



EPISODE 1: 2008: LAURA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE APOLOGY

ACTIVITY 6: TWO APOLOGIES

Subthemes: Indigenous perspectives; Politics; Relationships

Discover

- The story in this episode is about two apologies:
 - 1 Laura's apology to Michaelis for sinking his dinghy and disposing of his dog's ashes
 - 2 Prime Minister Kevin Rudd's apology to Aboriginal and Torres Strait Islander people.
- Discuss the nature of an apology and why it is sometimes so hard to say sorry.
- As a class, discuss the differences between the two apologies in this story. Ask students to look at the script for Episode 1: 2008: Laura and find the scene where Laura apologises to Michaelis. She never really articulates what she did but the apology is understood and accepted anyway. Compare this with Prime Minister Rudd's apology speech where he clearly outlines all the actions and events he is apologising for.

Reflect

- Discuss the way in which Laura apologises and how Michaelis receives it. What do students think of this as an apology? Do they think it is good enough? Why or why not?
- Compare the ways in which both apologies are received by the people being apologised to. In Prime Minister Rudd's case these are the Aboriginal and Torres Strait Islander Australians, represented in this story by Aunty Bev and Laura's family, and in Laura's case, it is Michaelis.
- Using these discussion points as a guide, ask students to write a letter of apology to a teacher, friend or family member.

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- Student Activity Sheet E1.6: Comparing apologies

EPISODE 2: 1998: MOHAMMED

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: DISCRIMINATION

ACTIVITY 2: MOHAMMED'S FAMILY

Subthemes: Multiculturalism; Relationships

Discover

- This short clip gives the audience a considerable amount of information about Mohammed and his family. Have students note down as much as they can remember about all the people in Mohammed's family.
- Students can discuss their notes and then make a list of the main characters. Have them consider how the filmmaker conveys information about the characters to the audience, for example, by their clothes, their way of speaking, what they say, and how they relate to each other.
- Emma, Mohammed's mother, tells Mrs Benson they will play their music softly.
 - 1 What does this say about her as a person?
 - 2 What do Emma's clothes, including her headscarf, indicate to the audience?
 - 3 The whole family plays cricket with their landlord, Michaelis. What does this tell us?

Reflect

- Discuss what the neighbour Mrs Benson might think about the family. Have students write a letter from Mrs Benson to a member of her own family describing the new neighbours and what she thinks of them. For example, what is Mrs Benson's opinion of Emma wearing a headscarf?
- Next, ask students to consider a different point of view. Have them write a letter from either Mohammed's mother, Emma, or his father, Omar, to a relative or friend, describing their new home, the neighbourhood and the people they have met so far.

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- Student Activity Sheet E2.2: Family and neighbours



EPISODE 3: 1988: LILY

Unit focus: English

Year level: Years 3–6

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: FIRST DAY

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

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.



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- Student Activity Sheet E3.11: Everything changes

EPISODE 4: 1978: MIKE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE CARD COLLECTION

ACTIVITY 4: MUSIC AND FASHION

Subthemes: Art, music and literature; Fashion; Relationships

Discover

- Music is used by the filmmaker to introduce Mike's young aunt Sofia as she plays records in her bedroom with her friend. As a class, discuss why the filmmaker chose to use music to introduce this scene and focus on Sofia when she held a record in her hand as music was played. Was this to indicate her interest in music?

Reflect

- Ask students to create a character profile of Sofia that answers the following questions:
 - 1 How is Sofia dressed?
 - 2 What type of fashion are her clothes representative of for the era?
 - 3 What could have influenced her style?
 - 4 What style of music is she listening to?
 - 5 What are her likes and dislikes?
 - 6 What are her hobbies and interests?
- The character profile can be created using the template from Student Activity Sheet E4.4.

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- Student Activity Sheet: E4.4: Character profile on Sofia

EPISODE CLIP: THE TIPPY

ACTIVITY 7: I'M DIFFERENT

Subthemes: Gender roles and stereotypes; Relationships

Discover

- As a class, discuss the way Mike is feeling, particularly when he tells his father 'People don't like me either.' Ask students to reflect carefully on this conversation and in particular what might Michaelis mean when he says, 'Being popular is not such a great thing.'



- Focus the students' attention on how Mike is portrayed in this scene. The clip ends with him standing alone as an outsider, even within his own family. Discuss reasons why the filmmaker chose to represent Mike in this way.
- Michaelis, Mike's dad, tells his son he needs a 'true friend'. Discuss this with the class and ask students to write a wish list of what they think is the criteria of a 'true friend'. Ask them to rate both Ben and the Tippy as genuine friends of Mike.
- Refer students to books about loners, loneliness and making friends such as:
- *Woolvs in the Sitee* by Margaret Wild and Anna Spudvilas and *Way Home* by Libby Hathorn and Greg Rogers.

Reflect

- Ask students to write a wish list for their criteria of a 'true friend'. Have students compare similarities and differences of the main characters from the *My Place* series and nominate four characters who they would want to be friends with out of Laura, Mohammed, Lily, Mike, Sofia, Michaelis, Jen, Colum, Bridie, Bertie, Evelyn, Rowley and Victoria. Ask students to write down why they would choose these characters as friends.

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- Student Activity Sheet E4.7: What makes a true friend?

EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

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

EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE CHRISTENING

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 ...



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

EPISODE 7: 1948: JEN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE PICTURES

ACTIVITY 2: HEROES

Subthemes: Beliefs; Relationships

Discover

- Jen and her friends spend a lot of time discussing heroes, and they are quite clear about who they think is a hero. As a class, identify the people the girls see as heroes. Do students agree or disagree with the girls' thinking? Ask them to explain why or why not.
- Discuss the complexities of Jen's situation further with the class, using the following questions as discussion prompts:
 - 1 Why do you think Jen is comparing her father to Prince Phillip and American movie stars?
 - 2 How do her feelings tie in with heroes?
- Discuss the concept of heroes by using a Y-Chart to list the qualities students feel are important in heroes. Ask students to reflect on people seen as heroes in our community today.
- Ask students to look through newspapers and magazines for ideas about heroes and compile a list of candidates. Students could then write the reasons they consider their selections to be heroes. Once this list is complete, have students review it and compare it to the choices of heroes made by Jen and her friends in the clip. Discuss the idea of celebrities as heroes, and ask students to consider whether people become confused about the difference between celebrities and heroes.

Reflect

- Have students work individually, or in pairs, to develop a definition of a hero and then provide their criteria. Ask them to list heroes who match the criteria. For example, Lance Armstrong could be classified as determined and Jane McGrath as courageous.
- Part of the girls' discussion revolves around whether heroes need to be nice or handsome. Ask students to respond to the following questions:
 - 1 Do you think a hero has to be a good or nice person?
 - 2 Do you think being handsome is better than good or nice?

