



EPISODE 2: 1998: MOHAMMED

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: DISCRIMINATION

ACTIVITY 1: 'FULLY DISCRIMINATED!'

Subthemes: Entertainment and games; Gender roles and stereotypes

Discover

- When Danielle isn't permitted to play cricket with the boys' team, she says she is 'fully discriminated'. Ask students to discuss:
 - 1 what Danielle means (and what she should have said)
 - 2 the definition of the word 'discrimination' and its meaning in the context of this story.
- Examine students' responses and have them think about and share other situations where this kind of discrimination occurs.
- As a class, discuss reasons why girls might not be allowed to play a so-called 'boys' sport'. Use questions such as: Should boys be allowed to play 'girls' sports'? Why or why not? Ask students to research the rules of mixed sport for the most popular sports in their school, for example, football, cricket, netball, softball or rounders, and Newcomb or volleyball. What do students think of these rules? Are they fair? Why? Why not?

Reflect

- Having discussed whether boys and girls should be permitted to play each others' sports, ask students to prepare to debate their position by writing an argument 'for' or 'against' the proposition. They should include reasons to support their arguments.

Download

- Student Activity Sheet E2.1: Discrimination in sport



EPISODE 4: 1978: MIKE

Unit focus: English

Year level: Years 3–6

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.

Download

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



EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

EPISODE CLIP: FOUNDING THE ALP

ACTIVITY 7: BEING LITERATE

Subthemes: Gender roles and stereotypes; Social order and education

Discover

- In this clip, Rowley is surprised to learn from his mother that his father could neither read nor write. Ask students to discuss the implications for Rowley's family of his father's illiteracy? What does literacy enable one to do?

Reflect

- In Australia at this time, universal education was becoming a reality for working-class children. It was a time when there was a call for public education. Ask students to write a letter to the editor of an 1898 newspaper, advocating universal education. In the letter, they should state the reasons why they believe everyone deserves the right to be taught to read and write. They may cite examples of stories from the *My Place* series to support their argument.

Download

- Student Activity Sheet E12.7: Reading and writing

EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

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 CLIP: THE HORSE AND CARRIAGE

ACTIVITY 7: MISS MÜLLER

Subthemes: Character; Gender roles and stereotypes

Discover

- This is the first time Victoria sees Miss Müller. Ask students to describe the character of Miss Müller.
 - 1 What does the filmmaker want us to think about her? Look at how she is presented.
 - 2 What shots are used?
 - 3 How does the use of long shots socially position this character to the audience?
 - 4 Why does the filmmaker choose to keep her at a distance in this story?

Reflect

- As a class, discuss how Miss Müller is dressed, in particular the colour she is wearing. Ask students to answer the following questions:
 - 1 What is the symbolism of her black clothing?
 - 2 What message does the black clothing give to the audience and to Victoria?
 - 3 Why does the filmmaker want Victoria to think Miss Müller is a witch?
 - 4 What do you think Miss Müller's role might be in this story?

Download

- Student Activity Sheet E13.7: The woman in black



EPISODE 2: 1998: MOHAMMED

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: DISCRIMINATION

ACTIVITY 3: EQUALITY IN SPORT

Subthemes: Culture; Entertainment and games; Gender roles and stereotypes

In Episode 2, Mohammed and Danielle discuss the school cricket tryouts. Danielle is passionate about wanting equality in team selection and voices her opinion about discrimination against girls who want to play in the school cricket team.

Discover

- Ask students to discuss gender equality in sports played at their school. They could record their responses to the following questions on a poster in the classroom:
 - 1 Are there teams for both girls and boys for every sport played at the school?
 - 2 Does the school offer mixed teams for sports?
 - 3 Do girls often try out for so-called 'boys' teams'?
 - 4 Have gender roles changed in sports at schools in the last ten years?
- Divide the class into small groups. Each group should research, and present, a report on one of the following teams:
 - 1 The Australian women's cricket team
 - 2 The Australian women's basketball team
 - 3 The Australian women's soccer team
 - 4 The Australian women's baseball team
 - 5 The Australian women's water polo team
 - 6 The Australian women's netball team
 - 7 The Australian women's volleyball team
 - 8 The Australian women's hockey team
 - 9 The Australian women's Rugby Union team
 - 10 The Australian women's Rugby League team
- Ask students to view the clip on Screen Australia digital learning, Women and sport in Australia, <http://dl.screenaustralia.gov.au/module/1494/#about>
- There is a range other information on the topic on The Australian Women's Register, <http://www.womenaustralia.info>

Reflect

- Student Activity Sheet H2.3 contains a Spider Map, which has headings that will assist students to organise their responses to the video clip.



