

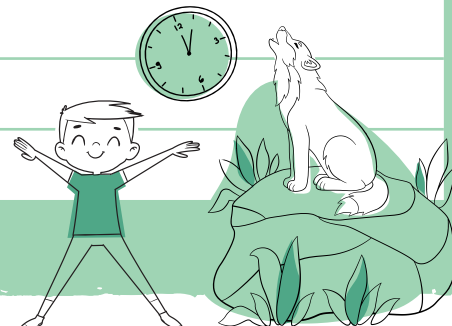
# Fun in 1921

# Life in the 1920s

## Activities

Activity 1:	School Then and Now
Activity 2:	Exploring Fun Activities Then and Now
Activity 3:	What's the Time Mr Wolf?

See individual activities for resources required.



## Suggested Learning Intentions

Pupils will:

- learn about some typical classroom activities from school in 1921;
- learn about how children had fun in the past;
- appreciate how some fun activities have changed and how some have stayed the same; and
- participate in and enjoy some of the fun activities from the past.

## Teacher Notes:

The activities offer pupils opportunities to explore and understand a typical classroom and how children had fun 100 years ago.

By watching a selection of video clips from the [CCEA video: 1921 – A Day in the Schoolroom](#), pupils will become familiar with what school life was like in 1921.

By comparing how they have fun today in 2021 with how children had fun 100 years ago, pupils will appreciate how things have changed, and how it is possible to have and make fun with very few resources.

Pupils will discuss and participate in some activities from the past, and appreciate how some have stood the test of time and are still enjoyed today.

Digital media can be used to record the pupils participating in the activities to form a digital record of fun activities from the past.

Each activity begins with shared work followed by practical activities.

*The activities can be used as stand-alone resources or as an extended piece of work. Alternatively adapt individual activities to link with other themes/topics and ability levels.*

**Shared Education opportunities:** the activities lend themselves to shared working; pupils from partner schools can jointly participate in the activities, and share in the fun and learning. The digital recordings of pupils can be shared and enjoyed with partner schools.

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## Activity 1: School Then and Now

### You will need:

- CCEA video: 1921 – A Day in the Schoolroom – links provided below
- Digital devices (optional)

### Shared Work

- Engage the pupils by watching some of the video clips as suggested below. These will provide pupils with an insight into what school was like in 1921.
- Watch the CCEA video: [1921 – A Day in the Schoolroom: clip 1 – The Teacher's Expectations](#)
- Discuss the video with the pupils. Discuss similarities and differences between their school day and the school day from 1921. *What is the same? What is different? Would you enjoy being in Miss Acheson's class? Do you think school in 1921 would be fun?*
- Watch the CCEA video: [1921 – A Day in the Schoolroom: clip 5 – Penmanship Lesson](#) and discuss. *Would you enjoy doing handwriting like this? Do you think this lesson looks fun?*
- Watch the CCEA video: [1921 – A Day in the Schoolroom: clip 6 – Physical Drill](#) and discuss. *Would you enjoy doing these activities? Do you think this lesson looks fun?*

### Practical Activity

#### Physical Drill

- Consider what the pupils in your class would most enjoy, and either use the Physical Drill clip, or devise a routine for them to take part in.
- Invite the pupils to take part in a physical drill routine.
- Encourage the pupils to devise their own fun routine which they can share with other pupils.

*You may wish to record the pupils' activity using a digital device. This could form a digital record of fun activities from the past.*



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## Activity 2: Exploring Fun Activities Then and Now

### You will need:

- Resource 1: Children's Play in 1921 (photocopied)
- Large hoops
- Digital devices (optional)

### Shared Work

- Introduce fun activities by inviting the pupils to think about and share their favourite fun activity that they do at home or in school, for example: in the evening at home, on their birthday, or at breaktimes in school.
- Distribute Resource 1: Children's Play in 1921 which shows children playing leapfrog, skipping, playing with a kite/a hoop/a sailboat. Discuss with the pupils. *What are the play activities called? Have you ever played any of these activities?*
- Steer the discussion to elicit the following from the pupils:
  - » *how children had fewer shop-bought games in the past; and*
  - » *how they made up their own games and fun using their imagination because they didn't have a lot of equipment.*

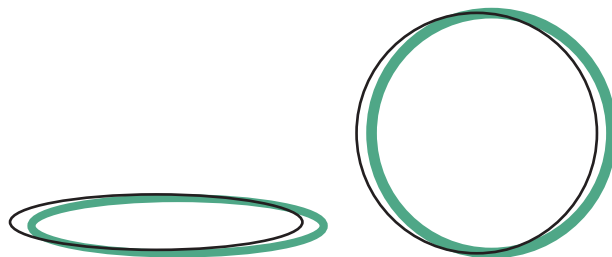
### Practical Activities

#### Fun with a Hoop

Resources needed: large hoops and a large open space

- Take the pupils to the hall or outside to do the activity.
- Divide the class into pairs.
- Each pair takes a large hoop.
- The first pupil rolls the hoop to their partner.
- The partner rolls the hoop back.

