



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.

Download

- Student Activity Sheet E2.2: Family and neighbours

EPISODE CLIP: RAMADAN

ACTIVITY 4: RAMADAN

Subthemes: Beliefs; Celebrations; Multiculturalism

Discover

- As a class, discuss the meaning of 'Ramadan' and consider what the audience finds out about it from the clip. Complete a Think, Pair, Share activity to gain an idea of students' prior knowledge. This activity involves giving the students a minute to *think* of their own answer, then *pair* with another student to discuss their ideas, then *share* those ideas with the rest of the class. Following this, identify further questions that students have and organise these into a list to guide research into the topic.
- Ask students to find out more about beliefs and customs relating to the Muslim holy month of Ramadan. Invite a guest speaker to visit the class and give a talk on being Muslim in Australia, with particular attention to the traditions of Ramadan and how children participate in them.
- As a class, compare the fasting tradition of Ramadan with similar traditions in other religions. For example, some Christians renounce certain foods during the Lenten period.

Reflect

- Find some stories or prayers from Ramadan celebrations and read these to the class. Many of the stories illustrate values and ethics that guide Muslims on how to live their lives. Ask students to think about a day in the life of Mohammed (the boy in the clip) as he participates in Ramadan, then write a diary entry from Mohammed about his day.

Download

- Student Activity Sheet E2.4: Mohammed's Ramadan diary

ACTIVITY 5: WHAT'S IN A NAME?

Subthemes: Language and scripting; Multiculturalism

Discover

- Mohammed has been named after the Prophet Mohammed. The name means 'praiseworthy' and is derived from the Arabic meaning 'to praise'. The Prophet Mohammed founded the Islamic religion in the 7th century. Since his time, 'Mohammed' has been a very popular name in the Muslim world. The name was borne by six sultans of the Ottoman Empire.
- Ask the class to list the names of other characters in this episode and find out their meanings. Ask students to consider whether the names of these characters reflect their personality and background story.

Reflect

- Ask students to find the meanings of the names of their own family members.



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- Student Activity Sheet E2.5: Names and their meanings

EPISODE 3: 1988: LILY

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: FOOD AND CHORES

ACTIVITY 3: RICE-PAPER ROLL RECIPES

Subthemes: Celebrations; Food; Multiculturalism

Discover

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

Reflect

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

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- Student Activity Sheet E3.3: My recipe

EPISODE CLIP: FIRST DAY

ACTIVITY 9: BOAT STORIES IN LITERATURE

Subthemes: Art, music and literature; Multiculturalism

Discover

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



Reflect

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

Download

- Student Activity Sheet E3.9: Peril at sea

EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: SPEAKING THE LANGUAGE

ACTIVITY 1: LOST IN TRANSLATION

Subthemes: Customs and traditions; Language and scripting: Multiculturalism

Discover

- After watching the clip, ask students to list the main events in this part of the story, thinking about what happened, why and to whom. Have students share their responses and discuss, listing the main ideas for further reference.
- Focus the discussion on the scene in the lounge room when Sofia tricks Janice, her mother and Yaya by changing what they say when she is interpreting for them. Ask students to think about the following questions:
 - 1 What is the purpose of Sofia's actions here?
 - 2 Why do you think she is behaving in this way?
- Discuss the possible reasons why Sofia does not like Janice. Have students consider what Sofia wants for her brother.
- Ask students who they think has the power in this scene and why. How is Sofia able to control this situation the way she does? List her techniques. This is an important aspect of critical literacy. Have students draw on other ways that people hold power over others: physically, emotionally, and psychologically.
- Look at how the filmmaker helps the audience understand the jokes and what is happening in this scene. Discuss the way each actor's body language is used to convey a lot of the meaning. Look closely at the attitudes towards Janice and how they change over the course of the conversation.



What is the purpose of the subtitles here? As a class, discuss why the Greek language spoken in the rest of the clip is not translated like this.

- Ask students to imagine what the Greek exchanges are when Sofia answers the door and there are no subtitles. Replay the scene to see if there are any clues. Have students write some possible exchanges between mother and daughter in this scene, knowing what Sofia is capable of from the conversation later in the lounge room. Refer students to read the script for Episode 5: 1968: Sofia, where the script writers planned the exchange between Janice and Sofia. Explain that it isn't exactly as the scene was shot, but is very close.
- As a class, discuss the layout of this script extract, pointing out that the instructions in the script are called the 'big print' in script writing. The dialogue is what the characters say to each other. The big print gives directions to the director about how the characters in the scene are to act and relate to each other, for example, 'SOFIA sees JANICE as her nemesis'. What does the term 'nemesis' mean? Students should look up the word in the dictionary and then work out what it means in the context of this exchange between Sofia and Janice.
- Discuss the advantages of being bilingual. Find out what languages students in the class speak at home and discuss. Have students think about how Janice feels in the situation when she is in the lounge room with Sofia and the Greek ladies.