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- Student Activity Sheet E7.2: What makes a hero?

ACTIVITY 3: PRINCES AND PRINCESSES

Subthemes: Entertainment and games; Inventions and electronic media; Relationships

Discover

- Discuss the purpose of a film cinema poster. As a class activity, look closely at the 1948 poster in the clip and note its characteristics. Ask students:
- Who is featured? (You will need to refer back to the film clip for more information. It shows Princess Elizabeth and her husband, Prince Phillip.)
- Describe how they think Jen and her friends see Princess Elizabeth and Prince Phillip, giving evidence from the text.
- Have students consider the following questions:
 - 1 Why do you think Jen and her friends felt like they did about the royal couple?
 - 2 Why would Australian girls in 1948 think Prince Philip was a hero?
 - 3 Why do you think people looked up to royalty so much at this time?
 - 4 Do you think Australians today feel the same way about British royalty?
- Discuss the role of Prince William and Prince Harry as some of the youngest members of the British royal family today and whether these princes are viewed as heroes or celebrities like Princess Elizabeth in 1948?

Reflect

- Have students look for examples of contemporary film posters and compare them with the 1948 version. What are the similarities and differences?
- Compare the film poster examples and identify the main text features of the film poster genre. Ask students to create individual film posters for a fictional film version of their favourite book. They will need to consider questions such as: What style of film is it? How will that influence the poster design? Who is the star? What is the tag line or slogan?

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- Student Activity Sheet E7.3: Being royal and famous

EPISODE CLIP: THE HOLDEN

ACTIVITY 4: THE FIRST HOLDEN

Subthemes: Relationships; Transport

Discover

- As a class, discuss the role of the Holden car in this clip using the guiding questions below.
 - 1 What is the viewers' attention drawn to?
 - 2 What do viewers notice? Why?
 - 3 Do you think the car is important in this clip?
 - 4 Why or why not?

5 How does the filmmaker ensure it is the salient object in the scene?

6 What do you think the car symbolises?

- Discuss what information the car provides to the audience about its owner, the character Wal. Ask students to consider what the car informs the audience about Wal? Discuss the cost of cars and their rarity in these years when times were very tough for many people including Jen's family. Explain that Wal must be well off to have one of these new cars so quickly).
- Focus attention on what information about the car itself is shown in the clip, and then look at what other background information might help. Share and discuss the following extract from the *My Place* production notes below.

29 November, 1948: Ben Chifley unveils the first Holden, the 48-215 or FX Holden. It came in only four colours: Convoy Grey, Seine Blue, Gawler Cream or Black. Production rate was 10 [cars] a week. Cost, in dollars, was \$1,466, ie 94 times the average weekly wage of \$15.60.

- Ask students research this early Holden car in the library and online to find out more information.

Reflect

- Ask students to work in small groups to design an advertising program for this car. They need to identify the car's best features to promote it. Explore the range of different advertisements, including print and radio, before setting students on the following tasks to apply their information.
- Ask students to design and create a print advertisement for the FX Holden using text and images to sell its features.
- Additionally, students can design and make a radio advertisement to sell the features of the car using sound only. What will the voice-over say? What sound effects will be important?

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- Student Activity Sheet E7.4: Looking at interactions

ACTIVITY 5: RELATIONSHIPS AND FEELINGS

Subtheme: Relationships

Discover

- Focus student's attention on the relationships between the key characters in this scene where Jen meets Wal for the first time. Who is Wal and how does the filmmaker introduce him to the story? Review the clip and ask students to pay close attention to the first interaction between Jen and Wal. Here, Wal tells Jen that the time is 'A freckle past a hair.' Discuss the meaning of this saying with students. Have they heard it before? What does it mean? Discuss what this exchange tells the audience about Wal? What does Jen think about Wal at this point? Ask students to explain how they know this and ask them to use evidence from the clip to substantiate their views.
- Follow this up by examining how Jen's feelings about Wal change once she realises her mother is going out with him? List the clues the filmmaker gives, such as her pouting face and body language.



Reflect

- Have students take on the character of Jen and write a diary entry to explain her feelings about her mother and what she thinks of her mother's relationship with Wal.

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- Student Activity Sheet E7.5: Relationships

EPISODE CLIP: COURTING

ACTIVITY 7: EXPLORING FEELINGS AND RELATIONSHIPS

Subtheme: Relationships

Discover

- Discuss the way Jen feels about Wal in this clip and look for reasons. For example, why does Jen tell her friend that Wal is her mother's cousin and he'd recently been in a lunatic asylum? Discuss the term 'lunatic asylum' and what this means. Further discussion questions could include the questions below.
- Why did Jen misrepresent Wal?
- What does this scene tell the viewer about Jen's feelings?
- Why does Jen have such strong feelings about Wal's presence in her life?

Reflect

- Ask students to place themselves in Jen's position and write a letter to a friend explaining how they feel. Students can then swap letters with a partner and write a letter back to that Jen as the friend, giving Jen some advice and reasons why her mother's relationship with Wal might be a good thing.

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- Student Activity Sheet E7.7: Internal conflicts

ACTIVITY 8: '10 OUT OF 10'

Subtheme: Relationships

Discover

- 'Lawrence Olivier is an eight, his nose is too pointy.' Revisit the start of the clip when Jen and her friends rate film stars out of ten. Ask students to consider:
- What type of rubric are they using?
- How do they compare and rate Wal when he pulls up in his car?
- Discuss whether the girls' evaluations are fair or inappropriate. Ask the class what they think makes a great movie star and use a concept map to list all the characteristics of a movie star.

Reflect

- Students should use a concept map to create a visual representation of their ideas about what constitutes '10 out of 10' for a favourite movie star. As students complete this task, invite them to publish their work on a placemat graphic organiser as a celebration of student work.

ACTIVITY 9: THE ENGAGEMENT

Subthemes: Relationships; Customs and traditions

Discover

- As a class, discuss the relationships between the main characters in this clip, Jen and her mother Kath; Jen and Wal; and Wal and Kath. Have students use Student Activity Sheet: E7.8 to describe each of these relationships.
- View the scene again where Jen comes home to find her mother and Wal behind closed doors. Ask students to consider what they are talking about in private, and what is the significance of the ring. What information does this provide to the viewer and Jen?
- As a class, discuss the concept of marriage in Western culture. What does it mean? Discuss and list the rituals of marriage in a family like Jen's. Explore the feelings Jen may have experienced with the news of her mother's impending marriage. What is meant by Wal being 'a good catch?'

