

EPISODE 6: 1958: MICHAELIS

History: teaching strategies

Unit focus: Australian History

Year level: Years 3–6

The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 will be developed around four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past?
- 3 How did people live in other places?
- 4 How has the past influenced the present?

Historical knowledge and understanding

Historical significance: The principles behind the selection of what should be remembered, investigated, taught and learned ...

Evidence: How to find, select and interpret historical evidence ...

Continuity and change: Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...

Cause and consequence: ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...

Historical perspectives: The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...

Historical empathy and moral judgement: The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...

Contestation and contestability: Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...

Problem solving: Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills that include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers, and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication.

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EPISODE CLIP: GREEK SCHOOL

ACTIVITY 1: ANCESTRY

Subthemes: Multiculturalism

Since 1945, about 6.9 million people have come to Australia as new settlers. Their contribution to Australian society, culture and prosperity has been an important factor in shaping the nation. After the Second World War, more than 160,000 Greek people came to Australia, working first in factories or farms as unskilled or semi-skilled labour. The Greek population in Melbourne constitutes one of the largest Greek settlements in the world. Refer to the Origins website, 'Immigrant Communities in Victoria' for further information at <http://museumvictoria.com.au/origins/history.aspx?pid=23>

Discover

- Ask students to discuss their family's immigration history, if they were immigrants to Australia. Ask them to interview their parents, grandparents and perhaps great grandparents to find out how their family came to Australia. They could investigate the website Ancestry.com.au, <http://www.ancestry.com.au> for ideas and information on key elements, such as how to create a family tree or locate immigration history information.

Reflect

- Students create a family tree using the free ancestral chart on Ancestry.com.au at <http://www.ancestry.com>
- This family tree can become part of a series of immigration history projects called 'My family story'. The project could be created online as a stand-alone activity or as part of the 'My family story' project.

Download

- Student Activity Sheet H6.1: My family story

ACTIVITY 2: HERITAGE

Subthemes: Customs and traditions; Multiculturalism

Michaelis is depicted as a typical Greek child in the late 1950s. Throughout the episode he battles with his identity. Is he Australian, or is he Greek? Many immigrant families wanted their children to learn traditional customs and language, and to uphold their social and religious beliefs. Sometimes this is difficult in a new environment with different values and perspectives.

Discover

- Being teased for being different was part of life for immigrants in Australia. Language barriers, cultural differences and family values sometimes clashed. In this clip, we see the cultural divide in Australia in the 1950s. Ask the class to discuss how Michaelis might feel during the milk bar scene. Ask the students to identify their different cultural backgrounds and make a list of each of these cultures.



Reflect

- Ask students to form groups of four to six, and research the cultural identity of one of the cultures from the class list. They can create a webpage with a cultural profile and include information about the food, music, religious festivals, celebrations and language of that culture. As an extension, the students could connect online with school students from their selected country and talk with them about what it is like to live in that country today.
- Alternatively, ask students to create a short audio or film advertisement advising Australian residents about what new migrants need to make resettlement in Australia easier. It should identify the differences in cultural perspectives, advise on making new migrants feel welcome and explain what is meant by a 'fair go' in Australia.

Download

- Student Activity Worksheet H6.2: Cultural profile

ACTIVITY 3: WARRIORS AND HEROES

Subthemes: Beliefs; Historical events; Multiculturalism

Michaelis attends Greek School to learn the Greek language of his heritage, but he would rather be watching *The Adventures of Robin Hood* on television. During class his teacher offers him a holy card of Saint Michael, the saint of warriors.

Discover:

- As a class, find out information about Saint Michael; who he was, when he lived, what famous deeds he is noted for, his importance today and who admires him. Additionally, research Robin Hood in the same way and compare the two men. Have a class vote to see which hero students believe displayed more heroic characteristics.

Reflect

- Ask students to define what they mean by the term 'hero' or 'heroine'. Ask them to name some heroes or heroines they identify with. List these as well as the eras they lived in.
- Research the following questions:
 - 1 When did they live?
 - 2 Where did they live?
 - 3 What are they famous for?
 - 4 What is their importance and to whom?
- Ask students to research the story of one hero or heroine to share with the class.

