



EPISODE 4: 1978: MIKE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE TIPPY

ACTIVITY 6: WAR AND TRAUMA

Subtheme: Australians at war

Discover

- Encourage students to view and discuss the scene in Episode 4 where Michaelis explains that the Tippy wants to be on his own because of what happened to him during the war. As a class, discuss how Michaelis explains the Tippy's situation. Is Michaelis speaking as someone who knows what the Tippy is going through?

Reflect

- Many returned soldiers from the Vietnam War experienced non-physical problems following their deployment, but these were not recognised for a long time. One common stress-related disorder is called post-traumatic stress disorder (PTSD). Encourage the students to research this illness and in particular what it means for people who suffer from it. Ask them to consider ways to help those affected by it.
- Post-traumatic stress disorder has inflicted a number of Australian service people deployed in recent wars, and older soldiers are thought to have suffered from it too. Encourage students to find at least five facts on post-traumatic stress disorder and how the condition affects returned service people. Ask students to present their research as a poster for Mental Health Week.

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- Student Activity Sheet E4.6: Effects of war



EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CONSCRIPTION

ACTIVITY 4: WHY DO YOU HAVE TO GO TO WAR?

Subthemes: Australians at war; Historical events

Discover

- If possible, screen this clip without mentioning the context of the Vietnam War. Following the screening have students write down what they think this clip was about. What are the main points of the story? How do they know? Students report their 'reading' of the clip to the class, giving examples from the text to back up their ideas.
- If it hasn't come up in the discussion, introduce the Vietnam War and brainstorm what students know about it. List what they know and look for gaps in the students' knowledge. Create a class list of questions about what the students need or want to know about the war. Refer students to 'Australia in the 1960s' in the 'Decade timeline' for more information.
- As a class, look at a map of Vietnam in relation to Australia. Talk about the size of the country, the distance from Australia, its people and customs. Discuss the reasons why Australian soldiers were sent to Vietnam and why Australia was involved in this war.

Reflect

- Revisit the questions in the list developed previously. In small groups, have each student take responsibility for finding out about one of the knowledge gaps established in the 'Discover' activity. Using the jigsaw method, one student from each group works with students from the other groups on the same question to research their topic and to collect and share their information before reporting back to the home group as the expert.
- Each home group compiles the expert information brought back and prepares a report for the class.

ACTIVITY 5: THE BALLOT

Subthemes: Australians at war; Historical events

Discover

- Focus attention on the scene where Michaelis tells Sofia why he has to go to war. He says that his birth date came up on the television ballot. As a class, discuss what this means and what Michaelis says are the consequences if he doesn't enlist. Also, ask the class to find out what dates were drawn out from the ballot and how many ballots were held?
- As a class, introduce the term 'conscription' and discuss what it means. Look back in Australian history to see when, where and why it was introduced. Refer to 'Australia in the 1960s' in the



'Decade timeline'. Survey the class to ascertain if students feel this method of selection was fair. Ask students to find out what exemptions were given to avoid conscription. Ask students to imagine that they are 20 years of age. Hold a class ballot of 15 birth dates to see who would be conscripted.

- Discuss the concept of conscientious objection. Ask students to list reasons why they feel that to be an objector was fair. Research Australian history about what happened to objectors during the Vietnam War.

Reflect

- Ask students to find out who the Australian prime minister was in 1968 and write a fictional letter to him. They should explain their feelings about conscription, why they think it was a fair or unfair system and their reasons. Additionally, they could design a protest poster as a conscientious objector.

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- Student Activity Sheet E5.4: A lucky draw

ACTIVITY 7: THE HAIRCUT

Subthemes: Australians at war; Customs and traditions

Discover

- As a class, view the scene where Michaelis is having his hair cut. Discuss the possible significance of this event in the story. As background, explain the fashions of the time and the symbolism of long hair gaining cultural currency as the new fashion for young men in the 1960s and 1970s. Ask students to examine and find examples of fashions from this time.
- In this context, discuss what cutting his hair might have meant to Michaelis (especially in an era where longer hair was 'cool'.) Discuss the ways in which the filmmaker has used the camera in this scene.
- As a class, discuss:
 - 1 Why did the filmmaker use close-up shots of the haircut with the focus on Sofia's eyes in the background, and through the mirror?
 - 2 What does this add to the story?
 - 3 What role does sound, for example the sound of the electric clippers, play in this scene in the barber shop?
 - 4 Describe the mood of the music used and what it is used for.
- Focus attention on the way the story segues from Michaelis asking Sofia if she wants an ice-cream to the immediate follow-on shot in the barber shop. How has the filmmaker connected the two different scenes? Discuss possible reasons why.

Reflect

- Ask students to write an additional scene with action and dialogue where Sofia and Michaelis go to the ice-cream shop. Questions they need to consider include:
 - 1 How do they get there? Look again at how the shot of Michaelis and Sofia in the lane ends before the ice-cream.



- 2 What happens between Sofia and Michaelis in the shop? This could be an opportunity for Michaelis to tell Sofia some more about the Vietnam War, bringing in further information that students have found in their research.

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- Student Activity Sheet E5.6: Short back and sides

EPISODE CLIP: THE GOODBYE

ACTIVITY 8: LEAVING

Subtheme: Australians at war; Relationships

Discover

- As a class, discuss the emotional context of the scene and respond to these questions:
 - 1 What mood does the scene create for the viewer?
 - 2 How does the filmmaker do this? Look at the use of the camera and the body language to construct the feelings as everyone says goodbye to Michaelis.
 - 3 Discuss how students think the adults are feeling in this scene, particularly Michaelis's mother and Janice.
 - 4 What is the fear of people going off to fight a war? Listen to the background sounds and discuss the purpose of the emergency sirens heard.
 - 5 Why do you think the filmmaker added these sounds to the scene?
 - 6 What does sound contribute to the emotional context here?
- As a class, discuss the music in the scene as the taxi drives away and describe the mood.

Reflect

- Drawing on information gained from earlier research on the Vietnam war, have students write a letter from Michaelis to his family after he has arrived in Vietnam. They should use visual imagery to describe the country. Have students think about the following questions in writing this letter:
 - 1 How would Michaelis be feeling?
 - 2 What sort of things would he want to share with his family to make them feel he was happy and safe?

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- Student Activity Sheet E5.7: Saying goodbye

ACTIVITY 9: PEACE AND SYMBOLISM

Subthemes: Australians at war; Beliefs

Discover

- Janice draws attention to the badge on Michaelis's hat. Ask students if they know what the badge means and, if necessary, explain that it is a peace symbol. Discuss the peace badge; what does it mean? Draw attention to the way the filmmaker has used the camera to keep the audience focused on the badge in this sequence.



- Ask students to respond to the following questions:
 - 1 Why does Janice advise Michaelis to remove the badge?
 - 2 What does this badge tell the audience about Michaelis's views about war?
 - 3 Why is this important to the story?

Reflect

- The slouch or digger hat is an important Australian symbol. Ask students to research the history of the slouch hat and find out when was it incorporated into the Australian army uniform?
- The peace symbol is universally recognised. Asks students to find out who designed it and what the symbolic elements of this design are. Ask students to find other symbols of peace and compare the symbolism of each.
- Ask students to design a symbol of their own. The symbol or logo could represent peace, environmental protection, reconciliation, unity or any other issue they may wish to explore.

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- Student Activity Sheet E5.8: Symbols

EPISODE 10: 1918: BERTIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: ON 'TICK'

ACTIVITY 3: THE HOMELAND EFFORT

Subthemes: Australians at war; Relationships

Discover

- Prior to viewing the clip, talk with students about the era in which this episode was set. It was the time of the First World War (1914–18). Create a list of their responses and understandings using these headings: Who, What, Where and When. As an extension of this discussion, students could consider what started this war and how war affected the lives of those who fought and those who stayed at home.

Reflect

- Ask students to examine the role women played during the war effort. In this clip we find out that Bertie's mother and his sister Evelyn are nurses. Ask students to list what other roles women took on during the war. Have them examine one of these roles and prepare a profile of a female character who could have existed during this time. Conduct a freeze-frame exercise, in which the teacher walks around the group and taps the shoulder of each student in turn. When they are tapped, they introduce their character, tell their age and occupation and speak in character about a day in their life.