Reflect

- Have students work in pairs to design two wedding invitations. First, they should design a traditional invitation from Kath and Wal inviting friends and family to their wedding, and then one from Jen discouraging people from coming to the wedding.

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- Student Activity Sheet E7.8: Extending families

EPISODE 8: 1938: COLUM

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE SHADOW

ACTIVITY 5: WORKING FOR A LIVING

Subthemes: Chores, business and employment; Language and scripting; Relationships

Discover

- Discuss with the class the situation in the clip where Colum and Thommo earn some extra cash working for the shopkeeper Mr O'Sullivan. Discuss the work of Mr O'Sullivan (the shopkeeper and SP bookmaker) and what students think is involved in his work and his attitude towards it. Discuss



the fact that SP bookies were illegal and consider what this might mean for the involvement of the two boys.

- Have students create a list of the tasks the boys had to do. Have students consider the reasons why they think Colum and Thommo were doing this job. What might have been the risks? Discuss why they were willing to take such risks.
- Revisit the clip where the two boys run down the lane on their return from collecting bets and bump into the policeman. Ask students to identify and discuss the possible ramifications for the boys from this encounter. What the boys are doing is illegal and they are truanting from school.
- Students work in small groups to devise ideas for ways in which children can earn money today that are safe and legal.

Reflect

- Ask students to think about how they would feel if they were in this situation and were caught by the policeman. Have students draw this scene as a three-frame comic strip. They should draw the boys, using facial expressions and action, with thought captions to show their feelings as the situation unfolds, for example, 'Oh no, this can't be happening? Will he tell mum?'

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- Student Activity Sheet E8.5: Not strictly legal

ACTIVITY 6: MONEY FOR JAM

Subthemes: Currency; Language and scripting; Relationships

Discover

- Discuss what the audience learns about the currency used in 1938 through watching this clip. Ask students to note all the information they can about money, and what messages the clip conveys about it. Look closely for clues in the dialogue and action. Have students name the coins and the slang used for money, for example, what does 'a couple of bob' mean? Ask students to find out what a bob is worth today.
- Invite students to interview older people, for example grandparents, to see what they can find out about money before decimal currency. Have students research pre-decimal money to find out why the names 'shilling', 'bob', 'sixpence' and so on were used.

Reflect

- Encourage students to find examples of old currency to bring to class and compare with today's coins. Have students research the comparative value of the old currency and today's money. They should list the prices of everyday items (for example, milk, a newspaper, lollies, a loaf of bread) today and in 1938.
- Ask students to create two newspaper advertisements for a basic commodity. The first advertisement should be designed to be published in 1938 and the second design should be for a newspaper publication today.

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- Student Activity Sheet E8.6: A couple of bob



EPISODE 9: 1928: BRIDIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S CHORES

ACTIVITY 1: BRIDIE AND KATH

Subtheme: Relationships

Discover

- As a class discuss what this clip tells us about the characters. Focus attention on the relationship between the two girls.
- Ask students to discuss the following questions:
 - 1 Are these two characters sisters and/or friends?
 - 2 How has the filmmaker provided us with clues about their relationship?

Reflect

- Have students work independently or in pairs and use Student Activity Sheet E9.1 to record as much information from the clip as possible.

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- Student Activity Sheet E9.1: Analysing characters

ACTIVITY 2: POINT OF VIEW (POV)

Subtheme: Relationships

Discover

- Discuss the ways in which a filmmaker or author aligns the audience with one key character. For example, one character is given more attention than the others, and we see things from that character's point of view.
- Ask students to discuss the following questions:
 - 1 Who does the filmmaker align the viewer with in this clip?
 - 2 What filmmaking techniques are used to do this?
 - 3 Why is the character Bridie the most significant character in this story?
 - 4 How might this scene be different if it was shown from Kath's point of view?

Reflect

- Plan a retelling of this scene from Kath's point of view.



- Ask the students to think about how Kath feels about her younger sister and how the filmmaker would show this. Have the groups write a monologue by Kath to tell her mother about the events of the day. Each group should select someone to present the monologue.

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- Student Activity Sheet E9.2: Creating point of view

ACTIVITY 3: THE FAMILY

Subthemes: Multiculturalism; Relationships

Discover

- Discuss the family's circumstances. Ask students to respond to the following questions:
 - 1 How would you describe this family?
 - 2 For example, are they rich or poor?
 - 3 How do you know?
 - 4 How does the filmmaker give us the information we need to know about the family? For example, the mother is going out to clean flats; the father and brother are both working; Dad is going to the pub; the girls have to look after the baby and do the chores around the house.

Reflect

- Have students use Student Activity Sheet E9.3 to guide the discussion on what they think the filmmaker wants the audience to know about this family from this clip.

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- Student Activity Sheet E9.3: Understanding context

ACTIVITY 4: ADAPTING TEXT TO SCREEN

Subtheme: Culture; Relationships

Discover

- Discuss the family's ethnic origin. How do we know the family is Irish?
- Replay the clip and have students look carefully at all the information in the setting for clues that help build up a picture of this family and their background. Freeze the frame occasionally to examine sets in more detail.
- Then have students look at the pages about Bridie (1928) in the picture book *My Place*.

Reflect

- Ask students to list the clues they can gather about the family's cultural and religious practices from the illustrations and text in the book, and then to do the same with the film clip.
- Students should compare the list of clues from the clip and from the book and evaluate how the television adaptation has borrowed from the original book source.



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- Student Activity Sheet E9.4: Comparing clues

EPISODE CLIP: THE FUNERAL

ACTIVITY 7: DEATH AND TRAGEDY

Subthemes: Language and scripting; Relationships

Discover

- Explore the way in which Miss Miller tries to help the girls, particularly Kath, to come to terms with Lorna's death. Ask students to discuss the following questions:
 - 1 What does Miss Miller say to Kath?
 - 2 What does Kath think about this?
 - 3 How do we know?
 - 4 Why do you think she feels like this?
 - 5 How do you think Bridie feels and why?
- Ask students to look at the ways in which the filmmaker shows us the girls' feelings without them needing to say anything. As a class, talk about how Kath and Bridie each respond to the tragedy of Lorna's drowning. Ask students to discuss the following topics:
 - 1 How does death affect people in different ways?
 - 2 Is our reaction influenced by how well we knew the person and how close we were to them? Some students may wish to talk about a loss they have experienced and how they felt.
 - 3 What are some ways people learn to cope with the loss of a loved one?
 - 4 How can words describe feelings? Students should list as many words as they can that could be used to describe 'sad' emotions. Then they could explore some of these words further using a thesaurus and dictionary.

Reflect

- Encourage students to talk or write about a loss they have experienced of someone or something they have loved. Ask them to write a five-line poem about this.
- Students could research the poems of Australian writers dating from the period of the clip (late 1920s), including Kenneth Slessor, David Campbell, AD Hope, Gwen Harwood and Judith Wright.

