

# Trend Task: Rodney's Window

Approach: Team  
 Focus: Historical change and its consequences  
 Resources: 3 pictures; instruction card; answer sheet

Year: 4 & 8



1



2



3

## Questions / instructions:

Here are three pictures looking out of Rodney's window. The first picture shows when he was a baby, the second when he was at intermediate school and the third when he finished high school.

You are going to use these pictures to think and talk about the changes that took place from when Rodney was a baby. Here are the things you are to do.

**Show and read the instruction card to the students. Give out the answer sheet.**

When you have finished the four activities I'll ask you to tell me what you decided. Each person can have a turn at telling me about what you have written down.

**Allow time.**

Now it's time for you to tell me what you decided. Remember, each person can have a turn at telling me about what you have written down.

**Instruction Card**

- Talk together about the changes seen through the window from when Rodney was a baby, until when he finished high school.  
**Agree on 3 of the main changes, then write them on the chart.**
- Talk about the reasons why the changes happened.  
**Agree on 3 of the main reasons, then write them on the chart.**
- Talk about the good things that would happen with the changes.  
**Agree on 3 of the best things, then write them down.**
- Talk about the things that are not so good about the changes.  
**Agree on 3 of the worst things, then write them down.**

1. What did you think were 3 of the main changes seen through the window from when Rodney was a baby?

**How well has the team captured the main changes?**

	% response 2005 ('01)	
	year 4	year 8
very well	7 (5)	19 (15)
moderately well	21 (17)	51 (37)
a little	49 (43)	21 (46)
any other response	23 (35)	9 (2)

2. What did you think were 3 of the main reasons why the changes happened?

**How well has the team identified the causes for the changes?**

	% response 2005 ('01)	
	year 4	year 8
very well	1 (0)	8 (3)
moderately well	12 (3)	37 (27)
a little	46 (30)	43 (52)
any other response	41 (67)	12 (18)

3. What did you think were 3 of the good things that would happen with the changes?

**How well has the team identified the positive consequences of the changes?**

	% response 2005 ('01)	
	year 4	year 8
very well	3 (0)	8 (3)
moderately well	12 (7)	35 (12)
a little	35 (31)	41 (60)
any other response	50 (62)	16 (25)

4. What did you think were 3 of the not so good things that would happen with the changes?

**How well has the team identified the negative consequences of the changes?**

	% response 2005 ('01)	
	year 4	year 8
very well	8 (0)	19 (5)
moderately well	18 (13)	47 (37)
a little	48 (44)	27 (56)
any other response	26 (43)	7 (2)

Total score:	% response 2005 ('01)	
	year 4	year 8
10-12	3 (0)	12 (5)
8-9	5 (2)	20 (7)
6-7	12 (6)	35 (33)
4-5	25 (19)	18 (30)
2-3	33 (33)	7 (25)
0-1	22 (40)	8 (0)

## Commentary:

Both year 4 and year 8 students scored substantially higher in 2005 than in 2001. Whereas 20 percent of year 4 students obtained a total score of six or more, 67 percent of year 8 students reached that level.