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- Student Activity Sheet E10.3: Wartime roles

ACTIVITY 9: CONSEQUENCES OF WAR

Subthemes: Australians at war; Character

The activities and worksheet relate to the complete episode instead of an individual clip.

Discover

- List the main characters in the episode and discuss how they are each directly affected by the war. For example:
 - 1 Mother: her husband was killed in the war; her son is an injured soldier; she is working as a nurse
 - 2 Bertie: father was killed in the war; his brother is injured
 - 3 Sid: lost his eye in the war
 - 4 Evelyn: her father and her friend Freddie Miller are killed; her brother is injured; she is working as a nurse
 - 5 Miss Miller: her brother and her nephew were killed in the war
 - 6 Eddie: lost his leg in the war; his father was killed.
- Arrange a visit to the local war memorial to enhance understanding and to encourage further investigation and discussion on this topic.

Reflect

- Have students write a report describing the impact of the war on this small neighbourhood, relating the stories of some of the characters and considering how they might feel about all that has happened to them. Conclude with a statement giving their own opinion of the impact of war.

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- Student Activity Sheet E10.8: The effects of war

ACTIVITY 10: SYMBOLS

Subthemes: Australians at war; Beliefs

- The activities and worksheet relate to the complete episode instead of an individual clip.

Discover

- Ask students to consider what objects are important throughout the episode. Some objects that appear at different times are the glass eyes, the rabbit, the camel key ring and the prosthetic legs. Discuss how these objects seem to be in the background at the beginning of the episode but become more important as the story unfolds. Ask students why they think the filmmaker has done this. What impact might these symbols have on the viewer and what would the episode be like if they were removed? How important do they think symbols like this are?
- Watch again the scene in the clip 'On "tick"' where Bertie goes into Mr Watson's shop. Look closely for the introduction of these symbols. What are the background objects that the filmmaker makes sure we see and how is this achieved? Two examples are the glass eyes and the



prosthetic legs. The rabbit also becomes an object of some significance in the story, along with the magic book. The shop was described as being like Merlin's cave. Who was Merlin? What link does he have to this story?

- As the episode continues, look carefully to see how these objects become more significant. Ask students: What is the glass eye leading to in the story? Why is there a focus on the rabbit in this early scene? How does the rabbit help to establish the story and add depth to the production?

Reflect

- Ask students to explore the following questions:
- Why does the filmmaker keep Bertie's present for Eddie a secret until the end of the film?
- Think about the concept of dramatic tension. How does the 'secret' help build dramatic tension in the story as the viewer is kept wondering. Look at the clues that lead to the final revelation when Bertie discovers Eddie has lost a leg.
- Have students think about and identify the point in the story when all the elements finally come together for them. Explain why this happened.

Download

- Student Activity Sheet E10.9: Significant objects

ACTIVITY 11: CONSCIENTIOUS OBJECTION

Subthemes: Australians at war; Customs and traditions

This activity relates to the complete episode instead of an individual clip.

Discover

- Ask students to consider the First World War from the perspective of a young conscientious objector who refused to train as a soldier. View 'Boy Soldiers' from the Australian Children's Television Foundation *More Winners* series. This telemovie is set during the same period, but is based on the atmosphere surrounding the conscription issue in Australia in 1914. A 1910 law required all boys aged between 14 and 17 years to register for military training. Subsequently, between 1911 and 1915 over 30,000 Australian boys were prosecuted for not obeying this law.

Reflect

- 'Boy soldiers' is a film in the *More Winners* series. Two sets of related teaching and learning activities can be found at the Australian Children's Television Foundation website Learning Centre. Have students complete both sets of activities.

'Boy soldiers',

http://www.actf.com.au/learning_centre/school_resources/productions/win/lesson_plans/boy_soldiers.htm

'Boy soldiers B',

http://www.actf.com.au/learning_centre/school_resources/productions/win/lesson_plans/boy_soldiersb.htm



EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

EPISODE CLIP: 1,000 GOOD DEEDS

ACTIVITY 3: PRACTISING FOR WAR

Subthemes: Australians at war; Historical events

Discover

- In this clip, the college students are marching to practice for real wars. At this time the British Empire was involved in numerous conflicts around the world, particularly in Africa, the South Pacific and South America.
- At the start of the Boer War (1899–1902), the Australian colonies offered troops as part of the British Empire contingent. Of the 16,000 Australians who served in the Boer War, 282 died in action or from wounds sustained in battle, 286 died from disease and another 38 died of accidents or other unknown causes. Six Australians received the Victoria Cross in South Africa and many others were decorated.
- A good source of information is the Australian War Memorial website, <http://www.awm.gov.au/atwar/boer.asp>

Reflect

- Look at the reasons for the Boer War and, as a class, discuss why Australians still believed they were more British than Australian at the time. Research some of the known identities, such as Breaker Morant and Captain Howse, who fought in this war.
- Ask students to write a short biography for a known or unknown soldier who fought in the Boer War. The story of this soldier should start from the practice march of the college students on the day that Rowley spied on them.

Download

- Student Activity Sheet E12.3: War heroes



EPISODE 4: 1978: MIKE

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE 'TIPPY'

ACTIVITY 7: POST-TRAUMATIC STRESS

Subtheme: Australians at war

In Episode 4: 1978: Mike, the 'Tippy' and Mike's father are Vietnam veterans. Michaelis explains to Mike that the Tippy keeps to himself because of his experiences in the war. Many Vietnam veterans endured emotional, physical or psychological trauma during and after the war.

Discuss

- Ask students to explore the reasons why Australia became involved in the Vietnam War. As a class, create a poster fact sheet divided into two columns. The first column, titled 'Pre-war', will list the reasons why Australia became involved. The second column, titled 'Post-war', is for reasons why Australia withdrew troops from Vietnam.
- Create a timeline highlighting Australia's involvement in the war and the main events, dates and people involved.
- Ask students to find out from family members what they thought of Australia's involvement in the war and how they related to the returned soldiers. Students could interview these family members and record their memories as a social history with images or film clips.

Reflect

- Ask students to write an article for the local newspaper based on an interview with a Vietnam veteran, a protest organiser or an ALP politician elected when Whitlam was prime minister. The interview should outline the interviewee's thoughts and actions regarding the Vietnam War and the need to support veterans afterwards.

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- Student Activity Sheet H4.7: The Vietnam War

ACTIVITY 8: THE RSL

Subtheme: Australians at war

Discover

- Invite students to listen to a guest speaker from the Returned and Services League (RSL). The RSL is a valuable community resource that supports returned service people. Contact the local RSL to find out if there are members willing to speak to the class about their experiences.
- Alternatively, students may have a family member who would be willing to come to the classroom to speak.



- The following websites may be useful:
Returned Services League, <http://www.rsl.org.au>
Anzac Day, 'Vietnam', <http://www.anzacday.org.au/history/vietnam/overview.html>
- Ask students to view the film clip from Screen Australia Digital Learning, 'Australian soldiers on patrol in Vietnam', <http://dl.screenaustralia.gov.au/module/322>

Reflect

- Ask students to create a Y chart to describe the experiences of the soldiers who were fighting in Vietnam. Ask students to imagine the role of the soldier and write their responses in the Y chart using the three points below.
 - 1 What does it look like?
 - 2 What does it feel like?
 - 3 What does it sound like?
- Have students share their responses with the class.

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- Student Activity Sheet H4.8: Y chart: soldiers at war in Vietnam

ACTIVITY 9: OLD AND NEW

Subtheme: Australians at war

Discover

- Ask students to source a map of Vietnam and enlarge it twice so the detail of the country is evident on both maps. On the map, they should mark the key cities in Vietnam and the division of the country into North Vietnam and South Vietnam at the time of the war. Have students research the battles that Australians were involved in and pinpoint these places on the map. From their research they should write a short paragraph about each battle and add this to the map.
- Ask students to find out which Australian soldiers were decorated for bravery during the Vietnam War, find images of them and write a paragraph on their exploits. Add this information to the map. Build information about Australia's participation by adding it to the map or a timeline.

Reflect

- On the second map, ask students to present information about Vietnam today. Emphasise that the information should reflect modern Vietnam, its industries, exports, government, education policies, culture and so forth. Ask students to find images that are associated with growth and prosperity, people and culture, cities and rural communities. They should also find out about Australia's relations with Vietnam today through business, education and aid. Ask them to reflect on the legacy of the Vietnam War.