Download

- Student Activity Sheet H2.3: Australian women in sport

EPISODE 3: 1988: LILY

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: FOOD AND CHORES

ACTIVITY 1: FASHIONS OF THE '80S

Subthemes: Fashion; Gender roles

The 1980s saw a buoyant economy that allowed families to afford the latest trends and technological advancements, such as microwave ovens, colour TVs and VHS players. Fashion reflected the notion that women could work as equals to men, and their clothes reflected a more businesslike approach, with bold fabrics, large jewellery and shoulder pads.

Discover

- Discuss the following questions:
 - 1 What factors inspired the fashion trends of the 1980s?
 - 2 Where did these trends originate?
 - 3 Why did Australians want to follow these trends?
- Ask students to find images of fashion items from the 1980s. These images can include clothing, footwear or accessories. The images can form a 1980s mural for the classroom. Discuss the main elements of fashion for men and women in the 1980s.

Reflect

- Ask students to create a fashion inspired by the 1980s. They should use the template provided and find colour and pattern swatches for the outfit.
- As a class, compile a list of the most popular clothing trends from the 1980s.

Download

- Student Activity Sheet H3.1: Fashion template



EPISODE 4: 1978: MIKE

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE CARD COLLECTION

ACTIVITY 4: MIGRANT RIGHTS

Subthemes: Gender roles; Multiculturalism

The 1970s saw a groundswell of political activism in Australia on many fronts: the peace movement, environmental protection, feminism and workers' rights. The Galbally *Review of Post-Arrival Programs and Services for Migrants* opened the door to the idea of migrants' rights, a concept that paved the way for multiculturalism.

To learn about the struggle of migrant women during this era, go to eMelbourne: the city past and present, 'Migrant women and feminism', <http://www.emelbourne.net.au/biogs/EM02141b.htm>

Discover

- In this clip, the role of the women in Mike's family is clearly defined. Ask students to analyse the women in Mike's family, their roles and the differences in their roles.

Reflect

- Ask students to complete the 'historyface' template for the women in Mike's family: his grandmother (Yaya), mother (Janice) and aunt (Sofia). The students can share their findings with the rest of the class.

Download

- Student Activity Sheet H4.4: Mike's family profiles

ACTIVITY 5: CHANGES

Subthemes: Gender roles; Multiculturalism

Fashions of the 1970s extended the look established in the 1960s with the mini-skirt. Fashions for women became more daring and colourful, as 'mod', 'surfie', 'hippy' and 'disco' styles became fashionable. Fashions for men became more casual, pairing jeans with sandals, and flairs with platform shoes.

Discover

- Discuss the topic, 'How does fashion highlight the changing tastes in culture, attitudes and behaviour of each era?' and make a list of how fashion creates a 'point of view' in history.
- Use the following websites as stimulus:
 - 1 Macgregor State School, <http://www.macgregoss.eq.edu.au/aussie.htm>
 - 2 Vintage Now, <http://www.vintage-now-clothing.com>



3 Rusty Zipper, <http://www.rustyzipper.com>

4 Google Images, <http://images.google.com.au>

- Ask students to talk with their parents about fashion in the 1970s. They could bring some photos or original outfits belonging to their parents and share these with the class.

Reflect

- Ask students to use the body template in Student Activity Sheet H4.5 to create three different 1970s outfits using paper and fabric. A photo of the student's face can be added to the template to personalise it. Upload the images to the school website as an album of 1970s fashion.

Download

- Student Activity Sheet H4.5: Fashion of the 1970s

EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

ACTIVITY 7: THE BABY BOOM

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 10: 1918: BERTIE

Unit focus: History

Year level: Years 3–6

ACTIVITY 5: PREJUDICE

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

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

Discover

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

Reflect

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

Download

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

EPISODE 11: 1908: EVELYN

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: GAMES FROM INDIA

ACTIVITY 3: FASHIONS FOR CHILDREN

Subthemes: Fashion; Gender roles and stereotypes

The characters in this episode wear costumes typical of fashions in 1908. Evelyn wears a modest dress of cotton or gingham with long sleeves, a full skirt and a hemline above the ankles. Edward and Freddie wear white shirts, ties, vests, shorts and work boots.



Discover

- Ask students to compare the fashions in the clip with the fashions of children today. For more in-depth information, students can conduct research in the school or local library, or online.

As a starting point, refer to the websites listed below:

- 1 Wikipedia, '1900s in fashion', http://en.wikipedia.org/wiki/1900s_in_fashion
 - 2 Fashion-Era, 'Children's Costume History 1900 to 1910', http://www.fashion-era.com/Childrens_clothes/1900_1910_girls_costume_pictures.htm
 - 3 The Costume Gallery's Online Library, 'McCall's Magazine: May 1908', http://www.costumegallery.com/McCalls/May_1908/Month.htm
- Students should choose a character from the episode, draw them a costume, name the parts of the costume and describe why they wore this attire. Ask students to design another costume for their chosen character and explain why they have dressed them this way. They could cut out their character as a paper-doll pattern and dress the doll in the new costume using paper tabs. As an alternative, students could use card and magnets to make the designs into paper dolls that they can display on a magnetic surface.