Download

- Student Activity Sheet H6.3: What makes a hero?



EPISODE CLIP: A GREEK GARDEN

ACTIVITY 4: AN AUSSIE OASIS

Subthemes: Art, music and literature; Culture; Customs and traditions

Michaelis's father proudly shows off his backyard with homegrown fruits and vegetables. During this era it was a vital way to survive in a new environment where some of the ingredients used in traditional meals were not available, or were difficult to find.

Discover

- Ask students to consider the importance of the family garden in episode six. Encourage students to brainstorm ideas on the importance of a self-sufficient garden.
- Create a PMI chart with the class on self-sufficient gardening:
 - 1 P= Plus: What are the positives in having a self-sufficient home garden?
 - 2 M= Minus: What are the negatives associated with this type of garden?
 - 3 I= Interesting: What are the interesting elements of a self-sufficient garden?
- For more inspiration, search for information on self-sufficient gardens. You could also watch some episodes of *Costa's Garden Odyssey* that have been screened on SBS television.

Reflect

- Ask students to research recipes from Greece. Each student should find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once they have the recipes together they can combine them all to make their class recipe book. As a class, celebrate Greek Independence Day (25 March) by having students cook Greek food and bring it to school to share.
- Alternatively, students are encouraged to ask family members about their own traditional recipes. They could investigate the ingredients to see what food groups each represents and complete a chart of these. Students can source images of the food, ingredients and recipes for the chart. Once they have at least two recipes each, they can combine them all to make their own recipe book. Students can choose one recipe from their mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day.
- Some useful recipe websites include:
 - 1 Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
 - 2 Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
 - 3 The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
 - 4 Jamie Oliver, <http://www.jamieoliver.com>

Download

- Student Activity Sheet H6.4: The family cookbook



ACTIVITY 5: GARDENING

Subthemes: Chores, business and employment; Culture; Customs and traditions

Michaelis and his father are in their backyard gardening when his mother comes to the garden to admire their work. It was an expectation for children of this era to work as their parents directed. Gardening was just one chore that Michaelis would be expected to complete.

Discover

- As a class, discuss the type of chores Michaelis would be expected to complete around the house. List these and compare them to the chores of other characters in other episodes, such as Victoria, Rowley, Evelyn, Bertie, Bridie and Colum. Ask students to consider how Michaelis would be expected to behave as a child in a Greek family. Compare these expectations to students' lives today.

Reflect

- Ask students to write a diary entry for a day in the life of Michaelis and explain how they believe he feels about the events in his life. Share these stories with the rest of the class.

Download

- Student Activity Sheet H6.5: Weekly chores

EPISODE CLIP: THE CHRISTENING

ACTIVITY 6: FAMILY TREE

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Christenings, weddings, name days, feasts, fasting, and religious holidays are just a few traditional Greek family celebrations. The celebration of Michaelis's new sister's baptism is one of the most important days in the life of a Greek Orthodox Christian.

Discover

- Ask students to create a list of all the events their family celebrates. They should also list if this event involves food or fasting. Have all students share their list with the class in order to make a larger and more comprehensive list.

Reflect

- Create a 12-month events calendar including all the traditional and important events from the families within the classroom. The calendar can be created electronically or on paper. Students create small cards with a description of the celebrations. The small cards can be attached to the corresponding dates on the calendar.

Download

- Student Activity Sheet H6.6: Events calendar

ACTIVITY 7: CELEBRATIONS

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Discover

- As a class, discuss the history of family celebrations. Ask students to respond to the following questions:
 - 1 Why do families celebrate traditional events?
 - 2 What is the importance of celebrating these events?

Reflect

- Ask students to choose one traditional family event that is celebrated. Ask them to write a report on how the event is organised and why it is celebrated within their family. They can include historical facts, food recipes, photos and anything that best depicts this family celebration. Students then share their reports with the class.

