




Opal

wonders 



LEARNING ABOUT THE
PAST WITH CURIOSITY
AND EMPATHY



TEACHER'S GUIDE

RECEPTION TO YEAR 2 HISTORY



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Level 2, 233 North Terrace
Adelaide SA 5000

GPO Box 1836 Adelaide
South Australia 5001
Telephone: + 61 8 8151 3200

history.sa.gov.au
team@history.sa.gov.au



THE CENTRE
OF DEMOCRACY

South Australia's

**History
Festival**



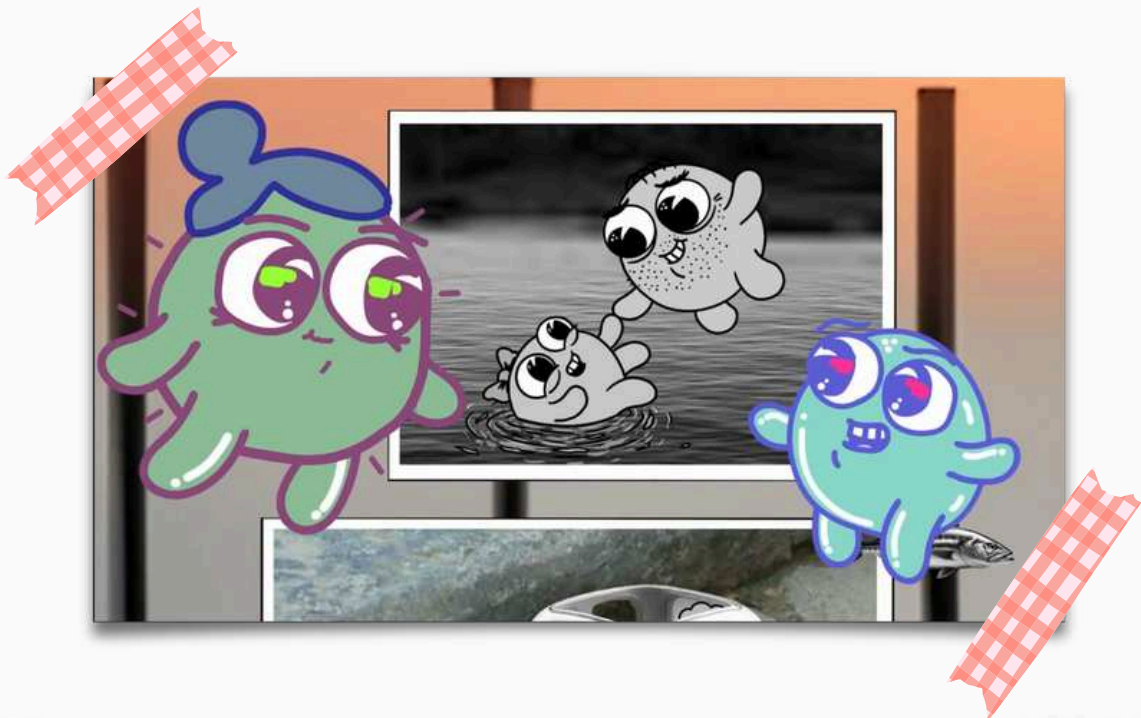


Opal Wonders is a five-part animated video series with accompanying resources created by the History Trust of South Australia to teach foundational history skills and dispositions to students from Reception to Year 2.

This resource was created to help students develop an early interest in history by taking advantage of the natural curiosity that young children have about what life was like for the older people in their lives.

By viewing history through the lens of someone familiar to them, students develop empathy for people of the past. Further exploration in their community gives them opportunities to extend their curiosity and see the imprints of the past in the world around them.

The activities in this resource are designed to be completed with teachers, families, carers, and peers.



HOW TO USE THIS RESOURCE

There are five episodes in the *Opal Wonders* series. Auslan versions are available.

The episodes are:

1. 'The Visit with Granopie'
2. 'The Library'
3. 'The Historical Society'
4. 'The Museum'
5. 'The Special Place'



SCAN CODE

The episodes can be accessed at:

- <https://education.history.sa.gov.au/resource/opal-wonders/>
- <https://www.youtube.com/@EducationatHistoryTrustofSA/>

Each episode contains one experience and has an accompanying set of scrapbook pages. These pages are differentiated for different ability levels, with options to respond through drawing and/or writing. Scrapbook pages are designed to be completed before, during or after the experience, indicated by the following symbols:



before



during



after

There are two options for printing:

- Standard school scrapbook 24 x 33 cm - *select A3, 'Actual size', then print and cut around border.*
- A4 - *select A4, 'Fit to printable area', then print.*

The following order is suggested:

- **watch episode**
- **complete before page**
- **complete experience (and during page if applicable)**
- **complete after page.**



The five episodes are ordered to build on each other, but each can serve as a standalone resource. The first episode ('The Visit with Granopie') forms the basis of the whole unit so ideally should not be skipped.