Download

- Student Activity Sheet H11.3: Paper-doll costumes

EPISODE CLIP: CHORES AND PUNISHMENT

ACTIVITY 11: CHORES

Subthemes: Chores, business and employment; Gender roles

Education for girls was still very limited in the 1900s. It was an expectation that girls helped their mothers at home so that they would learn how to run their own household when they got married. In this clip, we see Evelyn completing two chores: polishing the silver cutlery and waxing the table.

Discover

- What chores would children be expected to do in 1908? Students could develop two lists headed 'Chores for girls' and 'Chores for boys'. Compare the lists. What do the two lists show us about life for each gender in this era?
- A useful starting point for research is:
State Library of South Australia, 'SA Memory: Collecting Firewood',
<http://samemory.sa.gov.au/site/page.cfm?c=7191>
- Ask students to select a character from this episode and write a journal entry for a day in the life of the character. They should include everything that they do within one 24-hour period.

Download

- Student Activity Sheet H11.10: Comparing chores



EPISODE 13: 1888: VICTORIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: VICTORIA'S FAMILY SUPPER

ACTIVITY 4: THE 'IT GIRLS'

Subthemes: Fashion; Gender roles and stereotypes

Character profiling can highlight the historical significance of a person's attire. Costumes, work attire and everyday clothing are the pictorial benchmark of an era.

Focus discussion on the characteristics of the Owen girls and the members of Victoria's family. Also note some of the other characters in the episode, for example, Miss Müller. The pop culture idea of an 'It girl' can help students understand why the focus on clothes is important in determining historical status.

Discover

- What makes an It girl in 1888?

Reflect

- Ask students to create character profiles using names, birthdates, descriptions and clothing from 1888. Websites to use include:
 - 4 Picture Australia, <http://pictureaustralia.org/trail/fashion+trail>
 - 5 Eureka Council, <http://www.eurekacouncil.com.au/Australian-Culture/australian-fashion.htm>
 - 6 Victorians Fashion Australia, <http://www.ulladulla.info/fhc/vicfashions.htm>
 - 7 Collections Australia: <http://www.collectionsaustralia.net/collections>
- Students create a character profile using different software programs.

Download

- Student Activity Sheet H13.5: Historical character profile

EPISODE CLIP: VICTORIA'S FAMILY SUPPER

ACTIVITY 7: WORKING WOMEN

Subthemes: Chores, business and employment; Gender roles

Discover

- What was the common view of women going to work in the 1880s? Research what employment women undertook in 1888. Compare the types of employment to the careers of women today.



Reflect

- View the clip and ask students to listen to the attitude of Victoria's mother to Miss Müller working. Ask them to create two journal entries: one for a day in the life of Miss Müller and one for a day in the life of Victoria's mother.
- Students compare these to a day in the life of their own mother or female relative.

Download

- Student Activity Sheet H13.8: Women's roles in 1888



Name: _____

Student Activity Sheet E2.1
Activity 1: 'Fully discriminated!'

Episode 2: 1998: Mohammed
Clip: Discrimination

Discrimination in sport

1 Danielle isn't allowed to play cricket with the boys' team, and she says she is 'fully discriminated'.

a What does Danielle mean? What should she have said?

b What is the meaning of the word 'discrimination'?

2 Use your research to respond to the following:

a List some reasons why girls might not be allowed to play a 'boys' sport'.

b Should boys be allowed to play 'girls' sports'? Why or why not?

3 Research the rules for a 'mixed' sport popular in your school. Some examples could be football, cricket, netball, softball or rounders. What do you think of these rules? Are they fair? Why or why not?

4 Prepare an argument 'for' or 'against' permitting boys and girls to play each others' sports for a debate. List reasons to support your arguments.



Name: _____

Student Activity Sheet E4.7
Activity 7: I'm different

Episode 4: 1978: Mike
Clip: The Tippy

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	



Name: _____

Student Activity Sheet E13.5
Activity 5: Family

Episode 13: 1888: Victoria
Clip: Victoria's family dinner

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 E13.7
Activity 7: Miss Müller

Episode 13: 1888: Victoria
Clip: The horse and carriage

The woman in black

1 Complete the table below to outline the character of Miss Müller in this clip.

What does the filmmaker want us to think about her? Look at how she is presented.	
What shots are used?	
How does the use of these long shots socially position this character to the audience?	
Why does the filmmaker choose to keep her at a distance in this story?	

