



## EPISODE 5: 1968: SOFIA

### 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: SPEAKING THE LANGUAGE**

### **ACTIVITY 1: LOST IN TRANSLATION**

**Subthemes: Customs and traditions; Language and scripting: Multiculturalism**

#### **Discover**

- After watching the clip, ask students to list the main events in this part of the story, thinking about what happened, why and to whom. Have students share their responses and discuss, listing the main ideas for further reference.
- Focus the discussion on the scene in the lounge room when Sofia tricks Janice, her mother and Yaya by changing what they say when she is interpreting for them. Ask students to think about the following questions:
  - 1 What is the purpose of Sofia's actions here?
  - 2 Why do you think she is behaving in this way?
- Discuss the possible reasons why Sofia does not like Janice. Have students consider what Sofia wants for her brother.
- Ask students who they think has the power in this scene and why. How is Sofia able to control this situation the way she does? List her techniques. This is an important aspect of critical literacy. Have students draw on other ways that people hold power over others: physically, emotionally, and psychologically.
- Look at how the filmmaker helps the audience understand the jokes and what is happening in this scene. Discuss the way each actor's body language is used to convey a lot of the meaning. Look closely at the attitudes towards Janice and how they change over the course of the conversation. What is the purpose of the subtitles here? As a class, discuss why the Greek language spoken in the rest of the clip is not translated like this.
- Ask students to imagine what the Greek exchanges are when Sofia answers the door and there are no subtitles. Replay the scene to see if there are any clues. Have students write some possible exchanges between mother and daughter in this scene, knowing what Sofia is capable of from the conversation later in the lounge room. Refer students to read the script for Episode 5: 1968: Sofia, where the script writers planned the exchange between Janice and Sofia. Explain that it isn't exactly as the scene was shot, but is very close.
- As a class, discuss the layout of this script extract, pointing out that the instructions in the script are called the 'big print' in script writing. The dialogue is what the characters say to each other. The big print gives directions to the director about how the characters in the scene are to act and relate to each other, for example, 'SOFIA sees JANICE as her nemesis'. What does the term 'nemesis' mean? Students should look up the word in the dictionary and then work out what it means in the context of this exchange between Sofia and Janice.
- Discuss the advantages of being bilingual. Find out what languages students in the class speak at home and discuss. Have students think about how Janice feels in the situation when she is in the lounge room with Sofia and the Greek ladies.

### Reflect

- Have students discuss and find out more information from the library and from interviewing family and community members around the following questions:
  - 1 What are the disadvantages of being monolingual?
  - 2 Why do Australian schools teach second languages?
  - 3 What are the benefits of learning a second language?

### Download

- Student Activity Sheet E5.1: Translation trickery

## ACTIVITY 2: LOUNGE ROOM TELEVISION

Subthemes: Customs and traditions; Inventions and electronic media

### Discover

- As a class, discuss the role of the television set in this clip. Ask students to respond to the question, 'What information can you learn about television at this time from what you can see?' An example answer would be that the set is black and white and has a small screen.
- Ask students to compare the role of the television set in this clip with the role of the set in the clip 'Greek School' from Episode 6. They should respond to the following questions:
  - 1 What is different about the way television is portrayed in these two scenes, ten years apart? What has happened?
  - 2 Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? Compare the differences. (Sofia has a television in her lounge room, Michaelis has to watch a neighbour's set through binoculars.)
  - 3 What does the television in the lounge room say about Sofia's family now, compared with how it was for Michaelis?
  - 4 What has changed? (televisions are cheaper and more readily available, and Michaelis and Sofia's parents probably have more money to spend on a set than they did ten years previously.)
- As a class, discuss the television show *Why is it so?* hosted by Professor Julius Sumner Miller, which Sofia is watching. Have students brainstorm what style of show it is from what they can see and hear in the clip.

### Reflect

- Ask students to research this show further on the internet and present their findings to the class. They could also research what other Australian television shows were popular in the 1960s. *Skippy: the bush kangaroo*, for example, went to air for the first time in 1966 Ask students to compare *Why is it so?* with *The Adventures of Robin Hood*, which Sofia's brother Michaelis was watching ten years earlier. Ask students if they think *The Adventures of Robin Hood* was an Australian television show?
- Discuss:
  - 1 where *The Adventures of Robin Hood* originated
  - 2 the nature of television production and how expensive it is
  - 3 the development in Australian television production in the ten years between 1958 and 1968.