EPISODE 5: 1968: SOFIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: CONSCRIPTION

ACTIVITY 5: THE BIRTHDAY BALLOT

Subthemes: Australians at war; Historical events

The *National Service Act 1964* required 20-year-old men to serve for two years in regular army units. From 1965, they served overseas. The men were chosen by ballot according to their birthdays. Birthdates were placed on small balls and put in a barrel. The balls were individually selected and birthdates were called out.

Discover

- Ask students to discuss the impact of a conscription ballot on people today. Brainstorm students' opinions on the issue of conscription and collate their ideas on a poster or electronic whiteboard.
- For background, visit 'Australia and the Vietnam War', <http://vietnam-war.commemoration.gov.au>

Reflect

- Using Edward de Bono's Six Thinking Hats, the students respond to the statement, 'Countries use conscription to help grow their armed forces and be ready for war.' See the Edward de Bono website, <http://www.edwdebono.com> for information on using the Six Thinking Hats.
- Using the Six Thinking Hats, split the class into the following groups:
 - 1 Questions (white)**
Use only the information available. What are the facts?
 - 2 Emotions (red)**
Provide a gut reaction or statements of emotional feeling (but not any justification).
 - 3 Bad points judgement (black)**
Apply logic to identifying flaws or barriers; seek mismatch.
 - 4 Good points (yellow)**
Apply logic to identify benefits; seek harmony.
 - 5 Creativity (green)**
Provide statements of provocation and investigation. See where a thought goes.
 - 6 Thinking (blue)**
Think about thinking.
- Ask each group to respond with a series of points supporting their allocated 'thinking hat' description and then share their views with the class.



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- Student Activity Sheet H5.5: Thinking about conscription

ACTIVITY 6: A SOLDIER'S LIFE

Subthemes: Australians at War; Culture

Many Australians were opposed to involvement in the Vietnam War and even more objected to the use of conscripts. The first conscript to die in Vietnam was Errol Noack from South Australia. Groups such as the Campaign for Peace in Vietnam vigorously rejected conscription, with thousands joining the protest marches. Many young men refused to register for the draft.

Discover

- Ask students to discuss the impact that conscription had on young men and their families in the 1960s. Have them interview family members who were involved in the Vietnam War or who remember the political atmosphere of the era. Use the websites below to find information:
 - 1 Australia and the Vietnam War, <http://vietnam-war.commemoration.gov.au>
 - 2 Digger History, <http://www.diggerhistory.info>
 - 3 Returned and Services League, <http://www.rsl.org.au>
- Students can research the conditions set out by law for those who claimed to be conscientious objectors. What happened to objectors and how were they treated by society in the 1960s? Ask students to create a mind map of the information they have collected.

Reflect

- Ask students to locate a picture of Michaelis as a soldier in uniform from the *My Place* 'Stills gallery'. The picture will be used in a storyboard they will create to document a soldier's journey to the Vietnam War.
- Instruct students to write a short story about Michaelis's life as a soldier. They can write it as a journal entry or a creative piece, based on Michaelis's journey to Vietnam. Ask students to research the following key points before beginning the storyboard:
 - 1 How were soldiers deployed to Vietnam?
 - 2 How long did they have to spend in Vietnam?
 - 3 What types of duties were carried out by soldiers in Vietnam?
 - 4 What uniform regulations did they need to abide by?
 - 5 What were conditions like in Vietnam?
 - 6 Where in Vietnam did they serve? Show on a map.
 - 7 Who was decorated with a Victoria Cross during the Vietnam War?
- Each of these statements can be unpacked in a class discussion prior to drafting the storyboard.

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- Student Activity Sheet H5.6: A soldier's journey

EPISODE CLIP: THE GOODBYE

ACTIVITY 9: WAR POSTERS

Subthemes: Art, music and literature; Australians at War; Inventions and electronic media

Australia's involvement in the Vietnam War secured its allegiance to the United States and showed the world that it could be an independent and strong defensive nation. In comparison to the First and Second World Wars, Australia's involvement in the Vietnam War did not have widespread support, and Australian troops were withdrawn by 1972.

Discover

- Propaganda posters are wonderful examples of how governments encouraged people to support the war effort. Posters were also used by other groups to protest against the horrors of war.
- Ask students to research the websites listed below and discuss the differences between war poster designs from the First and Second World Wars and the Vietnam War.
 - 1 Australia and the Vietnam War, <http://vietnam-war.commemoration.gov.au>
 - 2 Anzac Day, <http://www.anzacday.org.au>
 - 3 World War Pictures, <http://www.world-war-pictures.com>
 - 4 National Archives of Australia, <http://www.naa.gov.au>
 - 5 First World War, <http://www.firstworldwar.com>
- Ask students to research the war posters produced by Vietnamese artists during the 'American War'. Ask them to evaluate the different messages from each side that the posters portray.

Reflect

- Ask students to design and construct a poster commemorating all of the wars that Australians have fought in. This design could highlight propaganda for or against war.

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- Student Activity Sheet H5.9: Propaganda posters

ACTIVITY 10: SYMBOLS OF PEACE

Subthemes: Art, music and literature; Australians at War

Janice reminds Michaelis to take the peace-symbol badge off his slouch hat before he arrives at the military base.

Discover

- Ask students to find other symbols of peace recognised around the world.

Reflect

- Ask students to write a letter of protest to the local newspaper on behalf of Michaelis's family, asking for the war in Vietnam to be stopped and the troops sent home. In the letter, students



should outline their concerns about the validity of the war and its cost to the Australian people. Have students sign the letter with a symbol of peace.

- Alternatively, ask students to write a poem or song lyrics protesting the war in Vietnam.
- They should share their work with the class.

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- Student Activity Sheet H5.10: I protest!

EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE PICTURES

ACTIVITY 1: TALKIES

Subthemes: Australians at war; Entertainment and games; Inventions and electronic media

Discover

- During the Second World War, Australians went to the cinema for recreation, information on world events and, for some, an escape from the realities of life during wartime. Newsreels depicted the British royal family, Hollywood stars and war heroes, and significant events. The Australian Government used the cinema to promote propaganda about the war.
- Cinesound was the most successful Australian studio during this era. It produced a number of Australian feature films, including a series of films based on Steele Rudd's 'Dad and Dave' characters, as well as newsreels and documentary films. In 1943, Cinesound's documentary *Kokoda Front Line!* won Australia's first Academy Award.
- As a class, discuss the favourite types of films available in Australian cinemas in the 1940s. This discussion should highlight the fact that the majority of films screened at this time were imported from Britain or the USA.
 - 1 Students could research the names of the most popular films of this era to make a class list. They should try to find films from different categories: drama, comedy, documentary, etc. Divide the list into three columns to identify if they were produced in Australia, the United States or Britain.
 - 2 The class should also list famous actors associated with each film.
 - 3 You could refer to the following link at australianscreen, 'Australian film and television chronology – The 1940s', <http://australianscreen.com.au/chronology/1940s>

Reflect

- Following their research of films screened during 1948, ask students to create a movie guide for a local cinema from the time. They could make a pamphlet with the movie programme and a short description of each film to be shown. The guide could also include images from some of the movie posters of that era.



- As a comparative activity, students could look at movie guides available today in the local newspaper. They could assess the differences between their 1948 cinema guide and a cinema guide today.
- Refer to Screen Australia Digital Learning for further resources for this activity, <http://www.screenaustralia.gov.au/learning>

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- Student Activity Sheet H7.1: Create a 1948 movie guide

EPISODE 10: 1918: BERTIE

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: ON 'TICK'

ACTIVITY 1: FIRST WORLD WAR

Subthemes: Australians at war; Historical events

For Australia, the First World War remains the most costly conflict in terms of casualties and deaths. In 1914 the population of Australia was much smaller than that of Great Britain or European countries such as France and Germany. Of the 416,809 men who enlisted to fight 60,000 were killed and 156,000 were wounded, gassed, or taken prisoner. Discuss these statistics with students and discover more about Australia's commitment to the war effort by visiting the Australian War Memorial, <http://www.awm.gov.au>

Discover

- The impact and legacy of the First World War (1914–18): facts check. Students can work in pairs or small groups to find out more about why Australians fought in the war and the extent of their participation. They will need to research and note down at least ten related statistics and represent these facts visually in a chart or graph. The charts and graphs could include statistics on the following:
 - 1 the countries who were the 'allies' and those who were the 'enemy'
 - 2 ages of Australian servicemen sent to war
 - 3 number and percentage of 'conscripted' compared to 'enlisted' servicemen
 - 4 servicemen who returned as amputees compared to those with other injuries
 - 5 number and percentage of Australian combat deaths compared to other countries involved in the conflict
 - 6 number of medals awarded to soldiers for bravery, and the different types of medals given
 - 7 names and accomplishments of First World War Victoria Cross recipients
 - 8 number of women who served as nurses or in other roles
 - 9 approximate number of Indigenous servicemen.
- Students choose one statistic they have collected from researching the items above and convert it into a separate graph or chart. Each student in the class should have a different item. These



charts are then bound together to make a statistical record book of Australia during the First World War.