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- Student Activity Sheet E9.7: Expressing feelings



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 8: ACROSS THE DECADES

Subtheme: Relationships

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

Discover

- This is one of the episodes in the *My Place* series in which the family and main characters appear in consecutive episodes. If possible, before watching this episode screen Episode 11: 1908: Evelyn, which sees some of these characters as children ten years earlier.

Reflect

- In the related learning activities for Episode 11: 1908: Evelyn, students could write a description of each of the three main characters This episode was about Evelyn, her younger brother Eddie and their next-door neighbour Freddie Miller . Students could make predictions about what each of their lives might be like in ten years time and explain why they think this.



- Revisit these predictions following the viewing of Episode 10: 1918: Bertie. Discuss what happened to the characters and how students feel about this.

EPISODE 11: 1908: EVELYN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: GAMES FROM INDIA

ACTIVITY 3: DRESSING FOR PLAY

Subthemes: Fashion; Relationships

Discover

- As a class examine the clothes worn by the characters Evelyn, Edward and Freddie. Ask students to describe what each is wearing and to discuss why they are wearing these outfits for play. Evaluate the suitability of these garments for playing in and compare them to clothes students wear today. Examine the reasons why fashions change.
- During this process complete a class KWLH chart to record evidence of:
 - 1 What we Know
 - 2 What we Want to know
 - 3 What we Learned
 - 4 How we learned it.

Reflect

- Locate images of Evelyn, Edward and Freddie in the 'Stills gallery' and download them. Ask the students to paste each one onto a separate sheet of paper. Underneath each image students are to write a description of the character's clothing, as if they were fashion reporters for a newspaper. Ask students to design a new outfit for each character. To begin this task, students should research the fashion styles worn by children of this era. Students should explain how their designs suit the personality of each character.

Download

- Student Activity Sheet: E11.3: Fashion designer



EPISODE CLIP: MR WONG'S EMPORIUM

ACTIVITY 5: NON-VERBAL COMMUNICATION

Subtheme: Relationships

Discover

- As a class view carefully, without sound, the scene where Evelyn tries to pay for the box of fireworks. Examine how the filmmaker uses visual clues to tell the audience what is happening.
- Focus students' attention on the actors' body language and gestures; the use of camera shots and camera angles; and the way link shots connect ideas and establish relationships between the characters. Why does Evelyn rearrange the coins? What does Mr Wong think she is doing? How do we know?

Reflect

- Give students a blank storyboard and have them note each of the camera shots used in the exchange between Evelyn and Mr Wong.
- Watch the scene from where Mr Wong puts the box onto the counter up until where the children turn to leave the shop. As a class, discuss the information recorded in the storyboards and create a class list of camera shots used. Replay the scene to allow students to focus again on the types of shots used and how they influence the viewer.

Download

- Student Activity Sheet E11.5: Inside Mr Wong's Emporium

ACTIVITY 6: MAKING MEANING

Subtheme: Relationships

Discover

- Have students work in pairs to script a dramatic silent exchange between two characters, using body language and gesture to convey the story. Ask them to consider carefully how they will draw audience attention to the important events and interactions in the scene. Have students present their silent scene to the class. Encourage students to give specific and constructive feedback to each other about the effectiveness of their scenes.

Reflect

- Ask students to use a storyboard template to create a wordless comic strip version of the same scene, this time including specific camera shots that will draw attention to the important moments in the exchange. They must decide which character or objects they will show in close-up and why. How will the action between the characters convey the intended message to the audience? The completed storyboards can be made into a class book to share for a viewing activity.

Download

- Student Activity Sheet E11.6: Camera shots



EPISODE CLIP: CHORES AND PUNISHMENT

ACTIVITY 9: PUNISHMENT

Subthemes: Chores, business and employment; Culture; Relationships

Discover

- Evelyn is pressured to complete her chores while Edward taunts her with the prospect of punishment by her father. As a class discuss what punishment is anticipated in this scene. Also consider what would have been usual punishments for girls and boys of this era and how they compare to punishments handed out by parents today.

Reflect

- Ask students to take a position on one side of a debate. The topic for the debate is: 'Punishment is the most effective form of communication for parents in dealing with their children today'. Each student should include three effective points for or against the topic, giving examples to support their position.

Download

- Student Activity Sheet E11.9: A debate about punishment

EPISODE CLIP: CRACKER NIGHT

ACTIVITY 10: A HAPPY ENDING

Subthemes: Celebrations; Relationships

Discover

- Divide the class into small groups and ask them to discuss Evelyn's demeanour in this clip. Compare this with the way Evelyn was portrayed by the filmmaker in the earlier clips, particularly in 'Chores and punishment'. She has changed considerably.
- Ask students to record what they think has caused this change. Encourage them to look carefully at the evidence in the clip to work out how her problem might have been solved. For example, ask these questions:
 - 1 Who is the other important character in this clip?
 - 2 Who does the filmmaker keep drawing our attention to?
 - 3 Why might Miss Müller be of interest in the story at this point?
 - 4 Who is she connected to?
 - 5 Look at the editing of shots between Miss Müller and Evelyn. What effect does this have?
 - 6 What is the filmmaker trying to tell the audience here?

Reflect

- The faces of those at cracker night (especially the children) express awe, wonder, excitement and anticipation. Ask students how they would feel if they attended a cracker night or cracker night.



Ask students to create song lyrics about a cracker night celebration, to be sung to the music of 'Waltzing Matilda'.

Download

- Student Activity Sheet E11.10: Problem solved!

EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

EPISODE CLIP: WORKERS' RIGHTS

ACTIVITY 9: WHAT'S THE PROBLEM?

Subthemes: Relationships; Social order and education

Discover

- Ask students to identify the focus of this clip. Have them identify what they think the main issues are. Create a class chart listing the identified issues and the evidence from the clip that describes them.

Reflect

- Have students pretend to be Rowley and write a diary entry summarising his day as seen in this clip. What was the main thing that happened to him and how do you think he feels about what he found out? Why is this day so important to him? Encourage students to empathise with Rowley and explain his feelings.

Download

- Student Activity Sheet E12.9: Rowley's diary



EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S GAMES

ACTIVITY 2: CLASS STRUCTURES

Subthemes: Relationships; Social order and education

Discover

- In the clip, Wesley accuses Victoria of being intimidated by Alexandra Owen. The appearance of Alexandra causes the group to stop and address her and eventually give in to her request for the marble. Alexandra speaks to the group from a position of dominance and power.
- Read the part of the *My Place* script that documents the meeting of Victoria and her siblings with Alexandra Owen and her sister, Emma. Ask students to take note of how Alexandra speaks. Ask them to identify what she says to indicate that she is on a higher social status than Victoria. She is what would be commonly termed 'gentry'. Ask students to research why class distinctions were so accepted in this era in History. What were the characteristics of being classified as gentry in Australian society? Ask them to think about Australian society today and ask if they feel there is still this class distinction.