- Ask students to interview their grandparents and older relatives to find out what television shows they watched in the 1960s and why. List the information brought back by students, looking for similarities and common themes. Identify which shows are listed the most? Discuss why.

### **Download**

- Student Activity Sheet E5.2: Television evolves

## **ACTIVITY 3: YAYA**

### **Subtheme: Character**

#### **Discover**

- Look at the composition of the family in this clip: Sofia, her brother Michaelis, their mother, Christina and grandmother, Yaya. Brainstorm the concept of family and look at a variety of ways it could be defined. Survey the class to find out if any children have grandparents or members of their extended family living with them. Discuss the advantages and disadvantages for Sofia of having an extended family.
- Discuss the words used to name grandmother and grandfather in different languages, for example, in Greek it is 'baba' for grandfather and 'yaya' for grandmother. Create a wall chart showing the different words and the language they come from. Have students research this further across other languages to extend the list.

#### **Reflect**

- Grandparents play an important part in the stories of *My Place*. These characters support the family and guide the children in their actions, providing comfort and advice. Ask students to compare the role of grandmother in each of the *My Place* episodes. They should develop a character profile for each grandparent across all episodes where this character appears.
- In small groups, have students work collaboratively to plan and run a 'Grandparents and special elders' day at school or for their class. Students plan the program including a menu and activities for their guests. Ask students to write a letter to their grandmother or a special older friend or relative, inviting them to this celebration.
- Following this event, students can write a report for the school newsletter or the local paper, describing when the event took place, reasons for it and some of the highlights, and including captioned photographs.

### **Download**

- Student Activity Sheet E5.3: Character profile

## **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.

### **Download**

- Student Activity Sheet E5.4: A lucky draw

## **ACTIVITY 6: RECORD COLLECTION**

**Subthemes: Art, music and literature; Customs and traditions; Entertainment and games**

### **Discover**

- Michaelis asks Sofia to look after his record collection. As a class, discuss what this means. Look at the idea of records and why they are collected. For a background study, look at the opening scene of 'Greek Garden' in Episode 6 where the record player is in the foreground of the opening shot, playing Greek music, as a young Michaelis and his father work in the garden. Consider Michaelis as a young adult and how he now treasures his music.
- Have students research popular music from the 1960s. Ask students to compile a list of songs from 1968 that would be essential to Michaelis's record collection. Ask them to list artists and songs and perhaps find some examples of these to listen to.
- As a class, examine the culture of pop music in the 1960s. Ask students to discover what countries influenced Australian music and whether international artists were ever banned from radio broadcasts. Find out who was the most popular Australian artist of the time.
- Match music trends and fashion of the 1960s. Ask students to consider how music and fashion followed similar trends. Ask them to compare music and fashion today and see if they can correlate the cultures. Ask students to nominate a 1960s cultural look for their group.

### **Reflect**

- Students are invited to dress up as a character from the 1960s. The character could be a popular musician, a fashion designer, a teenager, a radio announcer, or any other typical identity from the era. Organise hot seat role-plays where students answer questions from the class while in character:
  - 1 Students write five questions they would like to ask one of the characters from the pop culture scene (music or fashion) of the 1960s. They research the answers and use the information to fill out their character.
  - 2 A student volunteers for the 'hot seat' which is placed at the front of the classroom.



- 3 The teacher asks initial questions such as:
  - a Who are you?
  - b What are you wearing?
  - c What is your favourite colour?
- 4 The teacher encourages students to challenge answers given by the student in the hot seat. (This may be because the answers are factually wrong or because it is a matter of differing interpretations).
- 5 When questions start to become exhausted the teacher brings the hot seat role-play to a close.
- 6 The class debriefs with questions such as:
  - a What was it like to be in the hot seat?
  - b How do you feel the student in the hot seat performed?
  - c How could it have been better?
  - d Did you agree with that student's interpretation of the character? Why or why not?
- 7 In order to synthesise their understandings about their character, students can complete a hall of fame nomination form. Students may need to conduct further research in order to complete the form.
- 8 Responses can be used to explore the characters in further detail, if desired.

### **Download**

- Student Activity Sheet E5.5: Music of the '60s

## **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.

### **Download**

- 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?

### **Download**

- 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.

