



EPISODE 3: 1988: LILY

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: FOOD AND CHORES

ACTIVITY 1: RELATIONSHIPS

Subthemes: Relationships

Discover

- Discuss the relationship between Phoung and Lily as one based on family ties. They are cousins, but are they friends? Ask students to identify their many similarities, as well as the differences in their personalities.

Reflect

- Encourage students to explore the characters Lily and Phoung further by creating a Venn diagram (see Student Activity Sheet E3.1) based on the character traits of both girls.
- Discuss the outcomes of these investigations by asking students to share their ideas with the whole class. Highlight the following areas with the class:
 - 1 What are the personality differences between Phoung and Lily?
 - 2 What are the similarities in their personalities?

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- Student Activity Sheet E3.1: Similar but different

EPISODE CLIP: FOOD AND CHORES

ACTIVITY 2: FAMILY BUSINESS

Subthemes: Chores, business and employment

Discover

- One of Lily and Phoung's tasks after school is to make rice-paper rolls for the family restaurant. As a class, discuss the reasons why the girls would be expected to do this task. Discuss what is meant by the term 'family restaurant'.
- Ask students if they are expected to work for their families, either in a business or at home. What chores are they expected to complete to support the family? List the class responses and note the commonalities of work they do. Identify if someone does the same or similar work to Lily and Phoung.

Reflect

- Ask students to consider the question: What does family mean to you?



- Ask students to use the describing wheel in Student Activity Sheet E3.2 to write their ideas on what family means to them. Encourage students to focus on their own family and describe how their family members help each other. Ask students to share their describing wheel outcomes with others in the class.

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- Student Activity Sheet E3.2: Focus on family

ACTIVITY 3: RICE-PAPER ROLL RECIPES

Subthemes: Celebrations; Food; Multiculturalism

Discover

- The rice-paper rolls in this clip are made with specific ingredients. Ask students to list the ingredients they see in the clip. Make a class list and add any key ingredients students may have missed. Locate Vietnamese recipes online, in a cookbook or by asking friends and family, and discover what ingredients are needed to make rice-paper rolls.

Reflect

- Ask students to find and adapt recipes for rice-paper rolls.
- Students can create a procedural text highlighting the ingredients and method in making their own rice-paper rolls. Encourage students to adapt some of the ingredients to suit their own tastes; a student who is vegetarian may choose a selection of vegetables to fill their roll. Students should also be encouraged to create a name for their personalised roll. Conduct a master chef competition to see who creates the best roll.

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- Student Activity Sheet E3.3: My recipe

EPISODE CLIP: THE BICENTENARY

ACTIVITY 4: USING PREFIXES

Subthemes: Language and scripting

Discover

- In this clip the class is constructing a banner to celebrate Australia's 200th year since colonisation. The 1988 Bicentennial celebrations were an integral part of the Australian school curriculum in this era. Students were immersed in activities relating to the re-enactment of the 1788 First Fleet in Sydney Harbour.
- Create a word splash with students adding words around the main topic, 'The Bicentenary'. Ask students to define what the word 'bicentenary' means. Have students explore other words that are associated with the prefix 'bi', such as 'weekly', 'annual' and 'plane'.

Reflect

- Organise the students into small groups and ask them to create a separate list of words with the prefix 'bi'. Ask them to find and as many words starting with 'bi' as they can. Once they have completed their list, each group should nominate their best speller. Conduct a spelling bee about the Bicentenary.

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- Student Activity Sheet E3.4: The prefix in 'bicentenary'

ACTIVITY 5: BOTANY BAY

Subthemes: Historical events; Language and scripting

Discover

- Ask students to imagine what Australia was like in 1788. Have students visualise and then brainstorm what Aboriginal people may have experienced when the First Fleet sailed into Botany Bay. Ask students to research different points of view on the First Fleet.
- Read and look closely at the picture book, *The Rabbits*, by John Marsden and Shaun Tan (1998). Discuss this portrayal in comparison with the version enacted by Lily's classmates.
- Refer to:
 - 1 Video clip 3 from australianscreen, 'My Survival as an Aboriginal' (1978), <http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip3>
 - 2 Video clips from SBS, 'First Australians', <http://www.sbs.com.au/firstaustralians>
 - 3 R6798 Painting of the First Fleet in Sydney Cove, 1938
 - 4 R6799 'Founding of Australia', 1937