Reflect

- Individually, or in pairs, ask students to imagine that they are a real estate agent commissioned to sell Alexandra Owen's house. They are to design an advertisement for the local newspaper that would entice people to buy the property. The layout should include text and images. They can then design a second advertisement for the sale of Victoria's house. Ask students to consider how different the two advertisements would be.

Download

- Student Activity Sheet E13.2: Social status

EPISODE CLIP: VICTORIA'S FAMILY SUPPER

ACTIVITY 5: FAMILY

Subthemes: Gender roles and stereotypes; Relationships

Discover

- For this activity, turn off the volume for the clip and have students view the dinner table scene from the beginning. This will provide the opportunity to study non-verbal language. Focus on the characters' thoughts and feelings and how they are conveyed visually as a narrative device, rather than through words alone as they would be in a written text. As a class, discuss how a



filmmaker might do this by using the camera and non-verbal language, including facial expression, gesture, stance and movement.

Reflect

- Discuss with the class the relationships between characters in a story and how important these relationships are in setting the scene and telling the story. Have students think of some fictional families and discuss the relationships between key characters.
- Ask students to closely observe the relationships between the characters, looking at the way this scene has been shot and the body language used.
- Review the dinner scene in the clip. List all characters present at the table: mother, father, Wesley, Victoria and May. Students should use the Student Activity Sheet: E13.4 to identify the main relationships between the key characters in this scene and give reasons why they think so.

Download

- Student Activity Sheet E13.5: Meaning without words

EPISODE 5: 1968: SOFIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE GOODBYE

ACTIVITY 8: LEAVING HOME

Subtheme: Relationships

Saying goodbye to a loved one who is going to war is never easy. In this clip we see the family fearful for Michaelis as he leaves for his national training.

Discover

- Ask students to watch the clip carefully and name all the people Michaelis has to say goodbye to before he leaves. Make a list on the board before beginning the lotus-diagram activity below.

Reflect

- A lotus diagram is a graphic organiser based on developing higher-order thinking when observing a scene from a movie. The lotus diagram in Student Activity Sheet H5.8 provides students with scope to tease out ideas on what they observe.
- The lotus diagram used in this activity asks students to observe the characters in the clip and how they react to Michaelis leaving for war. It allows students to delve deeper into each character's thoughts, feelings and motivations.

Download

- Student Activity Sheet H5.8: A lotus diagram



EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: COURTING

ACTIVITY 6: MARRIAGE ETIQUETTE

Subthemes: Customs and traditions; Relationships

Discover

- In the 1940s, courting followed a set of unwritten rules for both young men and women. There was an acceptable time during which the couple held hands, kissed and then got engaged. Following these societal conventions kept your reputation intact.
- Ask the class to research the topic 'courting etiquette' or dating advice that was available in the 1940s. They should find out what conventions were followed in the 1940s and evaluate if these expectations have changed today and how. For example, the man would open the door for the lady, and the man would be expected to pay for dinner while on a 'date'. The lady would be expected to be demure, quiet and attentive.
- They could also find out more about the radio drama *When a girl marries* that was popular in the 1940s. Some sources to help with researching the topic are:
 - 1 Screen Australia Digital Learning, 'Programs with Staying Power', <http://dl.screenaustralia.gov.au/module/290>
 - 2 National Film and Sound Archive, 'Australian Radio Series 1930s to 1970s', http://www.nfsa.gov.au/docs/collectionguide_australianradioseries1930-1970.pdf
 - 3 Australian Old Time Radio, <http://www.australianotr.com.au/Valebud.asp>

Reflect

- Students could find images of famous people getting married in the 1940s: for example, royalty, movie stars and sportspeople. These can be used to document 1940s wedding fashions and produce a wedding album.

Download

- Student Activity Sheet H7.6: Radio show on courting today

ACTIVITY 8: CHANGES

Subthemes: Gender roles and stereotypes; Relationships

Discover

- Jen has experienced many changes in her family. She lost her war-hero father, is living with her extended family and is getting a new stepfather. Her mother also experiences considerable changes; she is now a young widow with a child to support, relies on her family for help, and has to share her house. Following the war, it was common for young war widows to remarry.



Reflect

- As a class, discuss the changing roles of women in post-war Australia and the effects this had on society. Students could investigate women's roles in the 1940s compared with the roles of women today. They should look at women's responsibilities in the home, at work and in the community. Then the class can create a Venn diagram to visually represent this comparison.

Download

- Student Activity Sheet H7.8: Comparing women's roles

EPISODE 9: 1928: BRIDIE

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S CHORES

ACTIVITY 1: CHORES

Subthemes: Chores, business and employment; Relationships

In 1923 the government of Stanley Bruce created the 'Men, Money and Markets' policy. Its aim was to find new markets for Australian products and to use immigration as a way to increase the number of workers in Australia. This policy benefited the agricultural sector, but conditions and wages for urban workers deteriorated between 1920 and 1929, leading to workers' strikes.

With many Australian men fighting in First World War (1914–18), women filled the jobs left vacant in an effort to support the war effort. The movement into the workforce changed the role of women and by the 1920s it had become more acceptable for both men and women to work.

In 1928, the life of many children in Australia was one of hard work and responsibility to family. This episode portrays the difficulties commonly encountered by many Australian families, with a father and mother who both need to work and children who have to tend to the home and look after their younger siblings.

Discover

- Watch the clip 'Children's chores' and discuss the types of chores the girls do. Make a list of the chores that Bridie and her sister are responsible for. Make another list of the types of chores children do today. Introduce the concept that technology is the factor that makes the jobs around the home different today. One example is the use of washing machines and dishwashers in today's homes. Additionally, ask students to compare the chores of Bridie and her sister Kath to those completed by other children in previous and subsequent episodes.

Reflect

- Use Student Activity Sheet H9.1 to record the lists of chores for both eras. Ask students to research information on the tools or technology used to carry out each chore. An example could be a broom used for sweeping, or the vacuum cleaner used for cleaning today. The contrast of activities and machines or tools used can be shared. Questions for discussion during share time could include:



- 4 Are chores today similar or different to those in the clip?
 - 5 How do tools or machines help with household chores?
- As a class, discuss the topic: 'Are chores easier today compared to 1928?'
 - Ask students to write a paragraph about why chores are easier to carry out in today's society and then share their points of view with the class.