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- Student Activity Sheet H10.1: First World War statistics

ACTIVITY 2: CASUALTIES OF WAR

Subtheme: Australians at war

During the First World War the enormous number of patients with serious injuries, often requiring amputations, led to major advances in the area of orthopaedics and in the technology of prosthetic limbs.

Discover

Teachers should consider whether the following activities are appropriate for their classes.

- Find out the major causes of injuries in the war, including the causes for the loss of limbs and eyes. Have the types of weapons and conditions of war changed the type of injuries inflicted in wars today? How do you know this?

Reflect

- Students choose from the following topics to compile a mini project on an A3 poster.
 - 1 Weapons and exploding devices caused horrendous injuries and loss of life in the First World War. Research information about the weaponry used by both sides.
 - 2 Many prosthetic limbs were needed during the First World War but who made them? Find out more about the doctors and specialist technicians in Australia at this time.
 - 3 Returned soldiers were repatriated in hospitals and makeshift care facilities when they returned from war. Find out more about where these hospitals were and how they assisted returned injured servicemen. Who staffed the hospitals?
 - 4 What institution was set up to support the returned soldier?
 - 5 How did Australia recompense returned servicemen for their commitment to the war effort?
 - 6 How were Indigenous people treated by the government when they returned from the war?
- Visit these websites:
 - 1 Returned and Services League of Australia, <http://www.rsl.org.au>
 - 2 Australian War Memorial: The ANZAC Day tradition, http://www.awm.gov.au/commemoration/anzac/anzac_tradition.asp
 - 3 Screen Australia, <http://www.filmaust.com.au/monash>
 - 4 (This website is aimed at secondary and tertiary users.)

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- Student Activity Sheet H10.2: Information poster: war injuries

ACTIVITY 3: WARTIME CURRENCY

Subthemes: Australians at war; Currency

The Museum of Australian Currency Notes website includes information on currency in Australia from 1901 to the present. View the website with your class and discuss the changes in design and artwork



of the notes. Examine carefully the different timelines on the website, taking particular note of developments during the First World War. Discuss the characteristics and special features of coins and notes and consider why old coins and notes are so collectable today.

Museum of Australian Currency Notes, http://www.rba.gov.au/Museum/Timeline/1901_1920.html
(Select 'Displays' for designs of Australian notes.)

Discover

- Ask students to look closely at the designs and artwork on notes between 1901 and 1920. The pictures are downloadable from the Museum of Australian Currency Notes website. Have students choose one note and or a coin create a factual mind map outlining the important characteristics and special features of the note. Students should focus on the following:
 - 1 Why were emblems used?
 - 2 Why were serial numbers used?
 - 3 What types of markings were used to make the notes distinctly Australian?
 - 4 Why do the notes depict important people or events?
 - 5 How collectable is the note today?

Reflect

- Students should design their own note for the 1910–1919 era, depicting something or someone significant from the time.

Download

- Student Activity Sheet H10.3: Design a banknote

EPISODE CLIP: IMPACT OF WAR

ACTIVITY 4: INDIGENOUS SOLDIERS

Subthemes: Australians at war; Indigenous perspectives

We will never know the exact number of Indigenous men who served in the First World War as many did not list their background due to fear of discrimination. The government did not at first permit Indigenous Australians to enlist, although restrictions were later eased. Regardless of this prejudice, more than 400 Indigenous people did decide to enlist and fought for their country alongside fellow Australian soldiers. However, they did not receive the same benefits as non-Indigenous soldiers upon their return home.

Discover

- As a class, watch 'The Forgotten' by Glen Stasiuk, a 40-minute documentary highlighting the Indigenous soldiers in the Australian Armed Forces. The DVD is available for purchase from Message Stick – The Forgotten, <http://www.abc.net.au/tv/messagestick/stories/s820390.htm>
- Discuss the contribution of Indigenous servicemen and servicewomen as outlined in the film.

Reflect

- Once students have learned more about the conditions awaiting returned soldiers, ask them to write a letter to the editor of the local newspaper, protesting about the inequality of the treatment



of Indigenous soldiers, such as Sid, and non-Indigenous soldiers after they returned from the First World War.

Download

- Student Activity Sheet H10.4: Letter to the editor

ACTIVITY 5: PREJUDICE

Subthemes: Australians at war; Gender roles and stereotypes; Indigenous perspectives

Indigenous Australians have served in all conflicts undertaken by the Australian Defence Forces, even when denied rights such as the right to vote in many states and territories, or access to the returned servicemen's pension.

Discover

- Ask students: what would it feel like to be discriminated against? Discuss this concept and ask students to draw on any personal experiences they may have of being discriminated against. Use a Y-Chart to express their view on the following focus questions:
 - 1 What does discrimination look like?
 - 2 What does discrimination feel like?
 - 3 What does discrimination sound like?

Reflect

- Students watch the clip 'Impact of war' again, this time focusing on the body language and voices of Bertie, Sid and Mr Watson. Using the Student Activity Sheet provided, they should respond to the questions on what discrimination looks like and sounds like, using examples observed in the clip. All responses can be shared with the class.

Download

- Student Activity Sheet: H10.5: Discrimination conflict wheel

EPISODE CLIP: ARMISTICE

ACTIVITY 6: ARMISTICE DAY

Subthemes: Australians at war; Historical events

The end of the First World War brought much joy and sorrow to many Australian families. Few were untouched by the war and many had experienced the loss of a loved one, or the homecoming of returned servicemen or servicewomen with serious injuries. In this episode Bertie feels the bitterness of the loss of his father and his neighbour Freddie, and happiness at the return of his injured brother.

Discover

- Find out more about the First World War Armistice Day by visiting the following web sites:
 - 1 Australian War Memorial, <http://www.awm.gov.au>



- 2 Museum of Australian Currency Notes, http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/bio_sir_john_monash.html
- 3 Screen Australia: Digital Learning, <http://dl.screenaustralia.gov.au/module/1576>
- 4 Download the clip titled 'Monash – The Forgotten Anzac', for students to watch. Students should take notes on dates and facts.
- 5 Screen Australia, <http://www.filmaust.com.au/monash> (This is aimed at secondary and tertiary users.)

Reflect

- Students construct an oral First World War timeline spanning the era from the beginning of the war through to Armistice Day. Students research one of the following topics in small groups:
 - 1 Find a story about what happened on Armistice Day.
 - 2 Who was involved in making Armistice a reality? Where and when did this happen?
 - 3 How was the news of the Armistice made known in Australia?
 - 4 What did the Australian population do to celebrate Armistice?
- Information gathered should be presented as fact sheets with point-form information and pictures. Information should be read out by each group in chronological order and recorded. The result will be an oral factual timeline.

Download

- Student Activity Sheet H10.6: Create an oral timeline

ACTIVITY 7: ANZAC DAY

Subthemes: Australians at war; Celebrations; Historical events

'It's a long way to Tipperary' was a famous celebratory song from the First World War and is the background audio for this episode. This song was one of many propaganda and sentimental songs used to encourage soldiers to do their duty, remember home and families and commemorate achievements. Anzac Day became a special event for commemorating the campaigns of not only the First World War, but for all wars Australians have been involved in.