Reflect

- Ask students to imagine the arrival of the First Fleet as seen from the shore by an Aboriginal person at the time. Ask students to create a storyboard depicting what they imagine Australia would have been like in 1788, in particular focusing on the arrival of the First Fleet from an Aboriginal person's perspective. Students must label and caption researched information to present these storyboards to the class.

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- Student Activity Sheet E3.5: Imagine 1788

Useful resources from The Le@rning Federation

R6798 Painting of the First Fleet in Sydney Cove, 1938

R6799 Founding of Australia, 1937

ACTIVITY 6: POINTS OF VIEW

Subthemes: Art, music and literature; Historical events

Discover

- After viewing this clip, encourage students find out more about the celebrations and protests around the 1988 Bicentenary in Australia.
- Explain to students that there are many versions of historical events, each portraying a different point of view. Refer to R11296 'Day of Mourning protest', a collection of teacher resources about Indigenous protests on the 150th anniversary of the arrival of the First Fleet. Refer also to R11020 'Aboriginal protest in Hobart against the Bicentennial celebrations, 1988', a photograph of this event.
- Ask students to compare and contrast different points of view on the Bicentenary.

Reflect

- Ask students to create a painting or drawing representing what they have learned about the bicentenary celebrations and the First Fleet.
- Ask them to put together a presentation about celebrating something important to them and their families, or a personal account of a festival that has some cultural significance.

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- Student Activity Sheet E3.6: Bicentennial celebrations

Useful resources from The Le@rning Federation

R11020 Aboriginal protest in Hobart against the Bicentennial celebrations, 1988

R11296 Day of Mourning protest

EPISODE CLIP: FIRST DAY

ACTIVITY 7: ARRIVING IN A NEW COUNTRY

Subthemes: Art, music and literature; Historical events

Discover

- Show students the picture book, *The Arrival*, by Shaun Tan (2006). What can they learn from the book about the experiences of someone migrating to a new country? How might the book relate to Phoung's experiences in the clips?

Reflect

- Ask students to design their own picture book made up of three panels. The story should be based on the title *The Arrival*. It should portray a newly arrived immigrant to Australia and the first three things they will see, or want to see. Students should be reminded to develop a short text and then position their images to maximise their visual impact. They should consider how the audience will look and read the images. Make sure they use three different angles of perspective to frame each part of the story.

Download

- Student Activity Sheet E3.7: An arrival story

EPISODE CLIP: FIRST DAY

ACTIVITY 8: REFUGEES

Subthemes: Language and scripting; Politics

Discover

- Lily's neighbour Mrs Benson remarks, 'You know there are laws against turning your house into a refugee camp.' As a class, discuss this comment and what it means. Ask students why they think Mrs Benson made this statement. What might she be afraid of? Introduce the term 'prejudice' and discuss its meaning with the class.
- Ask students to consider and respond to the following question: What is a refugee camp?
- Explain to the class that there are still many refugees in immigration detention centres in different parts of Australia waiting to be processed.

Reflect

- Ask students to find a variety of newspaper articles regarding recent Australian reports about asylum seekers, legal and illegal refugees, and detention centres. Students should read a selection of these articles and list them and their references including date and place of publication. The students are to nominate if they feel the article is for or against asylum seekers coming to Australia. As a group, they are to present a brief report to the class, describing one event that made national headlines in Australia about refugees.

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- Student Activity Sheet E3.8: The law and refugees



ACTIVITY 9: BOAT STORIES IN LITERATURE

Subthemes: Art, music and literature; Multiculturalism

Discover

- Phoung briefly describes her journey on a boat to her new classmates. The horrific tales of the boat being captured by pirates and the terrifying account of having to be quiet is recounted for the captive audience in the classroom.
- Ask students to recall and discuss what Phoung said in her story and how the audience reacted to the events being recounted.