Download

- Student Activity Sheet H9.1: Chores then and now



Comparing apologies

The story in this episode is about two apologies: Laura's apology to Michaelis for the sinking his dinghy and disposing of his dog's ashes, and Prime Minister Kevin Rudd's apology to the Aboriginal and Torres Strait Islander people.

- 1 Look at the script for Episode 1: 2008: Laura, and find the scene where Laura apologises to Michaelis. Consider the way she apologises and how Michaelis receives it. What do you think of this as an apology? Do you think it is good enough? Why or why not?

- 2 Compare the ways in which both apologies are received by the people being apologised to. In Prime Minister Rudd's case it is Aboriginal and Torres Strait Islander Australians, represented in this story by Aunty Bev and Laura's family, and in Laura's case, it is Michaelis.

- 3 Write a letter of apology to a teacher, friend or family member, keeping in mind what you have learned from the clip.



Family and neighbours

- 1 Watch the clip about Mohammed and his family. Then list the names and the relationships of the people in Mohammed's family.

Name	Relationship	Name	Relationship

- 2 Emma, Mohammed's mother, tells Mrs Benson they will play their music softly. Respond to the following questions:

a What does this tell you about her as a person?

b What do Emma's clothes, including her headscarf, suggest?

c The whole family plays cricket with their landlord Michaelis. What does this tell us about them?

- 3 Using a sheet of lined paper, write a letter from Mrs Benson to a member of her family describing the new neighbours and what she thinks of them. For example, what does Mrs Benson think about Emma wearing a headscarf?
- 4 Then write a letter from Mohammed's mother, Emma, or his father, Omar, to a relative or friend, describing their new home, the neighbourhood and the people they have met so far.



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



Name: _____

Student Activity Sheet E4.4
Activity 4: Music and fashion

Episode 4: 1978: Mike
Clip: The card collection

Character profile on Sofia

Using your notes from Episode 4, create a character profile on Mike's Aunt Sofia.

Use the template below to help sort your information on Sofia.

Profile picture	Name
	Age
	Family background
Likes	
Dislikes	
Hobbies	
Musical tastes	
Fashion favourites	



What makes a true friend?

- 1 In Episode 4, Mike's dad tells him that he needs a 'true friend'. Have a discussion with other students and then compile a list of qualities that you would like in a friend. Write your list below.

	Qualities of a true friend
1	
2	
3	
4	
5	
6	
7	

- 2 Examine the main characters from the *My Place* series and list their similarities and differences. Nominate the top five characters you would like to be friends with. Choose from Laura, Mohammed, Lily, Mike, Sofia, Michaelis, Jen, Colum, Bridie, Bertie, Evelyn, Rowley and Victoria. Write down why you would choose these characters to be your friends.

Top five favourite characters	
Character	What you like about them
1	
2	
3	
4	
5	



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?



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 ...



What makes a hero?

- 1 Who could be considered a hero in the Australian community today? Look through newspapers and magazines for ideas and make a list of 'heroes', then add reasons why you consider them to be heroes.

Hero	Reason

- 2 Read the following questions and write your answers in the space provided.

a Is there a difference between a celebrity and a hero?

b Should a hero be a good and nice person? Why or why not?

c Is being handsome better than good and nice? Why or why not?



Being royal and famous

- 1 What is the purpose of a film cinema poster?

- 2 Examine the film poster that Jen and her friends stole. Who is featured?

- 3 Describe how Jen and her friends might see Princess Elizabeth and Prince Philip, and provide evidence from the text to show why you think this.

- 4 Why do you think Jen and her friends took the poster?

- 5 Why would Australian girls in 1948 think Prince Philip was a hero?

- 6 Why do you think people looked up to royalty in the 1940s?

- 7 Do you think Australians still admire British royalty?

- 8 Find two examples of contemporary film posters and compare them with the 1948 version. List the similarities and the differences. Identify the main text features.

- 9 Create a film poster for a fictional film version of one of your favourite books. Consider the style of film and answer the following questions.
 - a How does style influence the design of the poster?

 - b Who is the star, and how will they be depicted on the poster?

 - c What is the tag line or slogan?



Looking at interactions

- 1 Watch the clip and describe the relationship between the characters below. Cite evidence to support your conclusion:

Characters	Relationship	Observations
Jen and Kath		
Jen and Wal		
Wal and Kath		

- 2 Draw a diagram that shows the inter-relationships between the three characters, Jen, Kath and Wal.



Relationships

1 Who is Wal and how does the filmmaker introduce him to the story?

2 What does 'A freckle past a hair' mean? Have you heard this before?

3 What does Wal saying 'A freckle past a hair' tell the audience about him?

4 What does Jen think about Wal when he says this?

5 Jen's feeling about Wal changes as she realises her mother is going out with him. List all the clues the filmmaker gives, such as her pouting face.

6 Write a diary entry as the character of Jen, explaining her feelings about her relationship with her mother and what she thinks of her mother's friend Wal.

Dear Diary,



Internal conflicts

1 View the clip and respond to the following questions:

a Why did Jen lie?

b What does this tell the viewer about Jen's feelings?

c Why do you think Jen feels so strongly about Wal's presence in her life?

2 Put yourself in Jen's position. Write a letter as Jen, to a friend, explaining how you feel about the engagement of your mother to Wal and why you feel this way. Swap letters with a partner and write a letter back to Jen, as the friend, giving her advice and suggesting reasons why her mother's relationship with Wal could be a good thing.

Dear

From



Extending families

- 1 What are the relationships between the main characters in this clip: Jen and her mother Kath, Jen and Wal, and Wal and Kath?

Character	Describe the relationship
Jen and Kath	
Jen and Wal	
Wal and Kath	

- 2 Jen comes home to find her mother and Wal behind a closed door.
a What do you think they are talking about behind the closed door?

- b What is the significance of the ring?

- c What information is portrayed to the viewer and Jen?

- d What is meant by Wal being 'a good catch'?

- 3 Work in pairs to design two wedding invitations:

- a a traditional wedding invitation from Kath and Wal inviting friends and family to their wedding
b a second invitation from Jen discouraging people from coming to the wedding.



Not strictly legal

- 1 Create a list of the tasks that Colum and Thommo had to complete for the shopkeeper Mr O'Sullivan.

- 2 Why were Colum and Thommo doing this job? What were the risks?

- 3 What ways can children earn money today that are safe and legal?

- 4 Draw the scene with the policeman as a three-frame comic strip using facial expressions and action. Add thought captions to show the boy's feelings as the situation unfolds, for example, 'Oh no, this can't be happening? Will he tell mum?'