2 Consider how Miss Müller is dressed, particularly the colour she is wearing. Answer the following questions:

a What is the symbolism of the black clothing here?

b What message does the black clothing give to the audience and to Victoria?

c Why does the filmmaker want Victoria to think Miss Müller is a witch?

d What do you think Miss Müller's role might be in this story?



Name: _____

Student Activity Sheet H2.3
Activity 3: Equality in sport

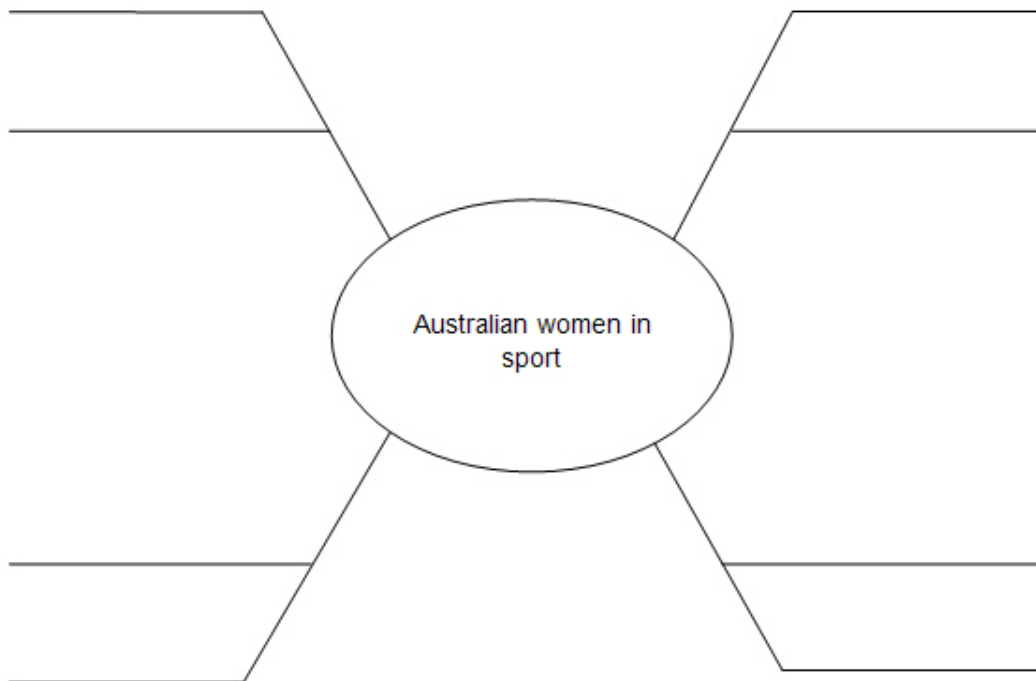
Episode 2: 1998: Mohammed
Clip: Discrimination

Australian women in sport

- 1 View the following clip from the Screen Australia website: Women and Sport in Australia, <http://dl.screenaustralia.gov.au/module/1494/#about>
- 2 Use the spider map below to record your ideas and opinions after viewing the clip. The topic is written in the middle of the spider map. Add the main ideas on the lines radiating out from the centre. Write further details on the horizontal lines.

Spider map

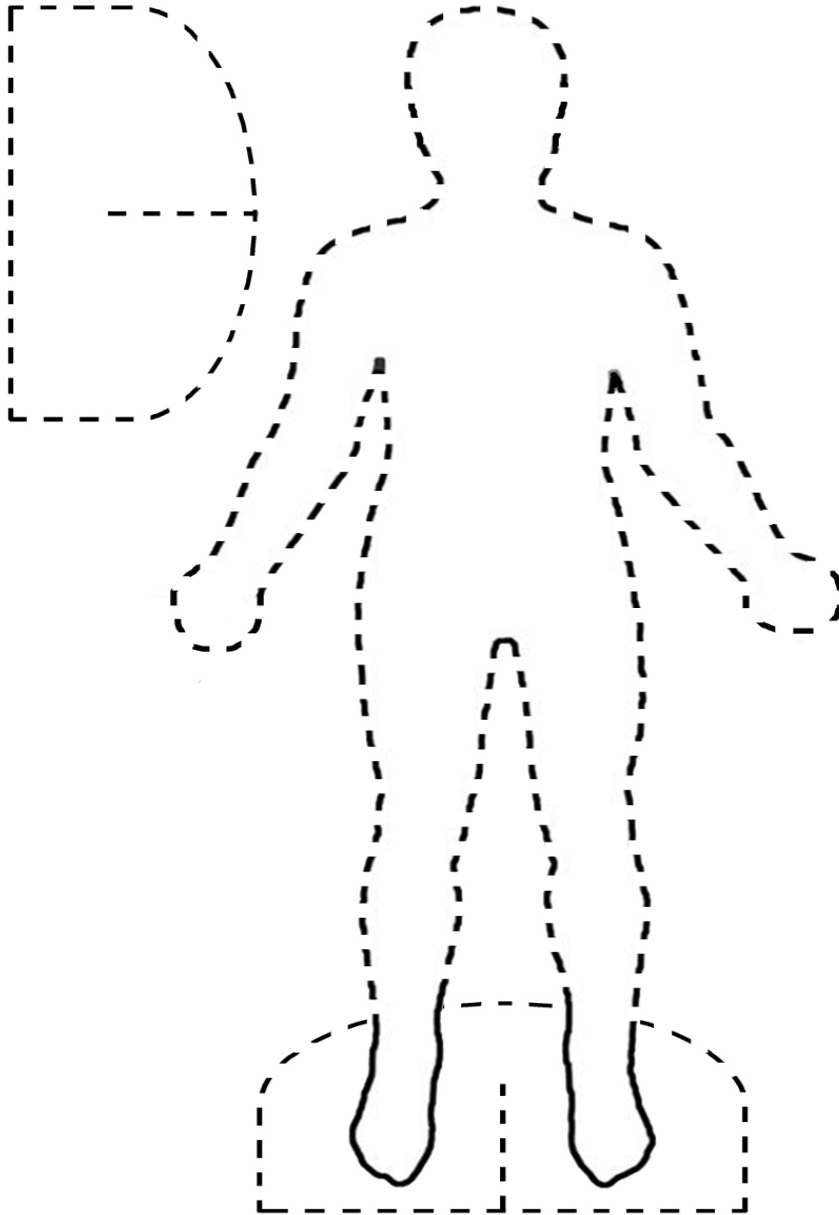
Write main ideas on the slanted lines that connect to the circle. Write details on the branching lines.