Download

- Student Activity Sheet H6.7: Family celebrations and events

ACTIVITY 8: PAYING A PENNY

Subthemes: Culture: Currency

The boys next door who bullied Michaelis repay him a penny for his lost ice block.

Discover

- As a class, discuss the value of the penny in 1958 and the value of one cent today. Look at what can be purchased in the 1950s, and what is the cost of the equivalent commodity today. Make a comparative list of essential commodities that would be purchased each week by a family, such as bread, milk, butter, cheese, meat, Vegemite, jam and soap.

Reflect

- Ask students to find a promotional flyer from a local supermarket advertising this week's grocery specials. These promotions are usually placed in their letterboxes, or they can find them online.
- Use the brochures and online websites as a guide to lay out a catalogue. Ask students to design a catalogue for 1958 using images and prices that would be available at that time.
- Alternatively, they could create a price list for the milk bar that Michaelis visits.

Download

- Student Activity Sheet H6.8: Yesteryear and now



Aligned resources

The Age, 'How CPI shopping list has changed', <http://www.theage.com.au/news/national/how-cpi-shopping-list-has-changed/2008/04/23/1208743040371.html>

Ancestry.com.au, <http://www.ancestry.com>

Australian Government Department of Immigration and Citizenship (DIAC) for background information on Australian immigration and related issues, <http://www.immi.gov.au/media/fact-sheets>

Dairy Australia, <http://www.dairyaustralia.com.au/recipes>

The Heart Foundation, <http://www.heartfoundation.org.au/recipes>

Immigration Museum, Origin, 'History of immigration from Greece', <http://museumvictoria.com.au/origins/history.aspx?pid=23>

——'Journeys to Australia', http://museumvictoria.com.au/journeys/1940_60s.asp

Jamie Oliver, <http://www.jamieoliver.com>

SBS television, <http://www.sbs.com.au>

Stephanie Alexander, <http://www.stephaniealexander.com.au>

Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>



My family story

- 1** Create an online pictorial or biographical history about your family. If your family has immigrated to Australia recently, or in the past, trace their path, or paths, and recount their stories. The project could be created as an online document for others within your school community to access. This can be done on the main school website or the internal school server so that other students can share your story.
 - The project can be created using computer applications, or other program applications. Audio, video, still images and text materials can be uploaded or attached to the project.
- 2** Use the focus questions below to help you shape your project.
 - a** If your heritage is from outside Australia, answer the questions below:
 - Where is your family from?
 - When and how did they come to Australia?
 - What part, or parts, of Australia did your family first come to?
 - If your family were immigrants, when did they arrive?
 - Why did they immigrate to Australia?
 - b** If your heritage is Indigenous, answer the questions below:
 - Where is your family from?
 - Have they always lived in that area?
 - Do you have connections to other places?
- 3** You could include some of these items in your project:
 - a** family's Indigenous history or immigration timeline
 - b** family tree using the Ancestry.com.au website at <http://www.ancestry.com>
 - c** anecdotal records and stories.
 - d** photos, illustrations or descriptions
 - e** maps of your family's travels
 - f** personal recounts from family members.



Cultural profile

- 1 List the different cultural backgrounds of students in your classroom.

- 2 Choose one of the cultures from the list above and create a Cultural Profile. Investigate the elements of the culture listed below and present this information on a poster or a webpage.

- a religion
- b festivals
- c dance
- d costumes
- e food
- f music
- g flags
- h language.

Find information about the culture in books from your local library, or the Internet. You can also interview people from your classroom to find out more about this culture.



What makes a hero?