Reflect

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

Download

- Student Activity Sheet E5.1: Translation trickery

EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: A GREEK GARDEN

ACTIVITY 4: GREEK GARDENING

Subthemes: Chores, business and employment; Food; Multiculturalism

Discover

- Michaelis's family places great importance on keeping an extensive domestic garden to meet the family's needs. Discuss this with the class, focusing on why having a garden is an important aspect of this story. What relationship does this garden have with Michaelis's family's Greek culture?



- Find out how many students have vegetable gardens at home. These students can tell the class about their garden, what they grow in it and why they have it.
- Explain to the class the concept of the 'kitchen gardens' now found in schools and community areas.

Reflect

- Have students find out more about the 'Kitchen gardens program' established by Stephanie Alexander. Discuss the possibility of setting up a kitchen garden at the school and have students design their ideal kitchen garden. What would they grow? Why have they made these choices?

ACTIVITY 5: LINKS TO THE OLD COUNTRY

Subthemes: Chores, business and employment; Historical events; Multiculturalism

Discover

- The opening shot in the clip includes a record player playing Greek music in the background. This clip highlights some of the ways in which Michaelis's parents are preserving links with the country of their birth. The clips 'Greek school' and 'A Greek garden' demonstrate two ways family members connect with their old way of life. Discuss this issue with the class.
- Ask students to find examples of Greek culture in this clip, including Michaelis's parents speaking Greek. Have students share their ideas, discuss what they have observed and consider why they think the family continues these practices.
- If there are students in the class or in the school who have recently arrived from another country, ask them to share some of their memories and traditions from their home country. Some suggestions could include music, food, sport and family traditions.
- Have students reflect on, and write a description of, the Australian traditions they would take with them if they were to emigrate to another country.

Reflect

- Michaelis helps the family in a number of ways. Discuss what is expected of him and the chores he has to do. Have students consider the statement: 'Childhood is for playing and children should not have to do chores.' Ask them to write their arguments 'for' or 'against' this statement in the form of a persuasive text.



EPISODE 9: 1928: BRIDIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S CHORES

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.

Download

- Student Activity Sheet E9.3: Understanding context

EPISODE 3: 1988: LILY

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: FOOD AND CHORES

ACTIVITY 3: KEEPING TRADITIONS

Subthemes: Customs and traditions; Multiculturalism

Most of the Vietnamese immigrants arriving in Australia from the mid-1970s until the mid-1980s were refugees, predominantly arriving from refugee camps in South-East Asia. From the early 1980s, direct emigration from Vietnam under family migration categories began to take on greater importance. Lily is first-generation Australian as her parents were born in Vietnam. Her parents now own a restaurant serving Vietnamese food.



Discover

- Ask students to discuss the importance to a new immigrant of retaining links to family, culture and tradition. They could create a mind map of ideas that relate to the importance of retaining these links in a new country.
- Refer to the Screen Asia website, http://www.actf.com.au/learning_centre/screenasia/index.html for additional resources.
- Ask students to use the mind map to create a plusses, minuses and interesting implications (PMI) chart. The PMI chart will foster students' ideas about the importance of retaining traditions when living in a new country.
 - 1 P = plus: What are the positives in maintaining cultural traditions?
 - 2 M = minus: What are the negatives associated with enforcing cultural traditions?
 - 3 I = interesting: What are the interesting implications of retaining cultural and family traditions?

Reflect

- Students could write a journal entry as a new immigrant, with their first impressions of Australia. Ask students to use their local town or suburb for inspiration.

Download

- Student Activity Sheet H3.3: PMI chart

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 5: 1968: SOFIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: SPEAKING THE LANGUAGE

ACTIVITY 1: MULTICULTURALISM

Subtheme: Multiculturalism

'Australianisation' is often used to describe the way an immigrant assimilates into the Australian way of life. Many immigrants find it difficult to assimilate because the language, values and way of life are very different to what they are used to.

Discover

- Use the website 'Making Multicultural Australia' at <http://www.multiculturalaustralia.edu.au> to start a discussion on what multiculturalism means in Australia today.