Fashion template

- 1 Create a fashion look inspired by the 1980s. Use the template below to create an outfit. You can use a variety of fabric swatches or coloured paper. Once you have completed your outfit, share it with the class.
- 2 Compile a list of the most popular clothing trends from the 1980s.





Name: _____

Student Activity Sheet H4.4
Activity 4: Migrant rights

Episode 4: 1978: Mike
Clip: The card collection

Mike's family profiles

Complete this 'historyface' for the women in Mike's family: his grandmother (Yaya), mother (Janice) and aunt (Sofia).

historyface

Username: _____

Status: _____

Profile information

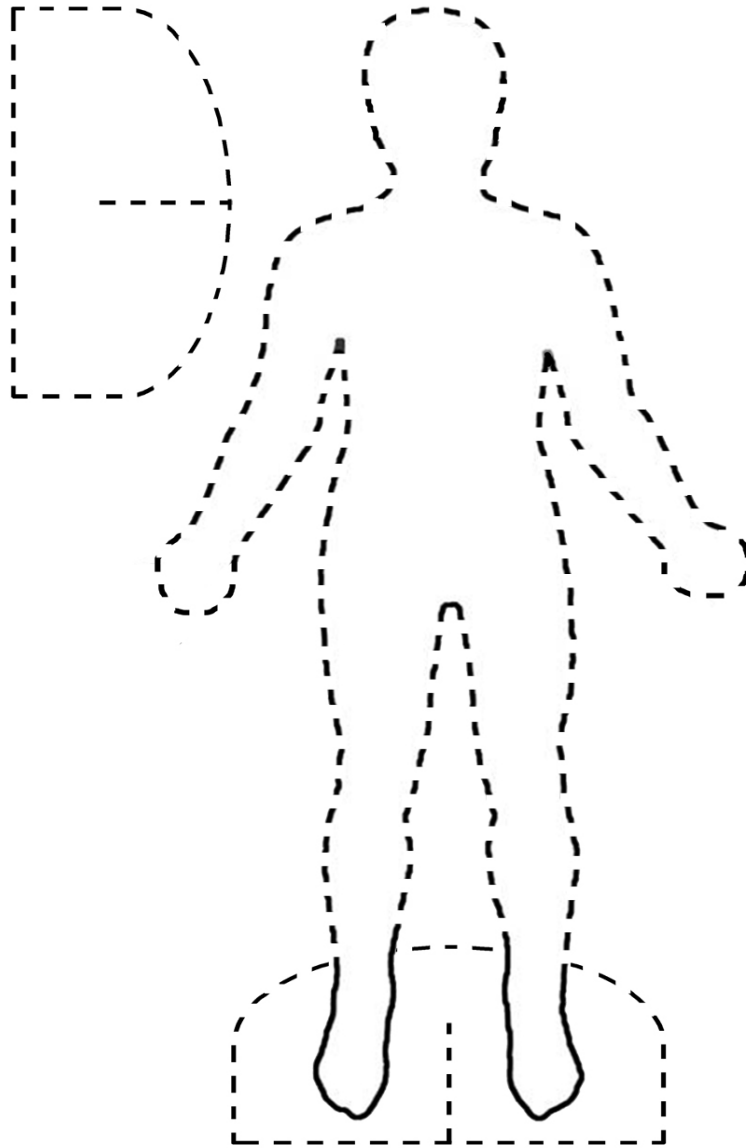
Groups and causes

Family information

Fashion of the 1970s

Use the template below to create three different outfits inspired by the 1970s. Use paper and fabric to create your items of clothing. Make sure you add tabs to the clothes so you can attach them to the template. The result will be a paper doll with three different outfits.