Scrapbook pages are highly adaptable. For example, student responses could include drawings, single words, full sentences, photos or postcards. Some experiences can be completed in class, and others with families or carers outside of school. For flexibility, there are also blank lined and unlined pages for each episode. Suggested alternative and extension activities are included throughout this guide.


Scrapbook pages are designed to be gathered into a book that documents student learning. As the focus of this resource is developing skills and dispositions rather than specific content knowledge, each student's finished product will be unique. Students should feel free to be guided by their curiosity and the story of their older person.



For full curriculum links see pages 6-7.

For more ideas and alternate experiences, see pages 15-16.

CURRICULUM: HASS

	Dispositions	Capabilities
Reception Year 1 Year 2	Empathetic Curious 	Critical and creative thinking Intercultural understanding Personal and social

	Core Concepts	Supporting Content Descriptions
Reception	<ul style="list-style-type: none"> • Significance • Continuity and change • Interconnections • Identity and diversity 	AC9HSFK01 AC9HSFS01 AC9HSFS02 AC9HSFS03 AC9HSFS05
Year 1	<ul style="list-style-type: none"> • Significance • Continuity and change • Interconnections • Identity and diversity 	AC9HS1K02 AC9HS1S01 AC9HS1S02 AC9HS1S03 AC9HS1S04 AC9HS1S06

CURRICULUM: HASS

Year 2


- Significance
- Continuity and change
- Interconnections
- Identity and diversity

AC9HS2K01
AC9HS2K02
AC9HS2S01
AC9HS2S02
AC9HS2S03
AC9HS2S04
AC9HS2S06




EPISODE ONE: THE VISIT WITH GRANOPIE

After watching episode one, students use 'before' pages to identify an older person in their lives to have a conversation with.

 *Students will have greater engagement if the person is someone they know well and feel comfortable leading a conversation with.*

Students prepare 2-3 questions they would like to ask them. If they are able to write, they can use the 'during' page to record their questions and answers.

 *Students can write the questions themselves; dictate to a teacher, parent or carer; or teachers can print copies of questions to be stuck into scrapbooks.*

Conversations occur outside of class. When students return, they use the 'after' pages to reflect on what they learnt and what they would like to learn more about.



INVITE SOMEONE TO CLASS

Some students may be unable to identify an older person they feel comfortable having a conversation with. As an alternative, invite an older person to class (for example the school principal, a well-known community member or a student's grandparent). Students can ask them questions which they have brainstormed together beforehand.

*Develops
empathy*

EXTENSION

TALK-A-LOT QUESTIONS

Good questions help us learn new things about other people and get to know them better. Students can explore the difference between closed and open questions.

*Develops
empathy*

Closed questions, or short-answer questions, can be answered with one or two words.

Did you eat pizza when you were a kid?

Open questions are better because they get people to talk a lot, and sometimes even answer with a story.


What kinds of foods did your family eat when you were a kid?




EPISODE TWO: THE LIBRARY

After watching episode two, students use 'before' pages to brainstorm different ways they use the library and the internet. Building on the conversation with their older person, students identify a related topic they would like to research at the library or on the internet.

Students visit the library and use 'during' pages to record their findings in written or picture form.

 *Your local community library may have a wider variety of resources than your school library, and visiting as a class will help students feel more comfortable using the library outside of school. Organise your visit with a librarian in advance and they may be able to set aside some relevant books for your class.*

 *Feel free to look beyond the children's section. Non-fiction books can be good sources of historical images.*

*Develops
curiosity*

Students use 'after' page to reflect on how their library/internet research has added to their understanding of their older person's life in the past.



INTERNET SEARCH

Instead of visiting a library, conduct a teacher-led internet search on the smart board on a chosen topic. Learn about key words then brainstorm some as a class to help find the desired information or images. Print copies of relevant findings for students' scrapbooks.

EXTENSION

EXPLORING SOURCES

- At stations around the room, place a range of different sources. For example, a story book, photograph, rock painting, video on a tablet, newspaper and postcard.
- Rotate students around in small groups to explore the sources.
- Have students answer a set of 'when', 'where', 'what', 'how', 'why' questions.

*Develops
curiosity*

For example:

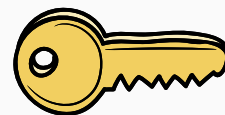
- When is this from?
- Where is this from?
- How was it made?
- Why was it made?
- Alternatively, give each group one of the questions to discuss for each source. Call them the 'when' detectives, the 'where' detectives, and so on. Have groups share their answers when the rotation is complete.

EXTENSION

KEY WORDS

Keywords are an importance concept to understand when researching on the internet or using the library catalogue. You can use a picture of a key to teach this concept to students.

- A key is a tool that helps us unlock things
- A keyword is a tool that helps us find information



To extend further, you can write a research question on the board and ask students to help you identify some keywords that might help research an answer to your question. You can also identify the words which would *not* work well as keywords. e.g. 'the', 'and'.



