



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.

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- 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.

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- 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.

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- 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.

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- 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



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 E12.7
Activity 7: Being literate

Episode 12: 1898: Rowley
Clip: Founding the ALP

Reading and writing

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.

Write a letter to the 1898 editor of the Melbourne newspaper, *The Age*, advocating universal education. In the letter you should state the reasons why you believe everyone deserves the right to be taught to read and write. You may cite examples of stories from the *My Place* series to support your argument.

(Name) _____

(Address) _____

(Date) _____

To the editor,

My name is _____

Yours sincerely,



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?