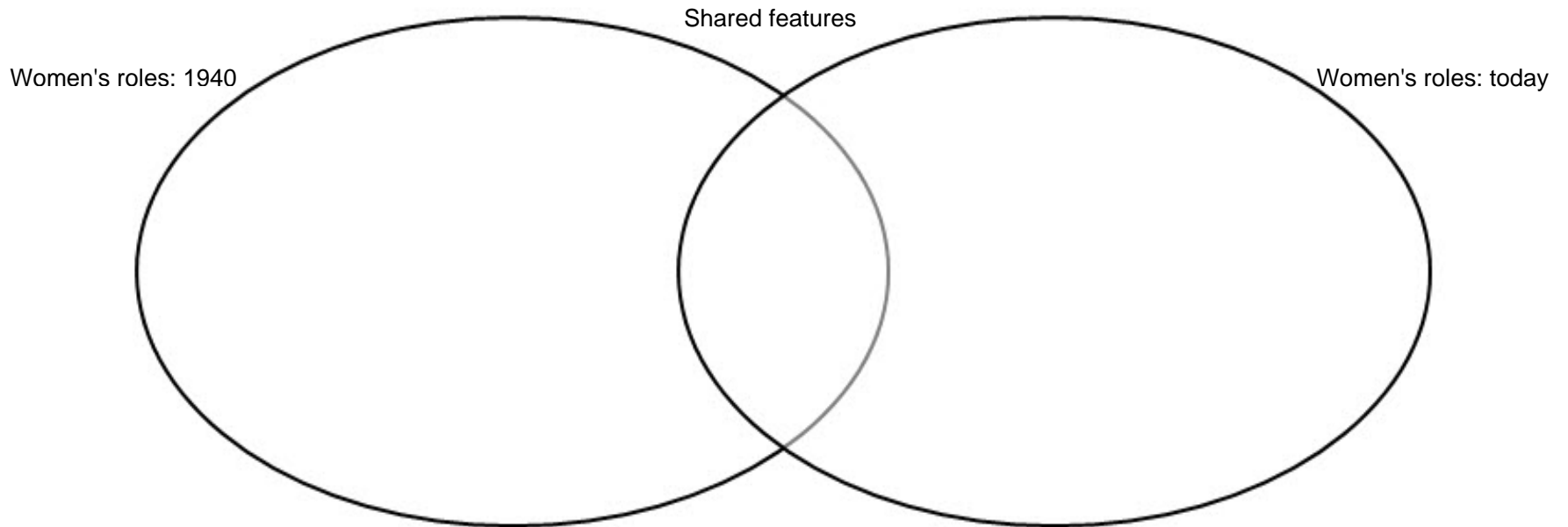
The outfits must be made to fit the size of the template. You can paste a photo of your face and add it to the template.