Discover

- Find out more about Anzac Day and how it has shaped the Australian nation.
 - 1 What do the letters 'A', 'N', 'Z', 'A' and 'C' stand for?
 - 2 What is the importance of the Gallipoli campaign?
 - 3 What is the symbol of Anzac Day?
 - 4 When does Anzac Day occur?
 - 5 What happens on Anzac Day?
 - 6 Why is Anzac Day so important for Australians?
- Use the following websites as a guide to class discussions:
 - 1 Australian War Museum, <http://www.awm.gov.au>
 - 2 ANZAC DAY, <http://www.anzacday.org.au>

Reflect

- Students create a commemorative booklet about the Anzac campaign. The booklet should include the following:



- 1 introduction, including brief historical facts, timeline, and diagrams of the campaign
 - 2 images and annotations
 - 3 statistics about injuries and the loss of life
 - 4 how the event is commemorated of the event in Anzac Day marches and celebrations
 - 5 symbols of the campaign
 - 6 personal story or recount about a family member who was involved, or the retelling of a researched soldier's bravery
 - 7 personal response to the importance of remembering the Anzacs.
- Each pair of students could prepare a booklet as a school resource to celebrate Anzac Day. The booklet could be published or be in digital form.

Download

- Student Activity Sheet H10.7: Anzac Day: a commemorative booklet

ACTIVITY 8: TIPPERARY

Subthemes: Art, music and literature; Australians at war; Celebrations

Discover

- Investigate the music of the 1920s. Jazz, ragtime and Broadway musicals were popular genres of this era. The First World War stimulated the entertainment industry to produce music that celebrated success and freedom. In post-war Australia the influence of music and dance from the USA and Britain was evident and new styles captured the imagination of the young returned servicemen and servicewomen.

Reflect

- Research and explore music websites showcasing music of the early 1920s. Discuss why jazz and ragtime music became so popular and why music became important in the recovery after the First World War. Look at the dance styles of the era and describe how they had changed from the pre-war era. Information can be found at these sites:
 - 1 1920's Music, <http://www.1920-30.com/music>
 - 2 Australian Government Culture Portal: Australian dance, <http://www.cultureandrecreation.gov.au/articles/dance>
 - 3 OzJazz 50, http://users.tpg.com.au/sykespi/ozjazz/ozjazz_history.html
- Students could research the history of one or all of these topics: popular musicians and bands; popular musicians; the impact of radio on the music industry.
 - 4 How did people in 1920s listen to music?
 - 5 What type of machine was used to listen to music?
 - 6 How did people buy music?
 - 7 Where did people listen to music?

Download

- Student Activity Sheet H10.8: Music in the 1920s



Name: _____

Student Activity Sheet E4.6
Activity 6: War and trauma

Episode 4: 1978: Mike
Clip: The Tippy

Effects of war

Research and collect factual information on the stress disorder known as post-traumatic stress disorder. Many returned service people from the Vietnam War, and all wars that Australians fought in, suffer from this condition. Find at least five facts on post-traumatic stress disorder. Also, add some information on the symptoms that may lead to getting professional help.

Five facts about post-traumatic stress disorder	
1	
2	
3	
4	
5	
Symptoms of post-traumatic stress disorder include:	



Name: _____

Student Activity Sheet E5.4
Activity 4: The ballot

Episode 5: 1968: Sofia
Clip: Conscription

A lucky draw

1 What is meant by the term 'conscription'? When was it an issue for Australia?

2 What is a conscientious objector? Find the names of noted Australian conscientious objectors and record when they lived and what happened to them.

3 Write a fictional letter to the Australian prime minister at the time of the Vietnam War (John Gorton or William McMahon). Explain your feelings about conscription, why you think it was a fair or unfair system and your reasons.

Dear Prime Minister,

Yours sincerely,



Name: _____

Student Activity Sheet E5.6
Activity 7: The haircut

Episode 5: 1968: Sofia
Clip: Conscription

Short back and sides

1 Respond to these questions about the clip, particularly the scene in the barber shop.

a Why did the filmmaker use close-up shots of the haircut, with the focus on Sofia's eyes in the background and through the mirror?

b What does this add to the story?

c What role does sound, for example the sound of the electric clippers, play in this scene in the barber shop?

d Describe the mood of the music used and what it is used for.

e How has the filmmaker connected the two different scenes? Discuss possible reasons.

2 Write an additional scene, with action and dialogue, where Sofia and Michaelis go to the ice-cream shop.



Name: _____

Student Activity Sheet E5.7 Page 1 of 2
Activity 8: Leaving

Episode 5: 1968: Sofia
Clip: The goodbye

Saying goodbye

1 Respond to the following questions:

a What is the mood that the scene creates for the viewer?

b How does the filmmaker do this? Look at the use of the camera and body language to construct the feelings as everyone says goodbye to Michaelis.

c Discuss how students think the adults are feeling in this scene, particularly Michaelis's mother and Janice.

d What is the fear of people going off to fight a war? Listen to the background sounds and discuss the purpose of the emergency sirens heard.

e Why do you think the filmmaker added these sounds to the scene?

f What does this sound contribute to the emotional context here?

2 Write a letter from Michaelis to his family after he has arrived in Vietnam. Use visual imagery to describe the country. Think about the following questions in writing this letter:

a How would Michaelis be feeling?

b What sort of things would he want to share with his family to make them feel he was happy and safe?



Selly Place
FOR TEACHERS

Name: _____

Student Activity Sheet E5.7 Page 2 of 2
Activity 8: Leaving

Episode 5: 1968: Sofia
Clip: The goodbye

Dear

From



Name: _____

Student Activity Sheet E5.8
Activity 9: Peace and symbolism

Episode 5: 1968: Sofia
Clip: The goodbye

Symbols

- 1 Janice draws attention to the badge on Michaelis's hat. What does it mean?

- 2 Respond to the following questions:
 - a Why does Janice advise Michaelis to remove his badge?

 - b What does this badge tell the audience about Michaelis' views about war?

 - c Why is this important to the story?

- 3 The slouch or digger hat is an important Australian symbol. Research the history of the slouch hat. When was it incorporated into the Australian army uniform?

- 4 The peace symbol is universally recognised. Find out who designed it and what the symbolic elements of this design are. Find other symbols of peace and compare the symbolism of each.

- 5 Design a symbol of your own. The symbol or logo could represent peace, environmental protection, reconciliation, unity or any other issue you may wish to explore.



Name: _____

Student Activity Sheet E10.3
Activity 3: The homeland effort

Episode 10: 1918: Bertie
Clip: On 'tick'

Wartime roles

1 Research information about the First World War. Consider what started the war and how it affected the lives of those who fought and those who stayed at home.

a When?

b Where?

c Who?

d What?

e The impact of war on the lives of people who stayed at home.

2 To prepare for a freeze-frame exercise, examine the role women played during the war effort. In this clip we find out that Bertie's mother and his sister Evelyn are nurses. List other roles women took on during the war. Examine one of these roles and prepare a character profile about this person.

Roles of women during the First World War

A freeze-frame exercise involves the teacher choosing a student to talk in character about their life. When you are tapped on the shoulder by the teacher, introduce yourself as the character and speak about a typical day in your life during the war.



Name: _____

Student Activity Sheet E10.9
Activity 10: Symbols

Episode 10: 1918: Bertie

Significant objects

- 1 Which objects have significant or symbolic meaning throughout the episode? Look at Mr Watson's shop for clues. Then discuss how each object helps establish the plot and adds depth to the production.

Significant objects

- 2 Why do you think the filmmaker focused on these objects? Discuss the impact these symbols might have on the viewer.

- 3 Mr Watson's shop was described as being like Merlin's cave. Who was Merlin? What link does he have to this story?

- 4 With a partner, answer the following questions on another sheet of paper:
- a Why does the filmmaker keep Bertie's present for Eddie a secret until the end of the film?
 - b How does the 'secret' help build dramatic tension in the story? Look at the clues that lead to the final revelation when Bertie discovers Eddie has lost a leg.
 - c Identify the point in the story when all the elements finally come together.



Name: _____

Student Activity Sheet E12.3
Activity 3: Practising for war

Episode 12: 1898: Rowley
Clip: 1,000 good deeds

War heroes

In this clip '1,000 good deeds', the college students are marching to practice for real wars. At this time the British Empire was involved in numerous conflicts around the world, particularly in Africa, the South Pacific and South America.