Reflect

- Ask students to find out more about modern-day pirates and whether events like those Phoung described still happen today. As a tuning-in activity, read excerpts from the following books:
 - 1 *Ziba Came on a Boat* by Liz Lofthouse and Robert Ingpen (2007)
 - 2 *Refugees: We Left Because We Had To* by Jill Rutter (2004)
 - 3 *Girl Overboard* by Justina Chen Headley (2009)
 - 4 *The Island* by Armin Greder (2007).
- These stories will give students a better sense of the experiences of boat arrivals to Australia. Ask students to write a summary of their findings on the perils faced by boat people fleeing their homeland. They could produce book reviews of the books listed above or others that they find on the topic.

Download

- Student Activity Sheet E3.9: Peril at sea

ACTIVITY 10: WORDS AND FEELINGS

Subthemes: Language and scripting; Relationships

Discover

- Create a list of words that best describe the emotions and feelings of the boat people in Phoung's story. Encourage students to use descriptive adjectives.

Reflect

- In small groups, students use a thesaurus to add to the list of words. When they have completed their lists, they can share them with the class.
- As a class, discuss this list of words and explain how words can convey levels of feeling to the reader or listener. Some words are more emotionally powerful than others and will have a stronger impact on the reader or listener, such as the difference between 'concerned' and 'terrified'. Discuss this with students and look at how 'concerned' has a lower emotional impact than 'terrified'. Look at the list of words and identify some other examples of high and low emotional impact.

- Copy and distribute the combined list of words to the class and have students sort them into levels, from low emotional impact words through to the highest emotional impact.
- For further background activities see L6184 'Super stories: The Abandoned House: nouns and adjectives' and L3456 'Online news: Perfect Pets'.
- Explain how writers make careful choices to decide how they want their words to impact on the reader. As a modelled writing activity, demonstrate this using the same sentence structure, beginning with a bland, low emotional impact version and then ramping up the emotion to try to make it as terrifying as possible. For example:
 - 1 The **ugly, old** pirates **carefully** boarded the **little fishing** boat and the refugees were **worried**.
 - 2 The **armed, brutal** pirates **aggressively** boarded the **violently rocking** boat and the refugees were **terrified**.
 - 3 The choice of action verbs is also important here in building drama.
 - 4 Using this process as a guide, ask students to write a short, imaginative story describing the attack on Phoung's boat by the pirates, and how the passengers managed to trick them and escape safely. The goal is to create maximum emotional impact on the reader through the careful choice of words.

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- Student Activity Sheet E3.10: Making an impact

Useful resources from The Le@rning Federation

L3456 Online news: Perfect Pets

L6184 Super stories: The Abandoned House: nouns and adjectives

ACTIVITY 11: COMPETITION AND RIVALRY

Subthemes: Relationships

Discover

- As a class, watch the opening scene of Episode 3: 1988: Lily, and then have students write down three or four words to describe the sort of person Lily appears to be. Some examples might be that she is competitive, likes to be a winner, and needs to be in charge of things. Then ask students to watch the arrival of Phoung and write three or four words that best describe her character.
- Discuss Lily's initial expectations and anticipation of the arrival of her cousin Phoung from Vietnam. Ask students to discuss why Lily is excited at the prospect of her cousin Phoung staying with her. After Phoung arrives, the story changes very quickly for Lily. Encourage students to think about what occurs between the two girls and why the situation changes. How does Lily view her cousin once she arrives?

Reflect

- Ask students to write down the problems that occur between Lily and Phoung to ignite their rivalry. Students should take note of the problems using Student Activity Sheet E3.11 and write a corresponding solution for each problem the girls face. These problems and solutions can be shared amongst the class to help promote discussion on the topics of friendships and problem solving.

Download

- Student Activity Sheet E3.11: Everything changes

Aligned resources

Chen Headley, *Justina* 2009, *Girl Overboard*, Little Brown, New York.

Greder, Armin 2007, *The Island*, Allen & Unwin, Crows Nest, New South Wales.