EPISODE THREE: THE HISTORICAL SOCIETY

After watching episode three, students use 'before' pages to practise their visual literacy skills by studying old photos.

With the help of parents or carers, students are then asked to find a photo that relates to their older person's past.

Develops
empathy

- * Some students may not have access to photos from their older person's past. For other sources of historical photographs, see 'More to Explore!' on page 15-16.*
- * The photo does not need to include the older person or be taken by them or anyone they know. For example, they could use a photo of their older person's school or a building from the town they grew up in, or even a photo advertisement of a childhood toy.*

Students use 'after' pages to consider what the photo adds to their knowledge of their older person. With the help of a parent or carer, they can also complete a 'then' vs 'now' comparison with their old photo.

EXTENSION

- Find one or more engaging historical photos. Look for images that are clear and high-contrast. An engaging photo might tell a story, show people participating in an activity, depict everyday life or familiar contexts, or contain surprising or evocative elements. Once you have chosen your photo/s, blow them up to A4, print out enough for each student to have access to one, and laminate them.
- Give students a laminated photo and a thin whiteboard marker each. Ask them to look for and circle various details as you ask questions. For example, "Can you find the telephone?" and "Which objects look different today?". Wipe clean for reuse. See 'Where to find historical photos' on page 15 for help finding good quality photos.

Develops
curiosity

EPISODE FOUR: THE MUSEUM

After watching episode four, students use the 'before' page to imagine the belongings of their older person in a museum and reflect on why those objects were significant to them.

Students visit a museum and use 'during' pages to draw a picture of something that interests them. Students can then use 'after' pages to either reflect on what they learnt about the past from their visit or write a story about a museum object that interested them.

** This is a great opportunity to visit a local museum as a class and take learning outside of the classroom. Families can also be encouraged to visit a museum together on the weekend to complete this activity.*

** Students should have the freedom to choose any object they like to draw. It does not need to connect to their older person's story (although it can if they want it to). The main purpose of the museum visit is to give students the opportunity to enjoy the museum space, explore different objects and be led by their curiosity.*

*Develops
curiosity*



MUSEUM IN A BOX

Instead of going to the museum, have the museum come to you! The History Trust of South Australia offers four curriculum-aligned education kits that can be borrowed for classroom use around the Adelaide region. 'Communication: Now and Then' is a box is designed for students in Reception to Year 2. See 'More to Explore!' on page 15-16 for a list of other Australian museums that offer a similar resource.



EPISODE FIVE: THE SPECIAL PLACE

After watching episode five, students use the 'before' pages to draw any special places that their older person referred to and to reflect on what they would do if they could visit that place.

Students then visit a special place (either the place that was special to their older person, or a different place) and complete the 'during' pages to record their observations by drawing pictures and answering questions.

** The special place can be any place that is outside of the students' everyday environment. The class can visit a special place together or families can be encouraged to visit a place together on the weekend. The special place could be within their area, or further afield. The goal of these activities is to help students consider the connection between physical places and the past by looking for clues of the past in their surroundings and considering the way their environments may have changed over time.*

** It's okay if students don't see any connection to the past in the place they visit. It's still an opportunity to practise their observational skills. In some natural settings, there may not have been significant changes for hundreds or even thousands of years - which could prompt an interesting conversation about the way humans change the landscape!*

*Develops
curiosity*

Students use 'after' page to reflect on their experience in that special place and whether they learnt anything about the past.



MORE TO EXPLORE!

This series is designed to be adapted to your setting. You might not have a historical society or a museum in your area, but there may be other places that will suit the activities in this resource. Here are some suggestions:

- cultural centres
- archives
- town halls/council offices
- community centres
- places of worship
- historic buildings
- gardens
- schools.

Where to find historical photos:

- Local library catalogue
- Historical society online archives
- State library archives
- Trove - <https://trove.nla.gov.au/>



Museum in a Box

Below are some of the HASS-related educational kits that may be available to borrow for use in your classroom. There may be others in your area.



SA

Museum in a Box - History Trust of South Australia

<https://education.history.sa.gov.au/experience/museum-in-a-box/>

VIC

Learning Kits - Museums Victoria

<https://museumsvictoria.com.au/learning/outreach-program/primary-and-secondary-school-outreach/>

WA

Museums in a Box - Wanneroo Regional Museum

https://www.wanneroo.wa.gov.au/info/20058/museums_and_heritage/122/wanneroo_regional_museum/7

ACT

Memorial Boxes - The Australian War Memorial

<https://www.awm.gov.au/learn/memorial-boxes>

QLD

Education Kits - Queensland Museum

<https://loans.qm.qld.gov.au/Montage/Kits.aspx??showall=true&refinements=822b>

Want to get in touch? You can contact us at
learn@history.sa.gov.au.

Check out our other teaching resources at
<https://education.history.sa.gov.au/resources/>.



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