed over the years.

☐ Name the timekeeping devices.



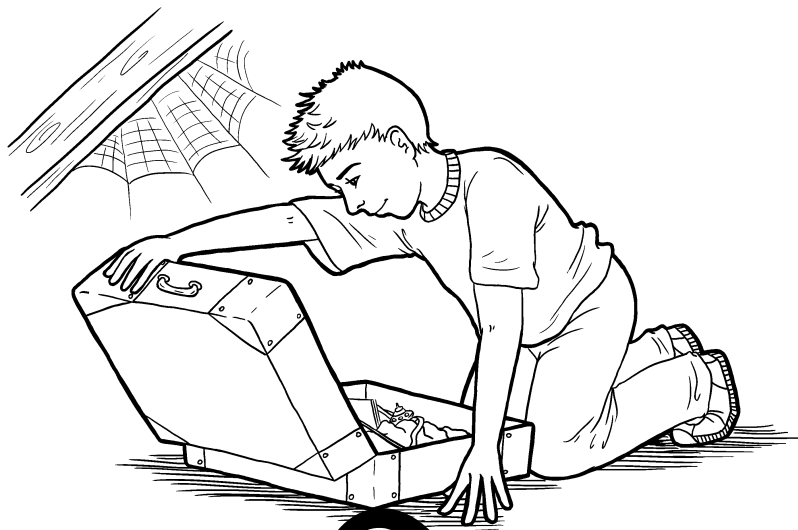
☐ Cut out the pictures and paste them on a blank piece of paper in the order that you think they were invented.



Sometimes we can find parts of the past in our homes.

- ☐ Sam has found an old suitcase in the attic of his new house! Look at the items that are inside!

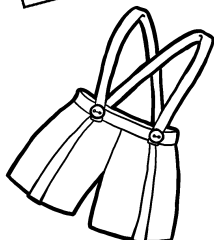
What might these items tell us about the owner of the suitcase's daily life?



A photograph of his family:

---

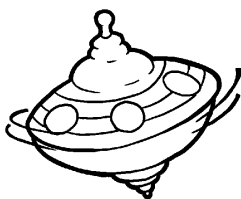
---



An old fashioned pair of pants and braces:

---

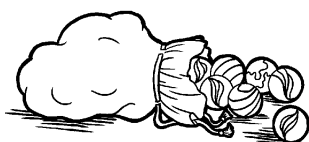
---



A spinning top:

---

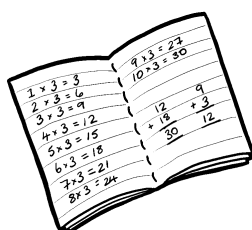
---



A bag of marbles:

---

---



A journal with maths exercises in it:

---

---