### Download

- Student Activity Sheet E5.8: Symbols

## Aligned resources

Frank, Anne 2000, *The Diary of a Young Girl*, Penguin, London.

Maruki, Toshi 1982, *Hiroshima No Pika*, Lee & Shepard Books, New York.

McEwan, Ian and Innocenti, Roberto 2004, *Rose Blanche*, Random House, London.

Enotes, 'Anne Frank: The Diary of a Young Girl: Introduction', <http://www.enotes.com/anne-frank>

First Run Features, 'Hiroshima No Pika & First Run Features',

<http://www.firstrunfeatures.com/hiroshimanopika.html>

Get Price, 'Rose Blanche', [http://www.getprice.com.au/Rose-Blanche-Gpnc\\_304--40783301.htm](http://www.getprice.com.au/Rose-Blanche-Gpnc_304--40783301.htm)



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Student Activity Sheet E5.1  
Activity 1: Lost in translation

Episode 5: 1968: Sofia  
Clip: Speaking the language

## Translation trickery

After viewing the clip 'Speaking the language', answer the following questions:

1 What is the purpose of Sofia's actions to falsely translate the conversation?

\_\_\_\_\_

2 Why do you think she is behaving in this way?

\_\_\_\_\_

3 Why doesn't Sofia like Janice?

\_\_\_\_\_

4 Why is Sofia able to control this situation the way she does? List her techniques.

\_\_\_\_\_

5 What is the purpose of the subtitles here?

\_\_\_\_\_

6 Sofia sees Janice as her nemesis. What does the term 'nemesis' mean? Refer to the script for Episode 5: 1968: Sofia.

\_\_\_\_\_

7 What are the disadvantages of being monolingual?

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8 Why do Australian schools teach second languages?

\_\_\_\_\_

9 What are the benefits of learning a second language?

\_\_\_\_\_



Name: \_\_\_\_\_

Student Activity Sheet E5.2  
Activity 2: Lounge room television

Episode 5: 1968: Sofia  
Clip: Speaking the language

## Television evolves

- 1 Compare the role of the television in this clip with the role of the television in the clip 'Greek School' from Episode 6. Respond to the following questions:
  - a What is different about the way television is portrayed between these two scenes, ten years apart? What has happened?  
\_\_\_\_\_
  - b Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? (Sofia has a television in her lounge room, Michaelis had to watch a neighbour's television through binoculars.)  
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  - c What does the television in the lounge room say about Sofia's family now in comparison to what it was like for Michaelis?  
\_\_\_\_\_
  - d What has changed?  
\_\_\_\_\_
- 2 List four other Australian television shows that were popular in the 1960s:  
\_\_\_\_\_
- 3 Compare *Why is it so?* with *The Adventures of Robin Hood*, which was watched by Sofia's brother Michaelis in 1958. Find out:
  - a where this television show originated
  - b how television shows are produced and how expensive production is
  - c how Australian television production developed between 1958 and 1968.\_\_\_\_\_
- 4 Interview your grandparents and older relatives to find out what television shows they watched in the 1960s and why.



Name: \_\_\_\_\_

Student Activity Sheet E5.3  
Activity 3: Yaya

Episode 5: 1968: Sofia  
Clip: Speaking the language

### Character profile

Look at the composition of the family in this clip: Sofia, her brother Michaelis, their mother Christina and grandmother Yaya. They can all speak two languages: Greek and English. Some members can speak one language better than the other.

- 1 In this clip, 'Baba' is the word for a Greek grandfather and 'Yaya' is the word for a Greek grandmother. Create a list of words from different languages that represent members of the family.

Words	Greek			
Mother				
Father				
Grandmother	Yaya			
Grandfather	Baba			
Sister				
Brother				

- 2 Compare the role of grandmother in each of the *My Place* episodes. Develop a character profile for each grandparent across all episodes where a grandmother character appears. A template for the character profile is on a separate page.

