

# PERSONAL TIMELINES

This is a useful activity to develop skills of sequencing and concepts of continuity and change.

## Learning objectives

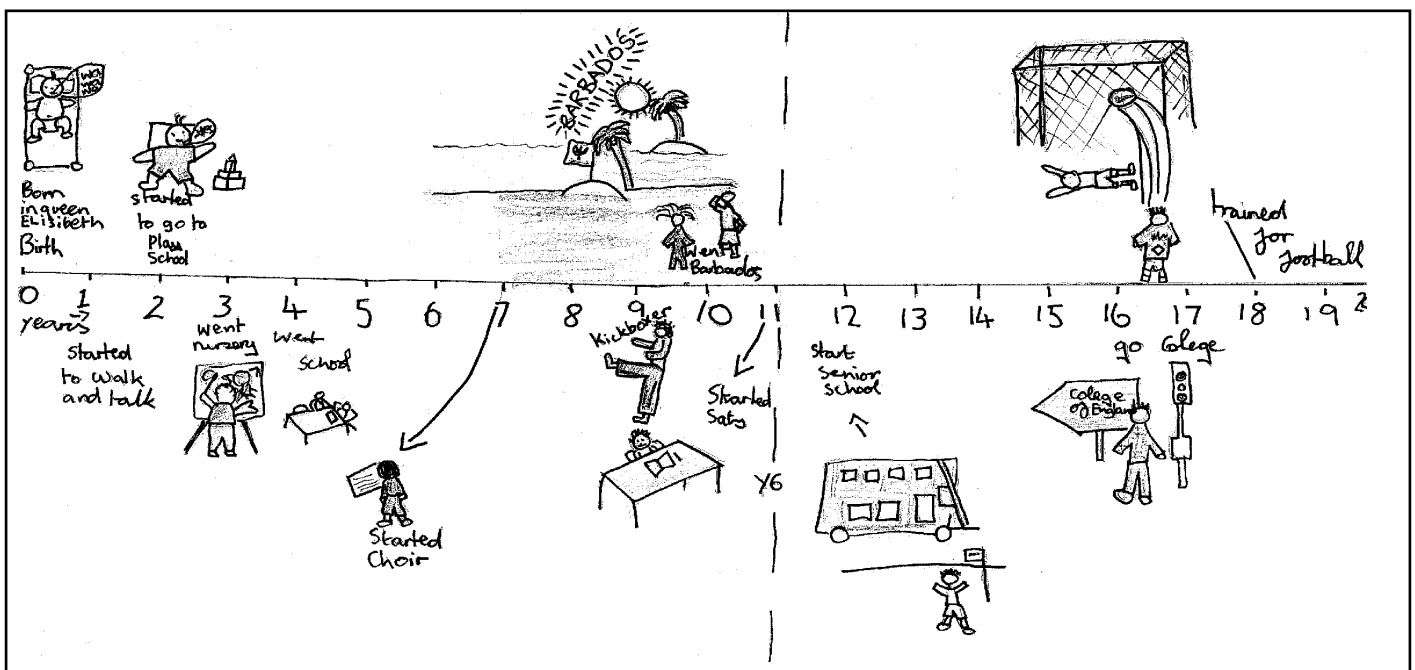
- ❑ to develop the concept of chronology;
- ❑ to develop sequencing skills;
- ❑ to value the life experiences of others.

## How?

- ◆ This is best done in a co-operative atmosphere. Children should sit in groups and be encouraged to talk to each other as they are writing and drawing their own timeline.
- ◆ Give each child a piece of paper with a line down the middle. Ask everyone to think about the main events in their lives and record them briefly in order on this line. On the left should be birth and the line may extend through the present into the future. It may be helpful to give some notion of scale.
- ◆ Some central points could be shared with a friend, a small group or with the whole class.

## Some more ideas

- ◆ Create a physical timeline using a string across the classroom or children in a line, to put events in order. Peg pieces of paper onto the string.
- ◆ As a way of becoming more familiar with some famous person, plot the main events of their life on a timeline.
- ◆ Link timelines with artefacts, eg toys.
- ◆ Children could go on to look at alternative futures, eg using tools like 'V for visions'. This could include ideas about the community's future.



An eleven year old's view of their past and possible future