

Old Classroom – Years F - 2

The Hagley Old Classroom provides practical **experiential learning** to **engage** the learner in **exploring** the past, **relating** it to the present and **predicting** the future. The Old Classroom is designed to promote discussion on changes in education and how these changes have impacted their lives. **Learners dress up and role play student behaviour in a re-enactment of an early 1900's lesson.**

ACHIEVEMENT STANDARDS

Design and Technologies

Food and Fibre Production (Year F - 2)

Students describe the purpose of familiar products, services and environments and how they meet a range of present needs.

HAAS

Students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them. **(Foundation)**

Students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. **(Year 1)**

Students identify how and why the lives of people have changed over time while others have remained the same. They compare objects from the past and present. **(Year 2)**

CONTENT DESCRIPTORS

Design and Technologies

Food and Fibre Production (Year F - 2)

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs. ([ACTDEK001 - Scootle](#))

HAAS

Compare objects from the past with those from the present and consider how places have changed over time. ([ACHASSI006 - Scootle](#)) **(Year F)**

Compare objects from the past with those from the present and consider how places have changed over time. ([ACHASSI023 - Scootle](#)) **(Year 1)**

Compare objects from the past with those from the present and consider how places have changed over time. ([ACHASSI039 - Scootle](#)) **(Year 2)**

[Food and Fibre connections to the Australian Curriculum are available here](#)

GENERAL CAPABILITIES

Critical and creative thinking

Inquiring – identifying, exploring and organising information and ideas.

Poses questions.

Level 1 – pose factual and exploratory questions based on personal interests and experiences.

Level 2 – pose questions to identify and clarify issues, and compare information in their world.

Personal and Social Capability

Self-Management

Become confident resilient and adaptable.

Level 1b - identify situations that feel safe or unsafe, approaching new situations with confidence.

Level 2 - undertake and persist with short tasks, within the limits of personal safety.

CROSS CURRICULUM PRIORITY

Sustainability

Organising idea 7

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Organising idea 8

Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.

Learning Goals

Learners will:

- Compare their classroom to the old classroom they visit.
- Understand why schools have changed over time.
- Discuss ways in which they think schools will continue to change.

Learning Sequence

Activating and Engaging

Suggested pre-Hagley experience activity

Learners can investigate how schools operated and were organised in the early 1900s. Exploration of types of learning used in early classrooms, games children played, clothes they wore and rhymes they sang could be undertaken

Suggested tuning in questions:

- How have classrooms changed over time?
- Why have these changes occurred?
- What chores were children given to do in the past?
- What games were played in the school yard and what were their rules?

Exploring and Discovering

Hagley Experience

(Led by Visitor Centre teachers and staff)

Learners are asked to describe how life may have been different for them if they had lived 100 years ago. An investigation of the changes to the Hagley Old School building will be undertaken. A discussion of school life in the early 1900s will help to outline the lesson re-enactment that the learners will be engaged in. The requirements of role-play and the idea that this lesson is 'pretend' will be reinforced, as will the learner's safety.

Learners will discuss and organise for a mock 1900 classroom experience.

Learners will experience the ringing of the bell, lining up and cleanliness inspection before entering the school building.

A lesson based on historical information concerning early education will be re-enacted.

Learners will have the opportunity to use pen and ink to practice writing the alphabet.

Early forms of classroom punishment will be re-enacted.

Learners will discuss the differences between their re-enactment, the physical environment and their classroom and learning today.

Supporting Experiences

Cottage Industries

Learners will have the opportunity to make butter, bread, candles and card wool and watch it being spun. They will gain 'hands on' experience of how these tasks were undertaken in early times.

The Hagley Museums

Learners will investigate machines and implements used on farms and in homes before the invention of electricity. They will engage in 'hands on' activities which will demonstrate how early Australian life may have been.

Synthesising and Applying

Suggested post-Hagley Experience

- Learners could investigate the changes to writing implements over time. These can be sequenced and presented in poster form.
- Learners could prepare questions to ask an older person of their school memories.
- Learners could compile a book of the worst classroom punishments.

Success Criteria

Learners will be able to

- Compare the differences between the old classroom and their current classroom.
- Understand that teaching practices have changed over time.
- Discuss ways in which they think learning and classrooms will continue to change in the future.

References

- http://myplace.edu.au/teaching_activities/1888/1/childrens_games.html
- <https://www.youtube.com/watch?v=SdIjM7eEx7Q>
- <https://www.mentalfloss.com/article/58705/11-ways-school-was-different-1800s>



Glossary (Old Classroom)

Academic Gown – a robe (usually black) worn by early teachers and academics

Blackboard - a large board with a smooth dark surface attached to a wall or supported on an easel and used by teachers in schools for writing on with chalk

Blotting Paper - a piece of paper used to soak up extra ink off a page when writing

Cane – a piece of bamboo used to 'hit' children who misbehaved or made errors in their schoolwork

Chalk - a chalk-like substance (calcium sulphate), made into sticks used for writing or drawing on a blackboard

Copperplate – a style of writing letters

Corporal Punishment - physical punishment, such as caning or flogging

Dunce Hat - a tall pointed hat with the letter D on the front. Worn by children who had not learnt their lessons or had made a mistake in their work



Ink – liquid used for writing

Ink well - a container that holds writing ink



Inspection – children inspected for cleanliness by the teacher before entering the classroom

Mortar Board - an academic cap with a stiff, flat, square top and a tassel



Nib – the pointed end of a pen where ink is transferred to the page

Slate - a flat plate of rock formerly used for writing on in schools.