Reflect

- Ask students to complete a Y chart on the topic 'Multiculturalism in Australia today'.
- The focus questions for the Y chart are:
 - 1 What does multiculturalism look like?
 - 2 What does multiculturalism sound like?
 - 3 What does multiculturalism feel like?
- Ask students to compare and contrast by completing the Y chart activity, using the clip to prompt their responses. They can compare the differences in perspective on multiculturalism between Australia in 1968 and Australia today.

Download

- Student Activity Sheet H5.1: Multiculturalism: Y chart

ACTIVITY 2: LANGUAGE BARRIERS

Subthemes: Language and scripting; Multiculturalism; Social order and education

According to the 2006 Australian Government census, the Greek community is the seventh largest ethnic group in Australia. The Greek language is the fourth most common language in Australia (after English, Chinese and Italian). Many students study another language in school or outside school hours. Some students study a language that is the native tongue of their parents.

Discover

- Ask students if they speak a language other than English at home or if they have relatives that speak another language. List these languages. Ask students if they were the first generation in



their family born in Australia. If so, they would be classified as 'first generation'. If not, what generation are they?

Reflect

- Ask students to create a data chart on languages other than English spoken at home. The chart can be completed electronically or as a poster for display.
- Ask students to survey other students within the school to gather information about the languages spoken. Create a chart of information gathered about the whole school cohort.
- Ask students to determine which cultures form the make-up of the school.

Download

- Student Activity Sheet H5.2: Languages other than English

ACTIVITY 4: THE CULTURAL DIVIDE

Subthemes: Language and scripting; Multiculturalism

When Janice meets Sofia's mother and grandmother, she needs Sofia to translate the conversation. Sofia deliberately tells each party the wrong translation.

Discover

- Ask students to suggest common words and phrases that they would speak almost every day. For example, words and phrases such as:
 - 1 Hello
 - 2 Goodbye
 - 3 How much?
 - 4 Thank you
 - 5 Very good
 - 6 Where do you live?
 - 7 What is your name?
 - 8 How old are you?
 - 9 Where do you go to school?
 - 10 Can I eat that food?
- Ask the class to research what the translation of these words and phrases would be in Greek and two other languages. Compare the words and the sounds.

Reflect

- Ask students to design a postcard that Sofia would send to Janice from Greece. On one side should be an image of a famous site in Greece, and on the other side a greeting in both Greek and English.



Download

- Student Activity Sheet H5.4: Postcard from Greece

EPISODE 6: 1958: MICHAELIS

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: GREEK SCHOOL

ACTIVITY 1: ANCESTRY

Subthemes: Multiculturalism

Since 1945, about 6.9 million people have come to Australia as new settlers. Their contribution to Australian society, culture and prosperity has been an important factor in shaping the nation. After the Second World War, more than 160,000 Greek people came to Australia, working first in factories or farms as unskilled or semi-skilled labour. The Greek population in Melbourne constitutes one of the largest Greek settlements in the world. Refer to the Origins website, 'Immigrant Communities in Victoria' for further information at <http://museumvictoria.com.au/origins/history.aspx?pid=23>

Discover

- Ask students to discuss their family's immigration history, if they were immigrants to Australia. Ask them to interview their parents, grandparents and perhaps great grandparents to find out how their family came to Australia. They could investigate the website [Ancestry.com.au](http://www.ancestry.com.au), <http://www.ancestry.com.au> for ideas and information on key elements, such as how to create a family tree or locate immigration history information.

Reflect

- Students create a family tree using the free ancestral chart on [Ancestry.com.au](http://www.ancestry.com.au) at <http://www.ancestry.com>
- This family tree can become part of a series of immigration history projects called 'My family story'. The project could be created online as a stand-alone activity or as part of the 'My family story' project.

Download

- Student Activity Sheet H6.1: My family story

ACTIVITY 2: HERITAGE

Subthemes: Customs and traditions; Multiculturalism

Michaelis is depicted as a typical Greek child in the late 1950s. Throughout the episode he battles with his identity. Is he Australian, or is he Greek? Many immigrant families wanted their children to learn traditional customs and language, and to uphold their social and religious beliefs. Sometimes this is difficult in a new environment with different values and perspectives.



Discover

- Being teased for being different was part of life for immigrants in Australia. Language barriers, cultural differences and family values sometimes clashed. In this clip, we see the cultural divide in Australia in the 1950s. Ask the class to discuss how Michaelis might feel during the milk bar scene. Ask the students to identify their different cultural backgrounds and make a list of each of these cultures.