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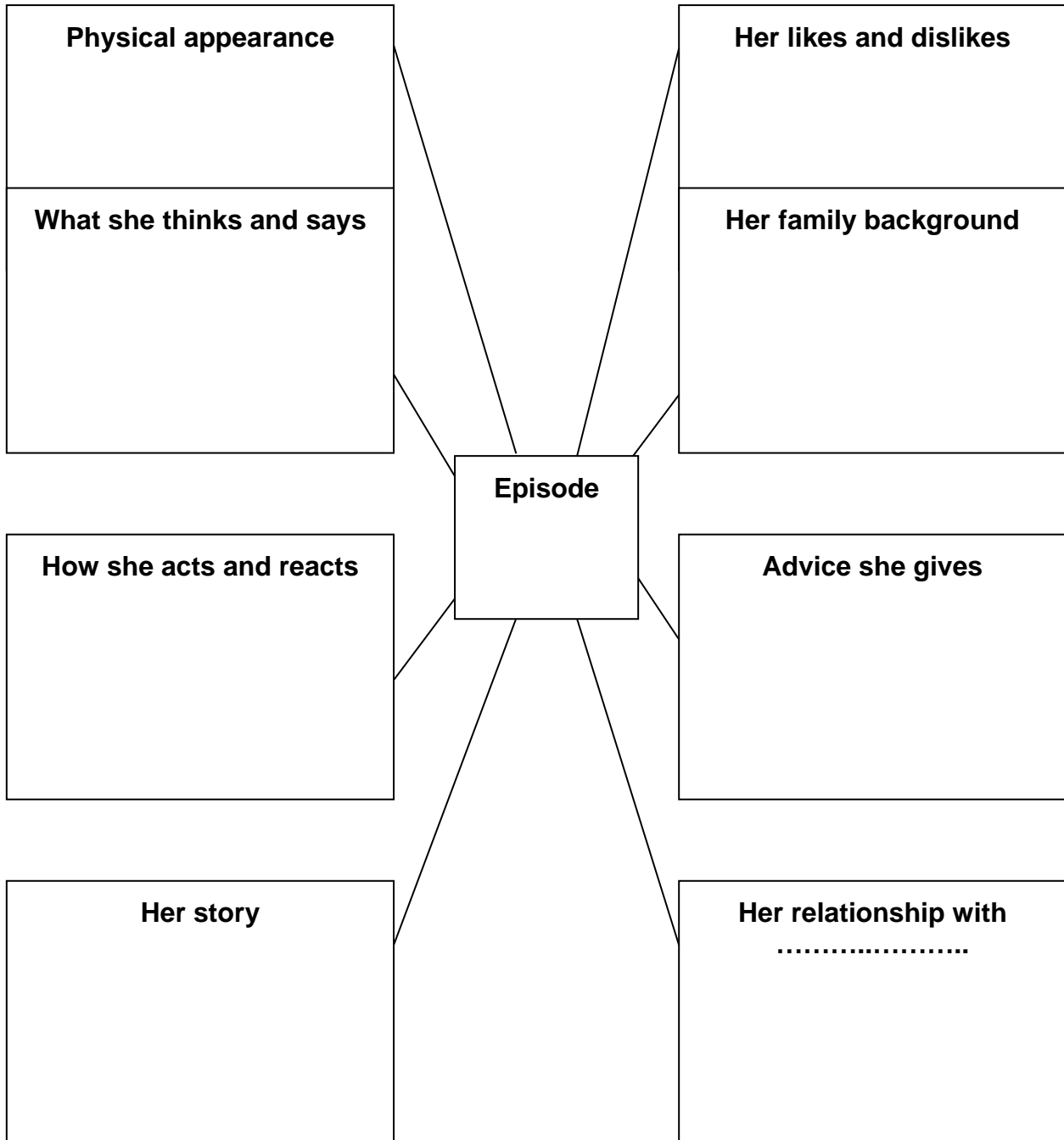
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### Character profile





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?

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

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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,

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Yours sincerely,



Name: \_\_\_\_\_

Student Activity Sheet E5.5  
Activity 6: Record collection

Episode 5: 1968: Sofia  
Clip: Conscription

### Music of the '60s

- 1 Compile a list of songs from 1968 that would be essential to Michaelis's record collection. List 10 artists and the songs.

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- 2 Find out which countries influenced Australian music and whether international artists were ever banned from radio broadcasts. Who was the most popular Australian artist of the time?

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- 3 Write five questions you would like to ask one of the characters from the pop culture scene (music or fashion) of the 1960s. Research the answers and use this information to take part in hot seat role-plays.

1
2
3
4
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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.

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Name: \_\_\_\_\_

Student Activity Sheet E5.7  
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?



Name: \_\_\_\_\_

Student Activity Sheet E5.7  
Activity 8: Leaving

Episode 5: 1968: Sofia  
Clip: The goodbye

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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?

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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.

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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.