Lofthouse, Liz, Ingpen, Robert (ill.) 2007, *Ziba Came on a Boat*, Penguin, Camberwell, Victoria.

Marsden, John, Tan, Shaun (ill.) 1998, *The Rabbits*, Lothian, Victoria.

Rutter Jill 2004, *Refugees: We Left Because We Had To*, 3rd edn, Refugee Council, London.

Tan, Shaun 2006, *The Arrival*, Lothian, South Melbourne.

australianscreen, 'Australia Daze' (1988), <http://australianscreen.com.au/titles/australia-daze/clip3>

— 'My Survival as an Aboriginal' (1978), <http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip3>

eBooks@Adelaide, 'Captain Cook's Journal during his first voyage round the world made in H.M. Bark "Endeavour" 1768-71', <http://ebooks.adelaide.edu.au/c/cook/james/c77j>

Google Books, *The Island*

http://books.google.com.au/books?id=oEkZGp4V6ocC&dq=The+Island,+Greder,+Armin&printsec=frontcover&source=bn&hl=en&ei=x39XS5SGAYyTkAWFoaiPCg&sa=X&oi=book_result&ct=result&resnum=4&ved=0CBoQ6AEwAw#v=onepage&q=&f=false

Refugee Council Online, *Refugees: We Left Because We Had To*,

<http://www.refugeecouncil.org.uk/practice/eshop/leftbecausewehadto.htm>

SBS 'First Australians', <http://www.sbs.com.au/firstaustralians>

Shaun Tan, 'Picture Books', <http://www.shauntan.net/books.html>

State Library of New South Wales, Discover Collections, Arthur Phillip (1738–1814),

http://www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/letters/philip/index.html

Yara Online, *The Rabbits*,

http://goldcreek.act.edu.au/yara/pages/reviews/australian_old/r_rabbits.htm

Useful resources from The Learning Federation

L3456 Online news: Perfect Pets

L6184 Super stories: The Abandoned House: nouns and adjectives

R6798 Painting of the First Fleet in Sydney Cove, 1938

R6799 Founding of Australia, 1937

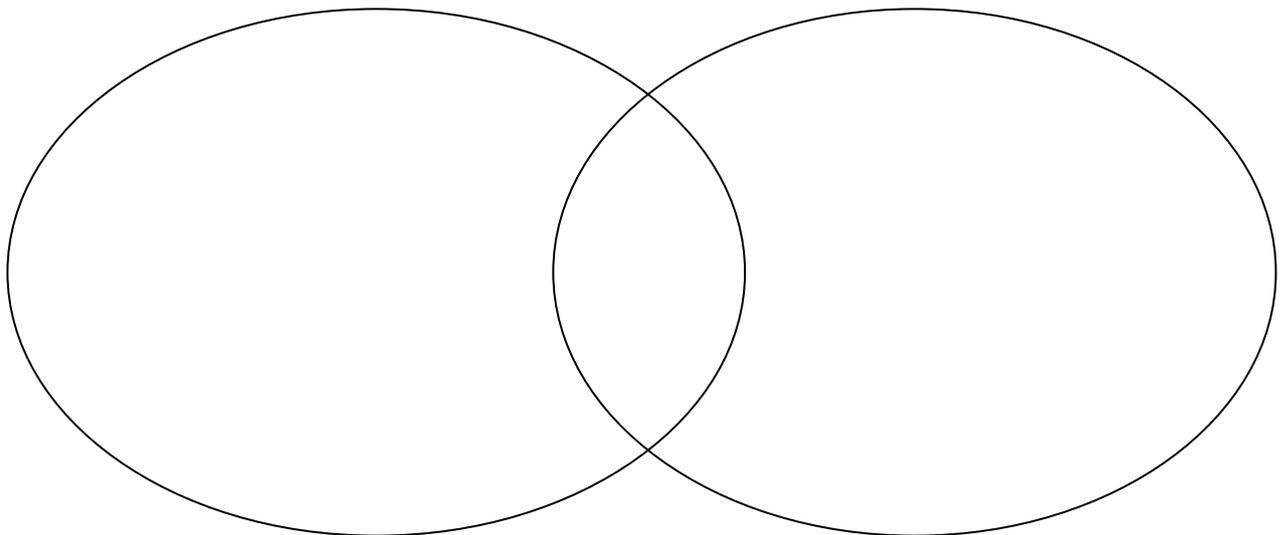


Similar but different

The relationship between Phoung and Lily is one based on family ties. They are cousins, but not yet friends. They are different, but there are many similarities in their personalities.