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A couple of bob

- 1 Find out as much information you can about pre-decimal money and the names of coins and notes. Identify any slang terms, for example, 'a couple of bob' which means 'a few shillings'.

Imperial currency	Slang terms	Decimal value
halfpenny		
penny		
shilling		
guinea		
pound		
sovereign		

- 2 Equate the value of everyday items in 1938 to the price of these commodities today.

Commodity	1938 prices	Today's prices
bread		
butter		
newspapers		
lollies		
milk		
Soap		

- 3 Create two newspaper advertisements for the same basic commodity. The first advertisement should be designed to be published in 1938 and the second design should be for a newspaper publication today.



Analysing characters

- 1 View the clip 'Children's chores' and use the table below to record information about the characters of Kath and Bridie and their relationship.

Comparing the characters		
	Use adjectives to describe what each character thinks	Explain how you know this
Kath thinks Bridie is ...		
Bridie thinks Kath is ...		

- 2 Are these two characters sisters or friends? Do they like each other?

- 3 How does the filmmaker give us clues about their relationship?



Creating point of view

1 A filmmaker or author often aligns us with one key character. For example, one character might be given more attention than the others, and we see things from that character's point of view. Respond to the following questions:

a Which character does the filmmaker align us with in this clip?

b What filmmaking techniques does he/she use to do this?

c Why does Bridie seem to be the most significant character in this story?

d How might this scene be different if it was shown from Kath's point of view?

2 In a small group or with a partner, plan a retelling of this scene from Kath's point of view. Think about how she feels about her younger sister and how the filmmaker would show this. Write and present a monologue by Kath to tell her mother about the events of the day.



Understanding context

1 Respond to these questions:

a How would you describe this family?

b For example, are they rich or poor?

c How do you know?

d How does the filmmaker give us the information we need about the family?

2 Use the table below to explore what you think the filmmaker wants us to know about this family from this clip.

Who belongs to the family besides Bridie and Kath?		
Character	Adjectives that describe her/him	How do you know this?
Bridie's mother		
Bridie's father		
Bridie's older brother		
What are the family's circumstances?		
Circumstances	Adjectives that describe this	How do you know this?



Comparing clues

- 1 View the clip 'Children's chores' and look carefully at all the information in the setting for clues that help build up a picture of this family and their background. You can pause the clip to examine sets in more detail.
- 2 Then look at Bridie's pages (1928) in the picture book *My Place*.
- 3 In the table below, list the clues you gather about the family's cultural and religious practices from the illustrations and text in the book. Then do the same with the clip.

Book	Clip

- 4 Compare the list of clues from the book and the clip. Has the television version borrowed from the original book? How?



Expressing feelings

1 Explore the way in which Miss Miller tries to help the girls, particularly Kath, come to terms with Lorna's death. Respond to the following questions:

a What does Miss Miller say to Kath?

b What does Kath think about this?

c How do we know?

d Why do you think she feels like this?

e How do you think Bridie feels and why?

2 Think about how Kath and Bridie each respond to the tragedy of Lorna's drowning. Then respond to the following questions:

a How does death affect people in different ways?

b Is our reaction affected by how well we know a person and how close we are?

c What are some ways people learn to cope with the loss of a loved one?

d List as many words as you can think of that describe 'sad' emotions.

3 Write a five-line poem about losing someone close to you.



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.



Fashion designer

- 1 Examine the fashions worn by the characters Evelyn, Edward and Freddie and compare these with clothes children wear today. Make some notes in the table below for use in a class discussion about the topic.

KWLH chart			
What I Know	What I Want to know	What I Learned	How I learned it

- 2 Paste images of Evelyn, Edward and Freddie from the 'Stills gallery' onto a separate sheet of paper. Underneath each image write a description of the character's clothes as if you were a fashion reporter for a newspaper.
- 3 Design a new set of clothes for each character. You should first research the fashion styles of the era to get some ideas. Explain how your new clothes will suit the personality of each character.

Evelyn	Edward	Freddie



Inside Mr Wong's Emporium

- 1 Watch 'Mr Wong's Emporium' without sound and make a note of the main events. Summarise what you think is happening in the scene, supporting your ideas with evidence from the clip.

- 2 View the clip again, this time with sound. Compare your original interpretations with what you now understand. How close was your summary to the actual story?



Camera shots

Watch the scene from where Mr Wong puts the box on the counter up until the part where the children turn to leave the shop. Use the storyboard to note each of the camera shots used in the exchange between Evelyn and Mr Wong.



A debate about punishment

There is to be a class debate on the question: 'Punishment is the most effective form of communication for parents in dealing with their children today.'

- 1 Choose a side in the debate and write three effective points to support your position.

- 2 Add any other points you think your team should include in their arguments. Include any further suggestions you have as to how your team should approach the topic.



Problem solved!

1 What has happened to Evelyn? How do you think her problem has been solved?

2 Record your responses to the following questions:

a Who is the other important character, beside Evelyn, that the filmmaker keeps drawing our attention to?

b Why might Miss Müller be of interest at this point? Who is she connected to?

c Look at the editing of shots moving between Miss Müller and Evelyn. What effect does this have? What is the filmmaker trying to tell the audience?

3 Using the music of 'Waltzing Matilda', create lyrics for a song to celebrate cracker night.



Rowley's diary

- 1 Identify the focus of this clip. Create a chart listing the issues you believe are highlighted and provide evidence from the clip describing them. Share the issues that you found with the class in order to design a class chart.

- 2 Pretend to be Rowley and write a diary entry summarising your day as seen in this clip. Try to empathise with Rowley and explain his feelings. Respond to the following questions in your diary entry:

- a What was the main thing that happened to you today?
- b How do you feel about what you found out?
- c Why is this day so important to you?

Dear Diary,



Social status

- 1 Read the script below and note how Alexandra speaks. Highlight words and phrases that she uses to indicate she is of a higher social status than Victoria.

ALEXANDRA OWEN

That's mine.

Victoria and her siblings look up to see a little girl on a grey horse: ALEXANDRA OWEN, 9. She is light but imperious – thoroughly imposing in tone, carriage, and demeanour. Wesley and May retreat behind their elder sister, shy.

VICTORIA

Hello. I'm Victoria. This is Wesley and May. We've just moved into the house next to the Müllers.

She points at it, just over the way. Alexandra offers no comment, so Victoria crashes on.

VICTORIA

Our father's a builder. He built the Müllers' house too and he's going to build two more. Our house isn't finished yet but nearly. There's not much more to go but Father's got lots of men working for him so it should be finished very soon. We're the very first people to live there.

Alexandra neatly dismounts.

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens have always lived here. So that means this is our land and our tree and you don't belong here. And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

Utterly intimidated, Victoria hands it over as a second horse approaches. Upon it, Alexandra's no-nonsense sister, EMMA, 11.