Comparing women's roles

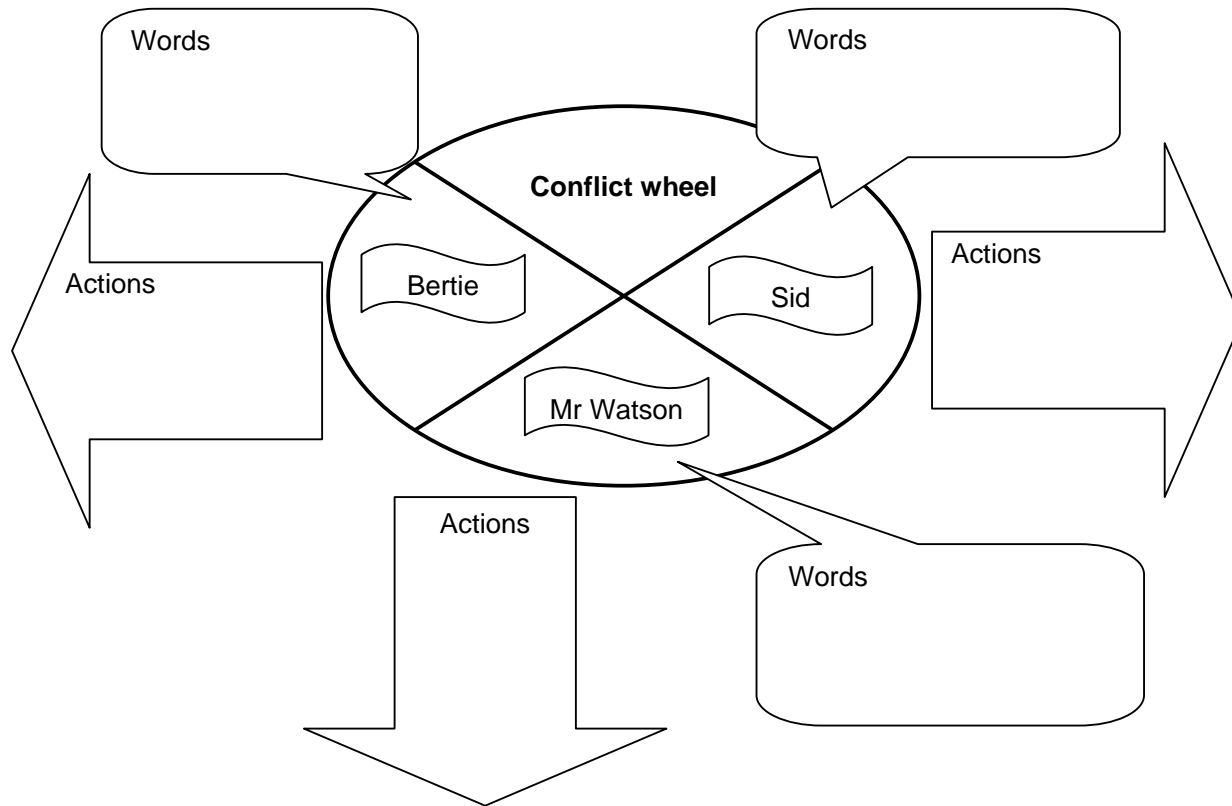
Compare women's responsibilities in the home, at work and in the community in the 1940s and today. Use the Venn diagram to visually represent the different and shared features.





Discrimination conflict wheel

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

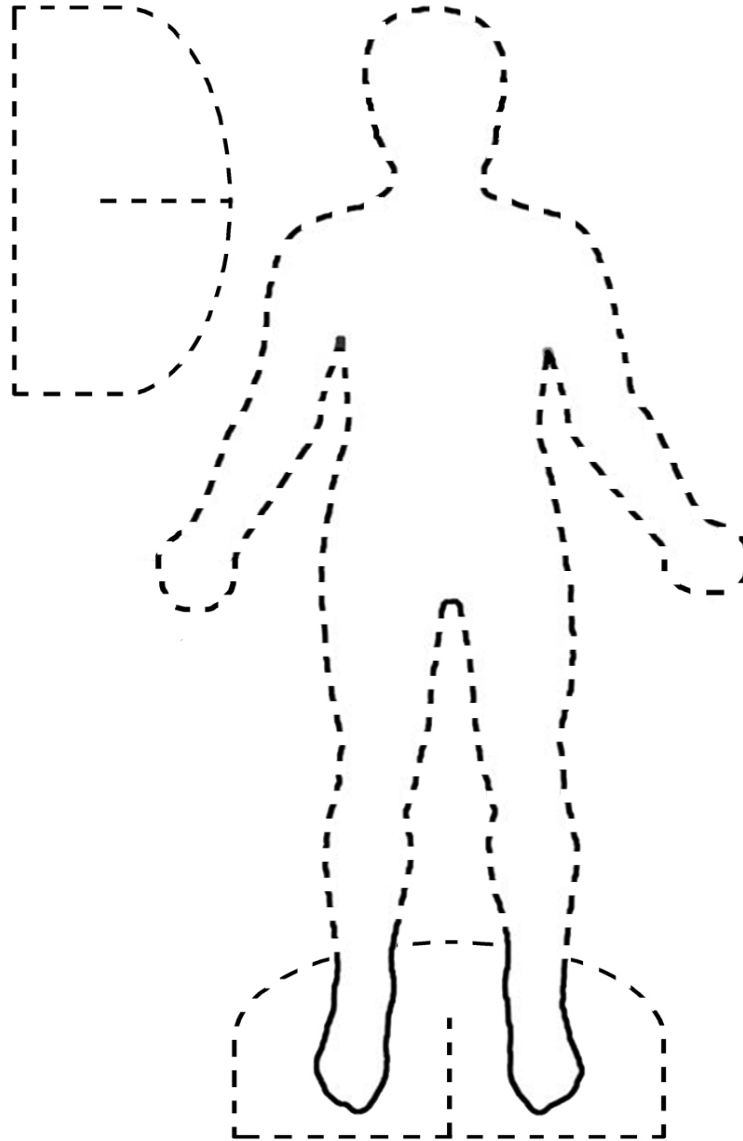




Paper-doll costumes

Create your own outline of a paper doll and make costumes to fit it. The paper doll and costumes can be made using cardboard or felt. You can also create paper dolls on magnetic sheets so that they stick onto a whiteboard or other magnetic surface.