Think about what the personality differences are between Phoung and Lily? What are the similarities between Phoung and Lily's personalities?

Create a Venn diagram based on the character traits of both girls.



Phoung

Lily

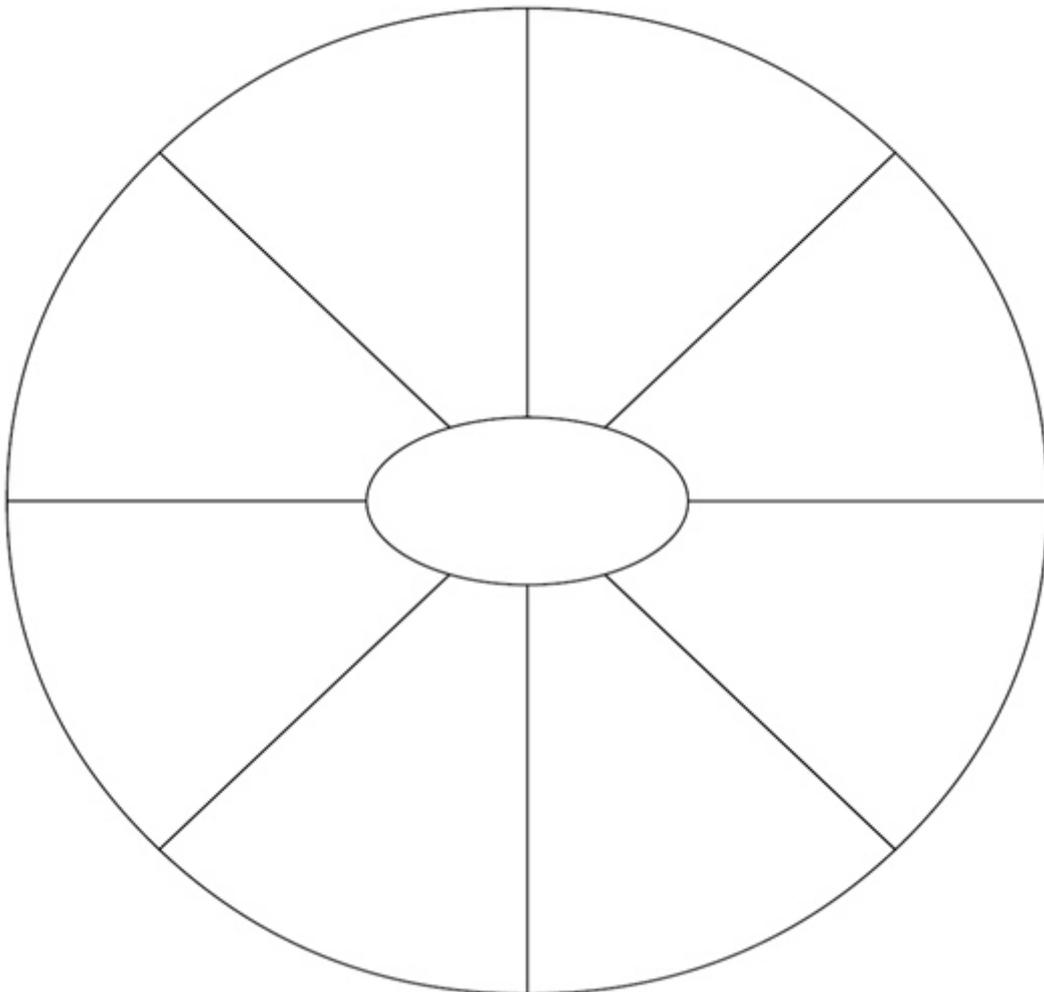


Focus on family

One of Lily and Phoung's tasks after school is to make rice-paper rolls for the family restaurant.