The object of the game is to keep the hoop rolling and count the number of passes. The pair with the most rolls is the winner.



#### Passing through the Hoop – Team Game

Resources needed: large hoops and a large open space

- Take the pupils to the hall or outside to do the activity.
- Divide the class into two teams.
- Teams stand in a line, one behind the other, with enough space to pass the hoop between each pupil. The hoop is on the ground in front of the first pupil.
- The first pupil steps into the hoops, lifts it up over his/her head and passes it to the pupil behind. The second pupil repeats and passes it to the next.
- All pupils repeat until the hoop is passed down the line to the last pupil.

The first team to finish passing the hoop wins!

*You may wish to record the pupils' activity using a digital device. This could form a digital record of fun activities from the past.*

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## Activity 3: What's the Time, Mr Wolf?

### You will need:

- Analogue clock
- Digital devices (optional)



### Shared Work

- Tell the pupils that one of the games children played a long time ago was 'What's the Time, Mr Wolf?' Ask the pupils if they have ever played it, and discuss how it is played.
- Watch the short YouTube clip of children playing [What's the Time, Mr Wolf?](#)
- Revise o'clock times using an analogue clock. *What time do you wake up in the morning? What time to you have breakfast/lunch/dinner?*
- Take the pupils to the hall or playground and play 'What's the Time, Mr Wolf?'

### Practical Activities

#### How to Play What's the Time, Mr Wolf?

1. One pupil is chosen to be Mr Wolf.
2. The other pupils stand in a line at the opposite end of the hall or playground. This is 'home'.
3. Mr Wolf stands with his or her back to the other pupils who chant 'What's the Time, Mr Wolf?'
4. Mr Wolf replies with different 'o'clock' times, indicating the number of steps forward that the pupils are allowed to take. For example, if Mr Wolf says, 'four o'clock', the pupils move forward four steps.
5. The game carries on until Mr Wolf thinks the pupils are getting close enough to catch. When this happens Mr Wolf calls 'Dinner Time!', and then turns and chases the pupils.
6. The first pupil that Mr Wolf catches before they reach 'home' becomes Mr Wolf.
7. If Mr Wolf does not catch anyone, he or she has to be Mr Wolf again.
8. If a pupil reaches Mr Wolf before 'Dinner Time' is called, they tap Mr Wolf on the shoulder and all the pupils try to reach home as fast as they can. If Mr Wolf catches a pupil, she or he then becomes Mr Wolf.

*You may wish to record the pupils' activity using a digital device. This could form a digital record of fun activities from the past.*





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## Curriculum Links

### Q Skills References

#### Using Communication

##### Talking and Listening

- **Q1-Q5** At a level appropriate to their ability, the pupils will listen, interact, and communicate their thoughts, feelings, and ideas

##### Reading

- **Q1-Q5** At a level appropriate to their ability, the pupils will listen and respond to stories and songs

##### Writing

- **Q1-Q5** At a level appropriate to their ability, the pupils will listen to and create digital recordings and express themselves through simple drawings or writing

#### Using Mathematics

##### Measures

- **Q1-Q5** At a level appropriate to their ability, the pupils will understand the passing of time
- Talk about significant times on clock, for example lunch time and home time
- Recognise times on the analogue clock and digital displays

#### Using ICT

- **Q1-Q5** At a level appropriate to their ability, the pupils will use forms of digital media to record

### Q Skills Assessment Framework

#### The World Around Us

##### Place – History

- Differences between my life now and lives of people in the past

#### Physical Education

- Practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment
- Develop the skills relevant to games, including running, stopping, jumping and skipping
- Take part in simple games involving individual and co-operative play

#### Thinking Skills and Personal Capabilities

##### Thinking, Problem-Solving and Decision Making

- Making connections between learning in different contexts

##### Self-Management

- Managing behaviour in a range of situations
- Focusing, sustaining attention and persisting with tasks

##### Working with others

- Listen actively and share opinions
- Developing routines of turn-taking, sharing and cooperating

##### Being Creative

- Valuing the unexpected or surprising

## Resource 1: Children's Play in 1921



## Image Credits

### Page 6:

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Two children playing leapfrog © Black And White Retro And Nostalgia/Mark Sykes/Alamy Stock Photo

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Girl on tricycle © Dave Bagnall Collection/Alamy Stock Photo

Boy with sailboat © ClassicStock/Alamy Stock Photo