- 1 Dress the doll in the fashions that you would find Evelyn and her siblings wearing.
- 2 Design your own clothes for this era and dress the dolls in these.





Name: _____

Student Activity Sheet H11.10
Activity 11: Chores

Episode 11: 1908: Evelyn
Clip: Chores and punishment

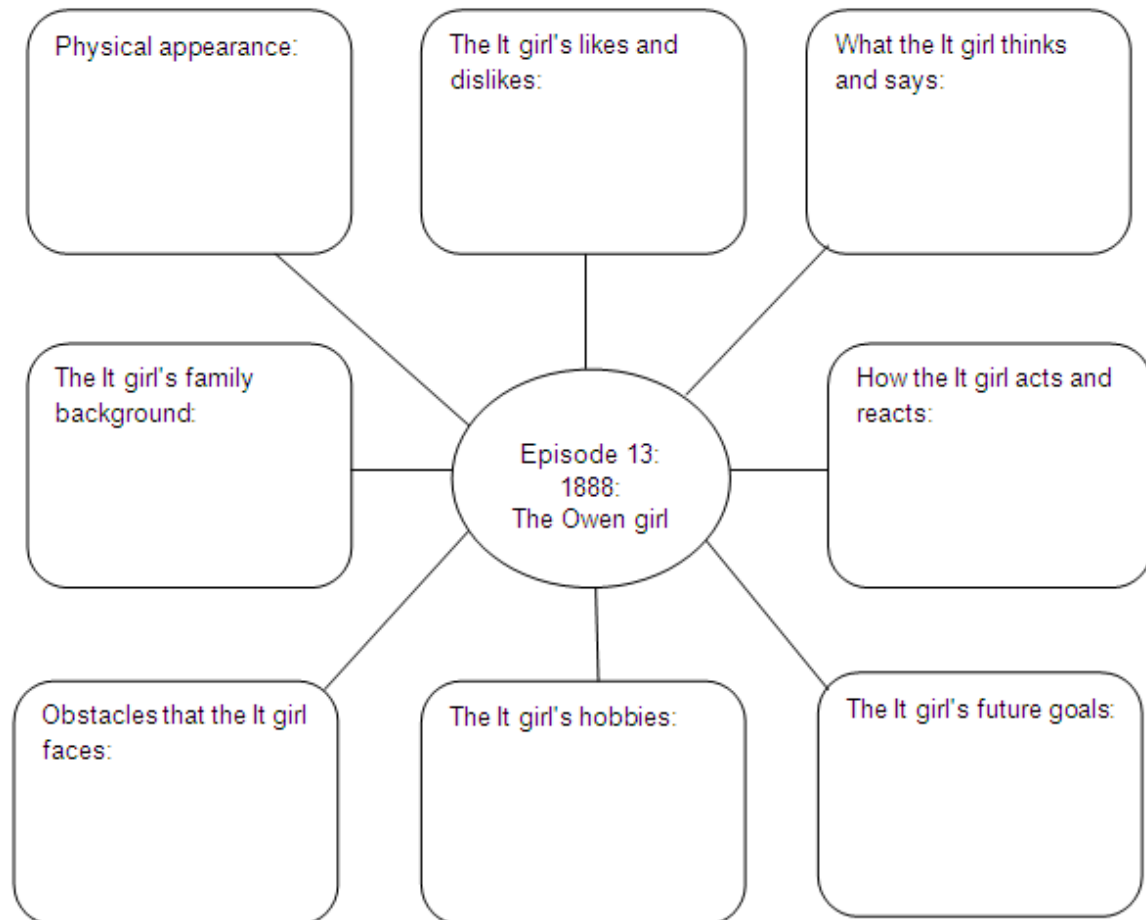
Comparing chores

- 1 Write a list of the typical chores that boys and girls in 1908 had to do on a daily basis. Watch this episode of *My Place* carefully and take notes to help you compile the list.

Chores for boys in 1908	Chores for girls in 1908

- 2 Discuss the differences in the chores with other students in your class.
- 3 Select a character from this episode of *My Place* and write a journal entry for a day in the life of the character. You can use the 'Dear Diary' template on the next page.

Historical character profile





Name: _____

Student Activity Sheet H13.8
Activity 7: Working women

Episode 13: 1888: Victoria
Clip 2: Victoria's family supper

Women's roles in 1888

Journal entries: A day in the life of ...

- 1 Write reflective journal entries from the point of view of Miss Müller and Victoria's mother in Episode 13. They are two very different characters. Think about their lifestyles and make reference to events that occur in their daily lives.

Victoria's mother

Miss Müller