From the third draft of the script for Episode 13: 1888: Victoria



Name: _____

Student Activity Sheet E13.2 Page 2 of 2
Activity 2: Class structures

Episode 13: 1888: Victoria
Clip: Children's games

- 2** Imagine that you are a real estate agent commissioned to sell Alexandra Owens' house. Design an advertisement for the local newspaper that would entice people to buy the property. Complete the layout with text and images. Design another advertisement for the sale of Victoria's house. Consider how different the two advertisements would be.

Alexandra's house	Victoria's house



Meaning without words

Before completing the activities below, view the clip with the volume turned off so that you can concentrate on non-verbal language.

- 1 In the dinner scene these characters are present at the table: mother, father, Wesley, Victoria and May. Use the table below to identify the relationships between these key characters and give reasons. Note the purpose is to recognise how these relationships have been constructed visually.

Names	Relationship between characters from what you observe	Evidence to support this (camera shots, acting)
Victoria and Wesley	Wesley is annoying Victoria. They are fighting but not wanting to get caught.	Shot of him kicking her under the table. Shots between the two of them
Victoria and her father		
Mother and father		

- 2 Consider what might be happening in this scene and predict an outline of what might be happening between the different characters, and what they might be saying.

Key character names	What might they be saying?
Victoria and Wesley	
Victoria and her father	
Mother and father	

- a Who speaks the most?

- b What do you think Victoria's mother might be talking about?



Name: _____

Student Activity Sheet H5.8
Activity 8: Leaving home

Episode 5: 1968: Sofia
Clip: The goodbye

A lotus diagram

Observe the characters in the clip and how they react to Michaelis leaving for war. Assign each character a number in the lotus diagram and then use the boxes around the character to add words that describe them and their actions during the farewell scene.

	Character 8			Character 1			Character 2	
			Character 8	Character 1	Character 2			
	Character 7		Character 7	Michaelis	Character 3		Character 3	
			Character 6	Character 5	Character 4			
	Character 6			Character 5			Character 4	



Name: _____

Student Activity Sheet H7.6
Activity 6: Marriage etiquette

Episode 7: 1948: Jen
Clip: Courting

Radio show on courting today

The information below (taken from the National Film and Sound Archive) is about the 1940s radio drama *When a girl marries*. After finding out about the drama, think about how the view on courting then compares with courting today.

When a girl marries
Series: 81523
Summary: The romantic heart-warming story of Joan Field and her friends and their adventures in love and marriage.
...
Label: AWA Radiola

Episode duration: 15 mins
Episodes produced: 3,290
Broadcast details: 1946 –1965; Monday to Thursday on 2CH and 2KO at 7.15pm.
Notes: Originally an American serial, created in 1939. AWA bought the scripts during the Second World War, and adapted them for Australian audiences.
NFSA Holdings: Eps 1-3290

From the National Film and Sound Archive

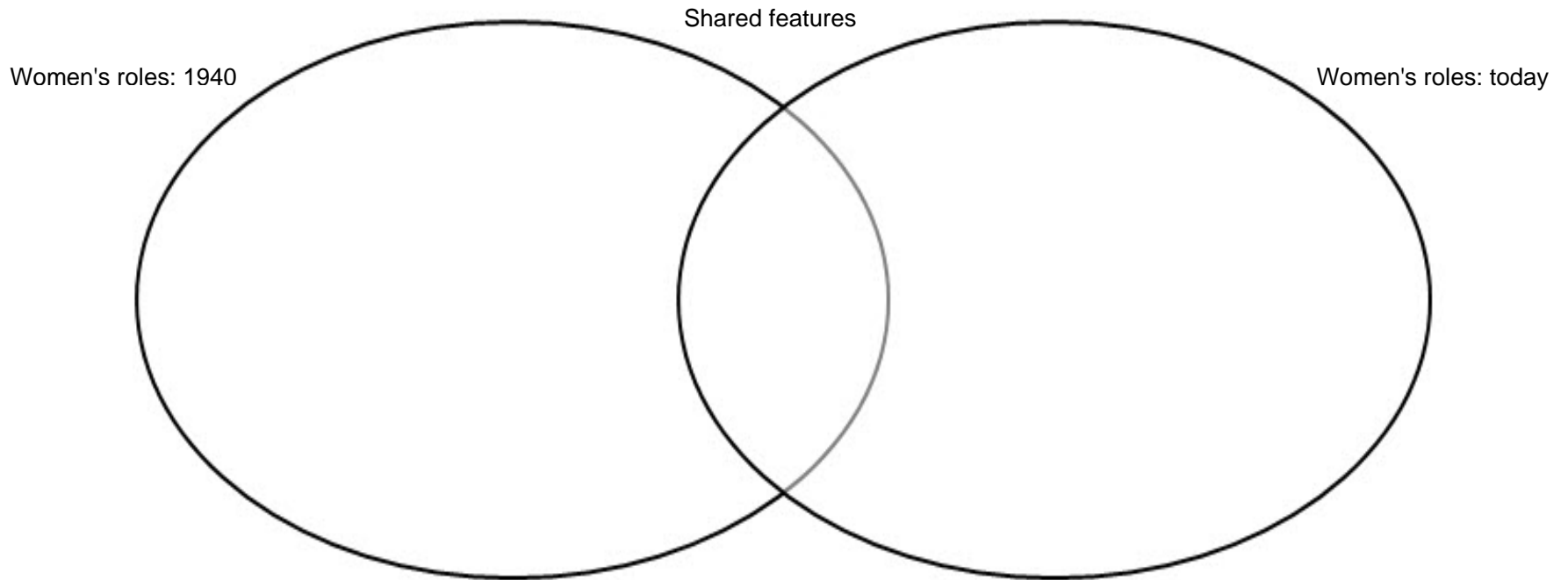
- 1 Find images of famous people getting married in the 1940s, for example, royalty, movie stars and sportspeople. These images can be used to document wedding fashions of the 1940s and produce a wedding album.

Draft some ideas here:



Comparing women's roles

Compare women's responsibilities in the home, at work and in the community in the 1940s and today. Use the Venn diagram to visually represent the different and shared features.





Name: _____

Student Activity Sheet H9.1
Activity 1: Chores

Episode 9: 1928: Bridie
Clip: Children's chores

Chores then and now

1 Make a list of the children's chores, as seen in the clip, and a list of chores you do around the home. Use the table below to record your list. Also note the tools and technology used to assist with each chore.

Chores in 1928	Tools/technology used	Chores today	Tools/technology used

2 Informal discussion: 'Are chores easier today compared to 1928?' Write a paragraph stating the reasons why chores are easier today and share this with the class.