At the start of the Boer War (1899–1902), the Australian colonies offered troops as part of the British Empire contingent. Of the 16,000 Australians who served in the Boer War, 282 died in action or from wounds sustained in battle, 286 died from disease and another 38 died of accident or other unknown causes. Six Australians received the Victoria Cross in South Africa and many others were decorated.

A good source of information is the Australian War Memorial website,
<http://www.awm.gov.au/atwar/boer.asp>

1 Who was Breaker Morant?

2 Who was Captain Howse?

3 Write a short biography for a known or unknown soldier who fought in the Boer War. The story of this soldier should start from the practice march of the college students on the day that Rowley spied on them.



Name: _____

Student Activity Sheet H4.7
Activity 7: Post-traumatic stress

Episode 4: 1978: Mike
Clip: The 'Tippy'

The Vietnam War

- 1 Create a poster fact sheet divided into two columns. In the 'Pre-war' column, list the reasons why Australia became involved in the Vietnam War. In the 'Post-war' column, list the reasons why Australia withdrew troops from Vietnam.

Pre-war: reasons to be involved	Post-war: reasons to withdraw
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

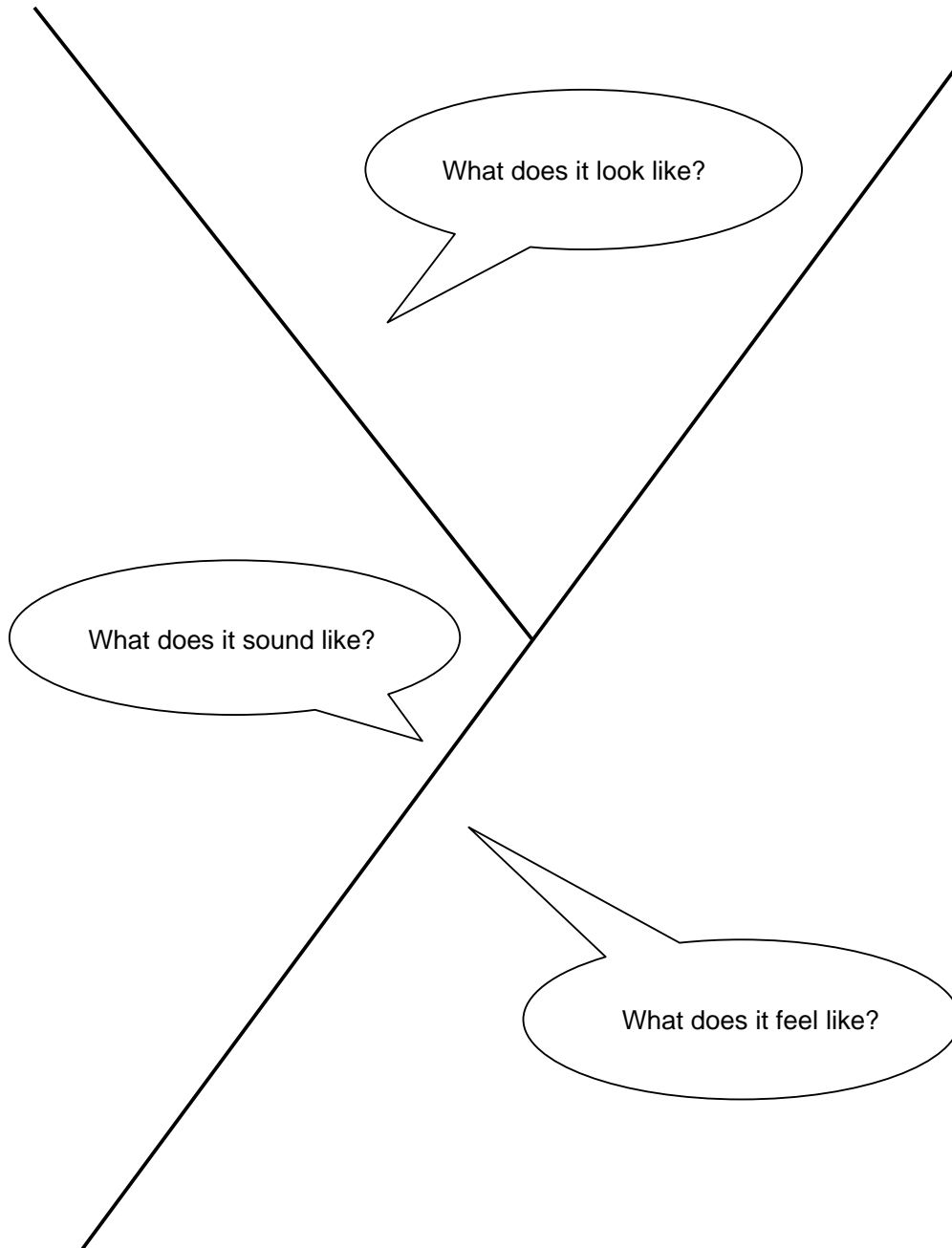
- 2 Write an article for the local newspaper based on an interview with a Vietnam veteran, a protest organiser or an Australian Labor Party politician elected when Whitlam was prime minister. The article should outline the interviewee's thoughts and actions regarding the Vietnam War and its veterans.

You may present your information in the following ways:

- a a blog
- b a slideshow presentation with sound and images
- c a journal entry
- d an oral presentation using your recorded voice.



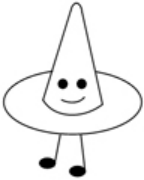
Y chart: soldiers at war in Vietnam



Thinking about conscription

Use Edward de Bono's Six Thinking Hats to respond to the following statement:
Countries use conscription to help grow their armed forces and be ready for war.

1 Fill the box below with ideas and opinions from your group discussion.

Thinking hat	Ideas and opinions
	

a Questions (white)

Use only the information available. What are the facts?

b Emotions (red)

Provide a gut reaction or statements of emotional feeling (but not any justification).

c Bad points judgement (black)

Apply logic to identifying flaws or barriers; seek mismatch.

d Good points (yellow)

Apply logic to identify benefits; seek harmony.

e Creativity (green)

Provide statements of provocation and investigation.
See where a thought goes.

f Thinking (blue)

Think about thinking.

2 Report back to the class and share your views.



Name: _____

Student Activity Sheet H5.6
Activity 6: A soldier's life

Episode 5: 1968: Sofia
Clip: Conscription

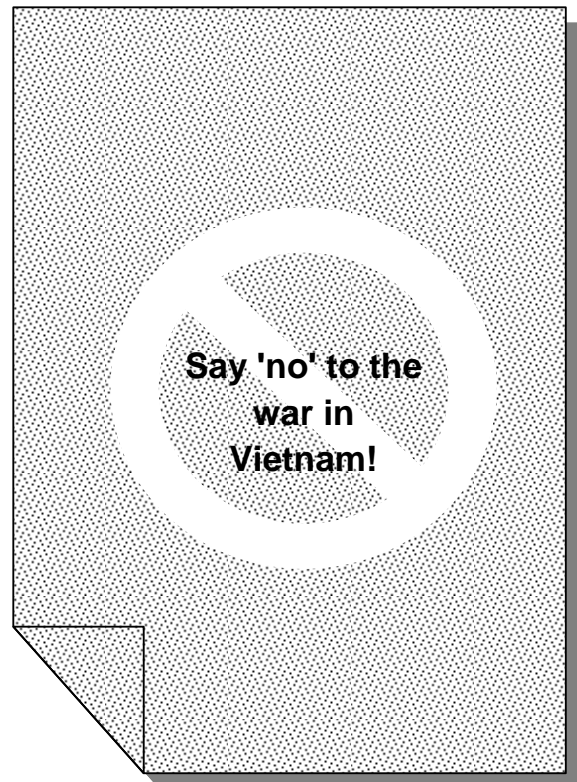
A soldier's journey

- 1** Locate a picture of Michaelis as a soldier in uniform from the *My Place* 'Stills gallery'.
The picture will be used as part of a storyboard.
- 2** Your story will be about Michaelis going to the Vietnam War as a soldier.
It can be written as a journal entry or a creative piece.
- 3** Research the following key points before beginning the storyboard:
 - a** How were soldiers deployed to Vietnam?
 - b** How long did they have to spend in Vietnam?
 - c** What types of duties were carried out by soldiers in Vietnam?
 - d** What uniform regulations did they need to abide by?
 - e** What were the conditions like in Vietnam?
 - f** Where in Vietnam did they serve? Show on a map.
 - g** Who was decorated with a Victoria Cross during the Vietnam War?
- 4** Draft your text and create a brief outline of the pictures and diagrams you will use to help tell your story. Have this checked by your teacher before moving on to your final storyboard.