1 Define what we mean by the term 'hero' or 'heroine'.

2 Name some heroes or heroines with whom you identify.

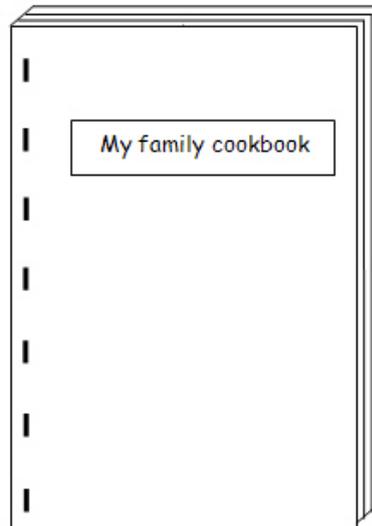
Name	When did they live?	Where did they live?	What are they famous for?	Who are they important to?

3 Select one hero or heroine and research their story to share with the class.



The family cookbook

- 1 Create a mini-cookbook with recipes from your own family. Ask family members about traditional recipes that are cooked and baked at home. Think about all of the wonderful meals you have shared with your family during times of celebration. These are the recipes your family will know and love to share. You can also add recipes where all of the ingredients have come from the home garden.
- 2 Add pictures, photos and tips from your parents, grandparents and other family members.
- 3 Research recipes from Greece and find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once you have the recipes together you can combine them all to make a class recipe book. Some useful recipe websites:
 - a Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
 - b Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
 - c The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
 - d Jamie Oliver, <http://www.jamieoliver.com>



- 4 Choose one recipe from the mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day, or for Greek Independence Day on 25 March.



Weekly chores

Michaelis and his father are in their backyard gardening when his mother comes out to admire their work. In 1958, children were expected to work around the house or garden at the direction of their parents. Gardening was just one chore that Michaelis was expected to complete.

- 1 List the chores Michaelis is expected to complete around his home. Compare these to other characters' chores in other episodes such as those below.

Michaelis	Colum	Bridie	Bertie	Rowley	Victoria

- 2 Write a diary entry for a day in the life of Michaelis and explain how you think he feels about the events happening in his life. You can use the 'Dear Diary' template on the next page.

Share these stories with the rest of the class.



Events calendar

To create a 12-month calendar of special family events for the entire class, you need to create and describe a special family event of your own to add to the calendar.

Use the card template below to describe the event and then add it to the class calendar.

Event date

Event description



Family celebrations and events

Choose one traditional family event that you celebrate and write a report on the following.

- 1 How is the event or celebration organised?
- 2 Who organises the event or celebration?
- 3 Where is the event or celebration held?
- 4 Why is it an important event or celebration?
- 5 What are the historical facts behind the event or celebration?
- 6 What types of food recipes are used and enjoyed?
- 7 Any other interesting information to add?

You can include photos and anything else that best depicts this family celebration. This report can be completed electronically as a document, blog or webpage. You could also use the template below.

Title:

Report:



Yesteryear and now

The boys next door who bullied Michaelis repay him a penny for his lost ice block.

- 1 Look at what can be bought in the 1950s and what the cost of an equivalent item is today. Make a comparative list of essential commodities that would be purchased each week by a family, such as bread, milk, butter, cheese, meat, Vegemite, jam and soap.

Commodity	1958	2010

- 2 Design a catalogue for 1958 using images and prices from that era. Find a promotional flyer from a local supermarket advertising this week's grocery specials. These brochures are placed in the letter box, or you can find them on the internet. Use the brochure as a guide for the layout of your 1958 catalogue.
- 3 Produce a price list and illustrate what would be sold at the milk bar that Michaelis visits in this episode. This article from *The Age* online is a good source of information about how household shopping lists have changed over time:

The Age, 'How CPI shopping list has changed',
<http://www.theage.com.au/news/national/how-cpi-shopping-list-has-changed/2008/04/23/1208743040371.html>



EPISODE 6: 1958: MICHAELIS

English: teaching strategies

Unit focus: English

Year level: Years 3–6

The Australian curriculum: English

The national English curriculum is based on three interrelated strands:

Language: Knowing about the English language ...

Literature: Understanding, appreciating, responding to, analysing and creating literature ...

Literacy: Growing a repertoire of English usage ...

