



Continuity and change in everyday life



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- The making of a welfare state – Sources (one set for each 4 students)
- Continuity and change in tax and welfare – Worksheet

Suggested activity sequence

- 1 Use a *grouping strategy* to organise students into groups of 4.
- 2 Groups sort *Sources* into chronological order, separating the sources into the following periods:
 - before WWII
 - during WWII
 - post WWII.

- 3 Groups identify sources that demonstrate the following aspects of life:
 - welfare benefits
 - standard of living (level of wealth, comfort, material goods and necessities available, including housing)
 - role of charities
 - childhood.

Note that some sources will demonstrate more than one aspect of life.

- 4 Students compare the sources before and after World War II and individually complete the *Worksheet*.
- 5 Group members share their findings with other group members and draw conclusions about what changed and what remained the same in relation to each aspect of life.
- 6 Conduct a class discussion on student findings. Discussion points could include:
 - What changed during or following World War II?
 - When did this change happen?
 - What remained the same?
 - Why do you think this is the case?

This activity could be done in groups and then group findings shared with the class. Use a *visual brainstorming technique* to record and share findings such as an *affinity diagram*.