Propaganda posters

Design and construct a poster commemorating all the wars that Australians have fought in. This design could highlight propaganda for or against war. Following the examples below, the poster could either:

- 1 Promote joining the war effort.
- 2 Reflect anti-war sentiment.





Name: _____

Student Activity Sheet H5.10 Page 1 of 2
Activity 10: Symbols of peace

Episode 5: 1968: Sofia
Clip: The goodbye

I protest!

- 1 Find symbols of peace that are recognised around the world. List them and find images for them.

Symbols of peace	Images

- 2 Compose a poem or song lyrics protesting the war in Vietnam.

Alternatively, write a letter of protest to the local newspaper on behalf of Michaelis's family, asking for the war in Vietnam to be stopped and the troops to be sent home. In the letter, outline your concerns about the validity of the war and its cost to the Australian people. Sign the letter with your favourite symbol of peace.



Name: _____

Student Activity Sheet H5.10 Page 2 of 2
Activity 10: Symbols of peace

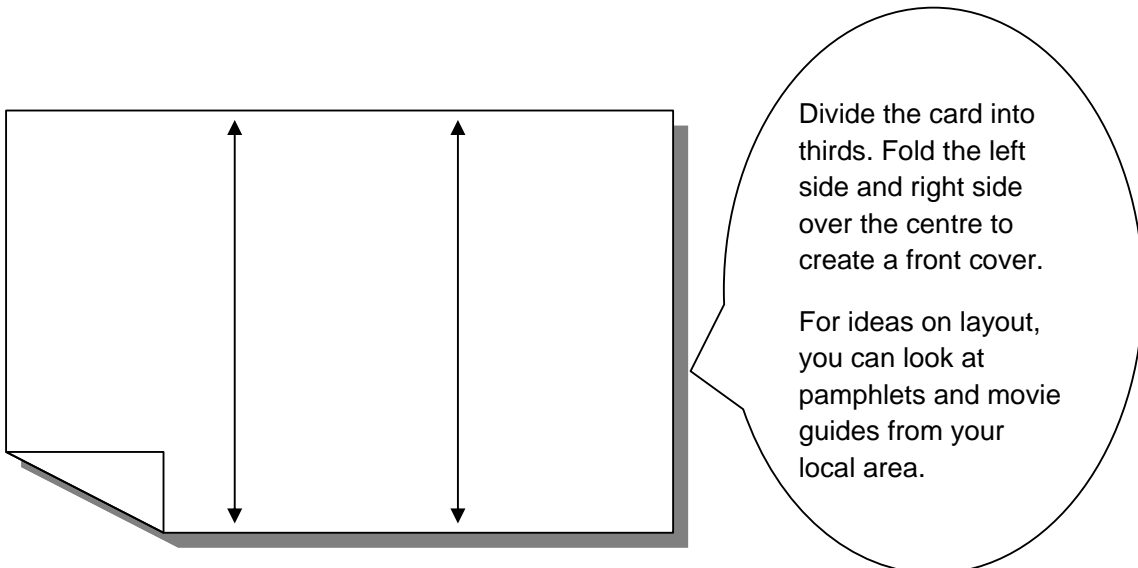
Episode 5: 1968: Sofia
Clip: The goodbye

Dear _____,

Yours sincerely,

Create a 1948 movie guide

- 1 Follow the instructions below to create a pamphlet-style movie guide for Australian cinemagoers in 1948.
 - a Research some popular movies from 1948.
 - b Select at least four movies that could be showing in the theatre your guide is for. They should be for different audiences: for example, two adult films and two children's films.
 - c Design the layout of the guide using images, text and headings for each of the six sides. Use a font and graphic style that reflects the 1940s.
 - d Moviegoers in the 1940s could watch two films in a session, so pair up movies for each session that have a similar theme and are aimed at the same audience.
 - e Make sure you include the location of the theatre, the price, session times, a brief summary of the movie, the names of the actors, the movie length and any special features it has. Also include a review to tell people why they should see each movie.
- 2 To make the guide, fold an A3 card into thirds.





Name: _____

Student Activity Sheet H10.1
Activity 1: First World War

Episode 10: 1918: Bertie
Clip: On 'tick'

First World War statistics

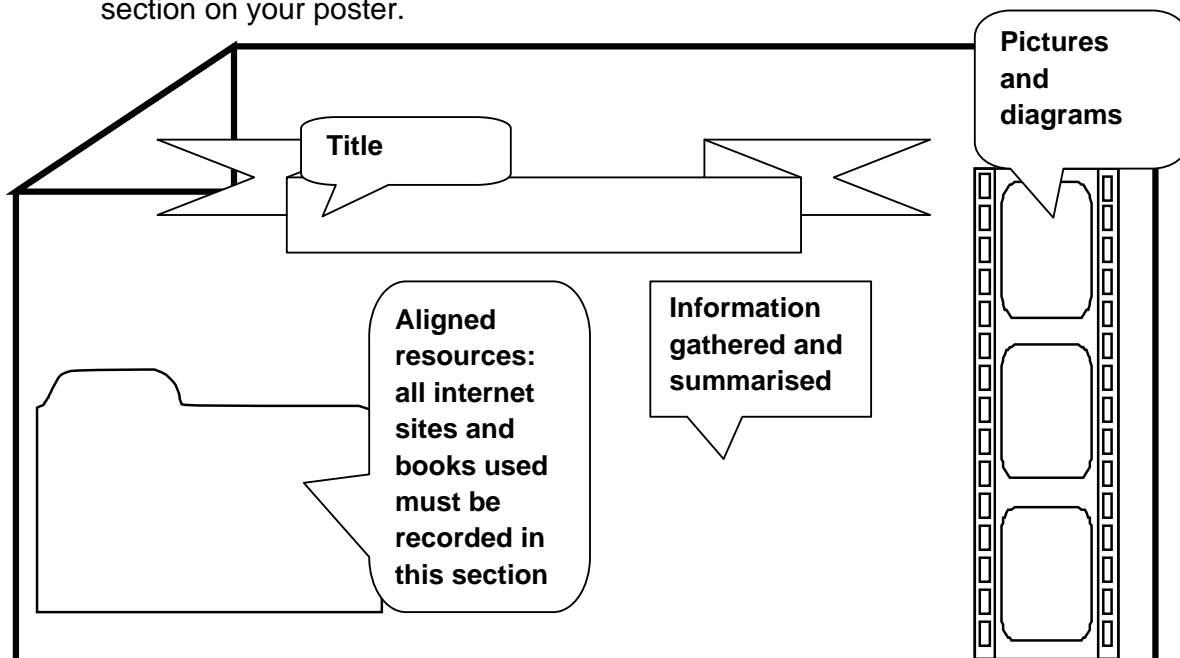
- 1 Work in pairs or small groups to find out more about Australia's involvement in the First World War. You will need to research and note down at least ten statistics based on Australia's participation in the war. You will visually represent these facts to make a chart or graph. The charts and graphs can relate to:

Items for investigation	Statistics
The countries who were the 'allies' and those who were the 'enemy'	
Ages of Australian servicemen sent to war	
Number and percentage of 'conscripted' compared to 'enlisted' servicemen	
Servicemen who returned as amputees compared to those with other injuries	
Number and percentage of Australian combat deaths compared to other countries involved in the war	
Number of medals awarded to soldiers for bravery and the different types of medals given	
The names and accomplishments of First World War Victoria Cross recipients	
Number of women who served as nurses or in other roles	
Approximate number of Indigenous servicemen	

- 2 Choose one statistic to convert into a graph or chart. The charts will then be bound together as a statistical record book of Australia during the First World War.