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EPISODE CLIP: GREEK SCHOOL

ACTIVITY 1: YOU'RE A GREEK BOY

Subthemes: Character; Customs and traditions; Social order and education

Discover

- Michaelis has to go to Greek school. View the clip and discuss this scene, focusing on how Michaelis feels about being made to go. Ask students to explain how they know that Michaelis doesn't want to be there, for example, body language, dialogue and interaction between characters. Discuss the reasons why Michaelis is made to go to Greek school. Find out if any students in the class attend a language school outside regular school hours. If so, ask them to describe their school, what they learn and what they enjoy about it.
- Michaelis has his mind on other things while he is at Greek school. He misses important dates in Greek history and information about the Patriarch. His teacher berates him for his inattention. Discuss the purpose of this scene with the class. What does it tell the audience about Greek school? Relate this discussion back to the reasons put forward in the previous discussion about why Michaelis is forced to go to Greek school.
- Michaelis's Greek teacher Kyrios Josephides tells him, 'Michaelis, if you are good, your life will be good to you in return.' Discuss this advice with the class and have students write a description of what they think it means. As a class, create a list of useful advice on how to live your life.

Reflect

- Explain that many groups of people who have migrated to another country deem the preservation of their language, culture and traditions to be important. To help maintain cultural traditions, they may plan for children to attend special classes during weekends. Have students write an argument for or against this practice, or hold a class discussion on the issue.

ACTIVITY 2: TELEVISION

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Michaelis catches snippets of the popular TV series *The Adventures of Robin Hood* using binoculars. Discuss why watching television is important for Michaelis. Ask students: What does this tell us about Michaelis as a character? What does it tell us about his family?
- Have students discuss Michaelis's ingenuity in finding ways to watch the TV program. Ask them what they would have done in his place. Ask students to write a short story describing what their life would be like without a television. They should include how this would be a benefit or a problem for them.

Reflect

- Ask the class what they feel the role of television is in our society today. How important do they think it is? What other forms of entertainment do people use? Ask students to write a report describing what they think is the future of television. What will television be like in ten years' time?

Download

- Student Activity Sheet E6.1: Life without television

ACTIVITY 3: ROBIN HOOD

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Michaelis loves watching the TV show *The Adventures of Robin Hood*. Discuss the TV show with the class and list the key characteristics that can be identified from the snippets seen on screen.
- Discuss the origin of the legend of Robin Hood. There have been many adaptations of the story. Students can research these on the internet, compiling a list of all the versions they find. If possible, view a sample of the many clips from film, animation and TV shows available online and compare them. Have students rate the different versions, from the ones they like best to those they like least, and explain their choices.
- Survey the class and create a list of all the TV shows that students like to watch. Create a graph showing the most to the least popular. Introduce the term 'action drama' to describe shows like *The Adventures of Robin Hood*. Students could identify other programs that fit into this category.
- Brainstorm what students like about their favourite action drama TV shows. Discuss this information as a class and then have students work in small groups to classify and group the information into key categories. When students report back to the class, combine similar ideas to create a formula for the elements that are 'must haves' in children's television action dramas.

Reflect

- Ask students to write a descriptive, detailed review of their favourite action drama TV show, drawing on information gathered in the previous activities.

Download

- Student Activity Sheet E6.2: Robin Hood and TV drama

EPISODE CLIP: A GREEK GARDEN

ACTIVITY 4: GREEK GARDENING

Subthemes: Chores, business and employment; Food; Multiculturalism

Discover

- Michaelis's family places great importance on keeping an extensive domestic garden to meet the family's needs. Discuss this with the class, focusing on why having a garden is an important



aspect of this story. What relationship does this garden have with Michaelis's family's Greek culture?

- Find out how many students have vegetable gardens at home. These students can tell the class about their garden, what they grow in it and why they have it.
- Explain to the class the concept of the 'kitchen gardens' now found in schools and community areas.

Reflect

- Have students find out more about the 'Kitchen gardens program' established by Stephanie Alexander. Discuss the possibility of setting up a kitchen garden at the school and have students design their ideal kitchen garden. What would they grow? Why have they made these choices?