- 1 What is meant by the term 'family restaurant'?

- 2 What does family mean to you? Use the describing wheel below to focus on your family and describe how your family members help each other.





My recipe

- 1** After viewing the clip, list the ingredients that Lily and Phoung use to make rice-paper rolls.

- 2** Find a recipe for rice-paper rolls. Adapt some of the ingredients to suit your own taste. Create a name for your personalised rice-paper roll.

Title of recipe: _____

Ingredients:

Process:



Imagine 1788

Imagine what Australia was like in 1788. Visualise what Aboriginal people may have experienced when the First Fleet sailed into Botany Bay. Research different points of view of the First Fleet. Refer to:

- Video clip 3 from australianscreen, 'My Survival as an Aboriginal' (1978), <http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip3/>
- Video clips from SBS, 'First Australians', <http://www.sbs.com.au/firstaustralians>
- R6798 Painting of the First Fleet in Sydney Cove, 1938
- R6799 'Founding of Australia', 1937

3 Imagine you are seeing the arrival of the First Fleet from an Aboriginal person's point of view. Create a storyboard depicting what you imagine Australia would have been like in 1788, in particular focusing on the arrival of the First Fleet.



Bicentennial celebrations

- 1 Use the internet, the library, family and friends to find out about the 1988 Bicentennial celebrations in Australia. Note the information that you find.

- 2 In a painting or drawing, represent what you have learned about the Bicentennial celebrations and the First Fleet.

- 3 Put together a presentation about celebrating something important to you and your family, or a personal account of a festival that has some cultural significance.



Name: _____

Student Activity Sheet E3.7
Activity 7: Arriving in a new country

Episode 3: 1988: Lily
Clip: First day

An arrival story

Design a picture book made up of three panels. The story is based on the title 'The Arrival'. It should portray a newly arrived immigrant to Australia and the first three things they will see or want to see.

- Develop a short text and then position your images to maximise the visual impact.
- Consider how the audience will look and read the images.
- Use a different angle of perspective to frame each part of the story.

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The law and refugees

1 Lily's neighbour Mrs Benson remarks, 'You know there are laws against turning your house into a refugee camp.' Why do you think Mrs Benson made this statement? What is she afraid of?

2 What is a refugee camp?

3 What is meant by the word 'prejudice'?

4 Where are the Australian immigration detention centres?

5 Research newspaper articles on asylum seekers coming to Australia. Note the date they were published, the title and the name of the news-media outlet. Do you think the article is for or against asylum seekers coming to Australia?

Date	Article title	Publication	For or against



Name: _____

Student Activity Sheet E3.10
Activity 10: Words and feelings

Episode 3: 1988: Lily
Clip: First day

Making an impact

- 1 Create a list of words that best describe the emotions and feelings of the boat people in Phoung's story. Think of descriptive adjectives.

- 2 Write a short, imaginative story describing the attack on Phoung's boat by the pirates and how the passengers managed to trick them and escape safely. The goal is to create an emotional impact on the reader through the careful choice of words.

For example, here are two sentences, the first using low emotional impact and the second using high emotional impact:

- a** The **ugly, old** pirates **carefully** boarded the **little, fishing** boat and the refugees were **worried**.
- b** The **armed, brutal** pirates **aggressively** boarded the **violently rocking** boat and the refugees were **terrified**.

Remember that your description is aiming at high emotional impact.



Name: _____

Student Activity Sheet E3.11
Activity 11: Competition and rivalry

Episode 3: 1988: Lily
Clip: First day

Everything changes

1 Write down three or four words to describe the sort of person Lily seems to be and the sort of person Phoung seems to be.

Words to describe Lily	Words to describe Phoung

2 Think about the ways in which the relationship between Lily and Phoung changes.

What things happen between the two girls? Why does the situation change?	How does Lily view her cousin after she arrives?

3 Write a corresponding solution for each problem the girls face.

Lily's problems with Phoung	Solutions