Information poster: war injuries

- 1 Choose from the following subject areas to compile a mini project on an A3 poster.
 - a Weapons and exploding devices caused the horrendous injuries and loss of life for servicemen in the First World War. Research information about weaponry used by both sides.
 - b Many prosthetic needed during the war, but who made them? Find out more about the doctors and specialist technicians in Australia at this time.
 - c Returned soldiers were repatriated in hospitals and makeshift care facilities when they returned from war. Find out more about where these hospitals were and how they assisted returned injured servicemen. Who staffed the hospitals?
 - d What institution was set up to support the returned soldier?
 - e How did Australia recompense returned servicemen for their commitment to the war effort?
 - f How were Indigenous people treated by the government when they returned from war?
- 2 Your poster should include factual information and diagrams. The source of material downloaded from the internet must be added to the Aligned resources section on your poster.



The poster template is designed to look like a house with a gabled roof. It contains the following sections:

- Title:** A speech bubble at the top center.
- Aligned resources:** A large rounded rectangle on the bottom left containing the text: "Aligned resources: all internet sites and books used must be recorded in this section".
- Information gathered and summarised:** A speech bubble in the bottom center.
- Pictures and diagrams:** A vertical column on the right side with a decorative border, containing three empty rounded rectangles for images.

Design a banknote

- 1 Research the Australian notes available to the public between 1901 and 1920. The pictures are downloadable from the Reserve Bank of Australia at <http://www.rba.gov.au>
- 2 Choose one note between 1901 and 1920 and create a factual mind map outlining the important characteristics and special features on the note. Use the following focus questions as a guide:
 - a Why were emblems used on notes?
 - b Why were serial numbers used on notes?
 - c What types of markings are used to make the notes distinctly Australian?
 - d Why do notes depict important people or events?
 - e How collectable is the note you have chosen?

Here is an example.



Who is in the picture?

This is the serial number.

What are these special markings?

This is important information.

- 3 Design your own note of that era, depicting something or someone significant of the time.



Name: _____

Student Activity Sheet H10.4
Activity 4: Indigenous soldiers

Episode 10: 1918: Bertie
Clip: Impact of war

Letter to the editor

Write a letter to the editor of a local paper protesting about the conditions awaiting Indigenous soldiers returning home after the First World War. Express your opinions and convey some of the facts you have discovered through your research on this topic.

Date:

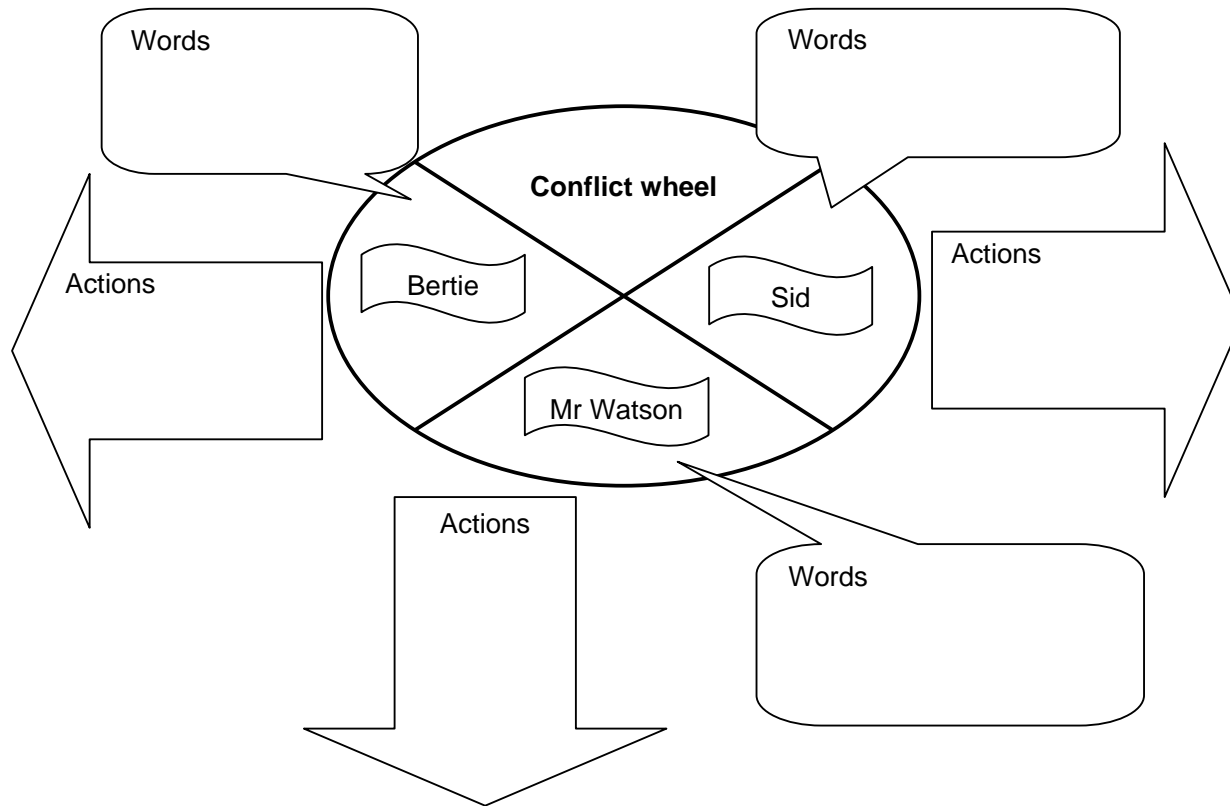
Dear

Yours sincerely,



Discrimination conflict wheel

Use the conflict wheel below to record how the characters in the clip 'Impact of war', deal with discrimination. Watch the clip and write down your thoughts on how each character responds with actions and words.





Name: _____

Student Activity Sheet H10.6
Activity 6: Armistice Day

Episode 10: 1918: Bertie
Clip: Armistice

Create an oral timeline

- 1** Research and present information on the First World War as an oral timeline. Work in small groups and choose one of the following topics to research.
 - a** Find a story about what happened on Armistice Day.
 - b** Who was involved, in making Armistice a reality? Where and when did this happen?
 - c** How was the news of the Armistice made known in Australia?
 - d** What did the Australian population do to celebrate Armistice?
 - e** The information gathered should be presented as a fact sheet with summarised information and pictures. Use the template below as a guide.

- 2** Information should be read out by each group in chronological order with the presentation recorded using a device such as a laptop with microphone or video camera. Use the sample template below as a guide.

First World War: Armistice Day		
Facts: Dates:	Pictures:	Other information:



Name: _____

Student Activity Sheet H10.7
Activity 7: Anzac Day

Episode 10: 1918: Bertie
Clip: Armistice

Anzac Day: a commemorative booklet

- 1** Working with a partner, create a commemorative booklet about the Anzac campaign. The booklet should include the following:
 - a** an introduction including brief historical facts, a timeline and diagrams of the campaign
 - b** images and annotations
 - c** statistics about the loss of life and injuries
 - d** information on the commemoration of the event through Anzac Day march and celebration information
 - e** symbols of the campaign
 - f** a personal story in the form of a recount about a member of the family who was involved, or the retelling of a researched soldier's bravery
 - g** a personal response to the importance of remembering the Anzacs.

- 2** This completed booklet could be used as a school resource to celebrate Anzac Day. It can be published in print, or be created as a digital booklet.



Name: _____

Student Activity Sheet H10.8
Activity 8: Tipperary

Episode 10: 1918: Bertie
Clip: Armistice

Music in the 1920s

- 1 In a small group, research the history of the music player. In the time before stereos, MP3 players and iPods what did people use in order to hear their favourite tunes?

- 2 Research the history of one or all of these topics: popular musicians and bands; popular musicians; or the impact of radio on the music industry. Find out more about the non-electric phonographs Victrola and Graphanola, which were used to play the music in the era. Present your information on a poster or as a slideshow presentation. Use the following focus questions as a guide for your research:

a How did people in the 1920s listen to music?

b What type of machine was used to listen to music?

c How did people buy music?

d Where did people listen to music?

- 3 Research and explore music websites showcasing music of the early 1920s. Find out why jazz and ragtime music became so popular and why music was important in the recovery effort after the war.

- 4 Look at the dance styles of the era and describe how they had changed from the pre-war era. Information can be found on these websites:

a 1920's Music, <http://www.1920-30.com/music>

b Australian Government Culture Portal: Australian dance,
<http://www.cultureandrecreation.gov.au/articles/dance>

c OzJazz 50, http://users.tpg.com.au/sykespj/ozjazz/ozjazz_history.html