ACTIVITY 5: LINKS TO THE OLD COUNTRY

Subthemes: Chores, business and employment; Historical events; Multiculturalism

Discover

- The opening shot in the clip includes a record player playing Greek music in the background. This clip highlights some of the ways in which Michaelis's parents are preserving links with the country of their birth. The clips 'Greek school' and 'A Greek garden' demonstrate two ways family members connect with their old way of life. Discuss this issue with the class.
- Ask students to find examples of Greek culture in this clip, including Michaelis's parents speaking Greek. Have students share their ideas, discuss what they have observed and consider why they think the family continues these practices.
- If there are students in the class or in the school who have recently arrived from another country, ask them to share some of their memories and traditions from their home country. Some suggestions could include music, food, sport and family traditions.
- Have students reflect on, and write a description of, the Australian traditions they would take with them if they were to emigrate to another country.

Reflect

- Michaelis helps the family in a number of ways. Discuss what is expected of him and the chores he has to do. Have students consider the statement: 'Childhood is for playing and children should not have to do chores.' Ask them to write their arguments 'for' or 'against' this statement in the form of a persuasive text.

EPISODE CLIP: THE CHRISTENING

ACTIVITY 6: THE 'WOG'

Subthemes: Art, music and literature; Character; Language and scripting

Discover

- Discuss what Janice means when she tells Michaelis, 'I don't think you're a wog.' Do students think this is a compliment or an insult? Discuss the term 'wog' with the class, what it means and

- Discuss how Michaelis might respond to being called a 'wog'. In small groups, have students produce a poem describing Michaelis's feelings about this term and about Janice telling him she thinks he isn't a 'wog'. The form could be a cinquain, haiku or ballad; it could be rhyming or free form.
- Read students some extracts from the book *They're a Weird Mob* by Nino Culotta. In the story, an Italian immigrant who has recently arrived in Australia tells what it is like trying to make sense of the Australian way of life. Explain to students that Nino Culotta is actually the pseudonym of the author John O'Grady. This novel and the subsequent film were very popular. The story outlines the problems Nino has as he struggles to understand the English spoken by the Australian working class of the 1950s and 1960s. View and discuss the three clips from the 1996 film found on the australianscreen website, <http://australianscreen.com.au/titles/theyre-weird-mob>

Reflect

- Ask students to design a poster that could be used to welcome immigrants to Australia. Alternatively, design and construct a booklet of advice for people who have recently arrived in Australia.

Download

- Student Activity Sheet E6.3: Immigrants

ACTIVITY 7: FATHERS AND SONS

Subthemes: Currency; Customs and traditions; Relationships

Discover

- Ask students to describe the relationship between Michaelis and his father and discuss their responses. Ask them to use evidence from the clip to support their observations, for example, Baba kissing and hugging Michaelis, and the kind way he speaks to his son. Ask students to then examine the relationship between the McCormack boys and their father. Discuss these responses.
- Screen the segment that shows the McCormack boys giving Michaelis the penny and watch carefully the portrayal of their father in this scene. He doesn't speak, but his body language conveys many emotions. Draw the students' attention to the way camera angles and shots are used to enhance the meaning of this scene. Discuss the reasons why the filmmaker has portrayed the McCormack family in this way. Use the following questions as prompts:
 - 1 How does this scene make the audience now feel about the relationship between Michaelis and his father?
 - 2 Why does the filmmaker want the audience to have sympathy for the McCormack boys?
 - 3 What does this scene add to the story?

Reflect

- Ask the students to reflect on the scene and complete these statements on the activity sheet.



- 1 The filmmaker portrays the Greek family as ... because ...
- 2 The filmmaker portrays the McCormack family as ... because ...

Download

- Student Activity Sheet E6.4: Fathers and sons from two families

ACTIVITY 8: TRADITIONS AND BELIEFS

Subthemes: Beliefs; Celebrations; Currency

Discover

- At baby Sophia's christening, Michaelis's father asks him, 'Do you feel Greek now?' Ask the class what they think was meant by this question. Do students think Michaelis feels Greek now? Why or why not?
- Have students list and discuss some of the Greek customs relating to the christening that are shown in the clip. Some suggestions could include throwing coins and Greek dancing.
- Introduce the term 'christening' to the class and clarify what it means. Have students identify and discuss other cultural practices for welcoming a baby into the family, the community, or the world. Use examples such as a naming ceremony or first birthday party. Have students ask their families for information about any ceremonies that might have been held for them as babies and to share these with the class.
- Discuss the importance of food in celebrations and have students write about a special occasion in their own family and what food they would enjoy at this occasion. Read the book *Let's Eat!* by Ana Zamorano, illustrated by Julie Vivas, to find out about the importance of sharing a meal together in a Spanish family.

Reflect

- Ask the students to design a special naming ceremony for someone or something important to them. This could be a pet, a person or a special toy. Students should include a speech, saying why this person or object is special and what they would wish for its future. Create a menu of food and drinks to celebrate the occasion.

Download

- Student Activity Sheet E6.5: Celebrating special occasions

Aligned resources

O'Grady, John 1958, *They're a Weird Mob*, Nicholas Kaye, London.

Zamorano, Ana, Vivas, Julie (ill.) 1996, *Let's Eat*, Omnibus Books, South Australia.

australianscreen, 'They're a Weird Mob', <http://australianscreen.com.au/titles/theyre-weird-mob>



Name: _____

Student Activity Sheet E6.1
Activity 2: Television

Episode 6: 1958: Michaelis
Clip: Greek school

Life without television

- 1 Write a short story describing what your life would be like without a TV. Include reasons why this would be a positive or a negative experience for you.

- 2 What is the role of television in our society today? How important is it? What other forms of entertainment are popular today? How will television have changed in ten years' time?



Robin Hood and TV drama

- 1 Compile a list of print and broadcast versions of *The Adventures of Robin Hood*. Find clips online from films, animations and TV shows and compare them. Rate them on a scale between one and ten and explain why you rated them this way.

Robin Hood TV shows	Rating 1–10 (1 is the best)	Reasons why you gave this rating

- 2 Create a list of the TV shows you like to watch. Identify the 'action drama' TV shows on your list. What do you like about your favourite action drama TV shows?

Favourite TV shows	Action drama (yes or no)	Reasons why you like the TV show

- 3 Write a descriptive detailed review of your favourite action drama TV show, drawing on information collected in questions 1 and 2.



Name: _____

Student Activity Sheet E6.3
Activity 6: The 'wog'

Episode 6: 1958: Michaelis
Clip: The christening

Immigrants

- 1 Why do people sometimes use derogatory terms when referring to immigrants or to people from different cultural backgrounds? What do you think about this?

- 2 Write a poem describing Michaelis's feelings when Janice tells him she thinks he isn't a 'wog'. It could be a cinquain, haiku or ballad; rhyming or free form.

- 3 Design a poster that could be used to welcome immigrants to Australia. Or design and produce a booklet of advice for people who have recently arrived in Australia.



Name: _____

Student Activity Sheet E6.4
Activity 7: Fathers and sons

Episode 6: 1958: Michaelis
Clip: The christening

Fathers and sons from two families

1 Describe the relationship between Michaelis and his father.

2 Examine the relationship between the McCormack boys and their father.

3 What does the filmmaker want the audience to think about the McCormack family?

4 Copy and complete the following statements:

a The filmmaker portrays the Greek family as ... because ...

b The filmmaker portrays the McCormack family as ... because ...



Celebrating special occasions

- 1 List the Greek customs in the clip that relate to the christening.

- 2 Identify other cultural practices for welcoming a baby into a family, the community, or the world.

- 3 Write about a special occasion in your own family and what food you might enjoy at this occasion.

- 4 Design a naming ceremony for someone or something special to you (this could be a pet, a person or a special toy). Write a speech saying why this person or object is important to you and what you want for its future. Create a menu of food and drinks to celebrate the occasion.