Reflect

- Ask students to form groups of four to six, and research the cultural identity of one of the cultures from the class list. They can create a webpage with a cultural profile and include information about the food, music, religious festivals, celebrations and language of that culture. As an extension, the students could connect online with school students from their selected country and talk with them about what it is like to live in that country today.
- Alternatively, ask students to create a short audio or film advertisement advising Australian residents about what new migrants need to make resettlement in Australia easier. It should identify the differences in cultural perspectives, advise on making new migrants feel welcome and explain what is meant by a 'fair go' in Australia.

Download

- Student Activity Worksheet H6.2: Cultural profile

ACTIVITY 3: WARRIORS AND HEROES

Subthemes: Beliefs; Historical events; Multiculturalism

Michaelis attends Greek School to learn the Greek language of his heritage, but he would rather be watching *The Adventures of Robin Hood* on television. During class his teacher offers him a holy card of Saint Michael, the saint of warriors.

Discover:

- As a class, find out information about Saint Michael; who he was, when he lived, what famous deeds he is noted for, his importance today and who admires him. Additionally, research Robin Hood in the same way and compare the two men. Have a class vote to see which hero students believe displayed more heroic characteristics.

Reflect

- Ask students to define what they mean by the term 'hero' or 'heroine'. Ask them to name some heroes or heroines they identify with. List these as well as the eras they lived in.
- Research the following questions:
 - 1 When did they live?
 - 2 Where did they live?
 - 3 What are they famous for?
 - 4 What is their importance and to whom?
- Ask students to research the story of one hero or heroine to share with the class.



Download

- Student Activity Sheet H6.3: What makes a hero?

EPISODE CLIP: THE CHRISTENING

ACTIVITY 6: FAMILY TREE

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Christenings, weddings, name days, feasts, fasting, and religious holidays are just a few traditional Greek family celebrations. The celebration of Michaelis's new sister's baptism is one of the most important days in the life of a Greek Orthodox Christian.

Discover

- Ask students to create a list of all the events their family celebrates. They should also list if this event involves food or fasting. Have all students share their list with the class in order to make a larger and more comprehensive list.

Reflect

- Create a 12-month events calendar including all the traditional and important events from the families within the classroom. The calendar can be created electronically or on paper. Students create small cards with a description of the celebrations. The small cards can be attached to the corresponding dates on the calendar.

Download

- Student Activity Sheet H6.6: Events calendar

ACTIVITY 7: CELEBRATIONS

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Discover

- As a class, discuss the history of family celebrations. Ask students to respond to the following questions:
 - 1 Why do families celebrate traditional events?
 - 2 What is the importance of celebrating these events?

Reflect

- Ask students to choose one traditional family event that is celebrated. Ask them to write a report on how the event is organised and why it is celebrated within their family. They can include historical facts, food recipes, photos and anything that best depicts this family celebration. Students then share their reports with the class.

Download

- Student Activity Sheet H6.7: Family celebrations and events



ACTIVITY 8: PAYING A PENNY

Subthemes: Culture: Currency

The boys next door who bullied Michaelis repay him a penny for his lost ice block.

Discover

- As a class, discuss the value of the penny in 1958 and the value of one cent today. Look at what can be purchased in the 1950s, and what is the cost of the equivalent commodity today. Make a comparative list of essential commodities that would be purchased each week by a family, such as bread, milk, butter, cheese, meat, Vegemite, jam and soap.

Reflect

- Ask students to find a promotional flyer from a local supermarket advertising this week's grocery specials. These promotions are usually placed in their letterboxes, or they can find them online.
- Use the brochures and online websites as a guide to lay out a catalogue. Ask students to design a catalogue for 1958 using images and prices that would be available at that time.
- Alternatively, they could create a price list for the milk bar that Michaelis visits.

Download

- Student Activity Sheet H6.8: Yesteryear and now

EPISODE 9: 1928: BRIDIE

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S CHORES

ACTIVITY 3: HERITAGE

Subthemes: Multiculturalism; Social order and education

Bridie's mother is Irish. In the early 1900s, the Irish constituted a large proportion of immigrants to Australia. Most Irish immigrants came to the colonies on assisted passage after escaping the crippling effects of the 1840s Irish Potato Famine. Find out more about the legacy of the Irish in Australia at:

- 2 Museum Victoria: Origins, 'History of immigration from Ireland', <http://museumvictoria.com.au/origins/history.aspx?pid=30>
- 3 Racism. No Way, <http://www.racismnoway.com.au/classroom/factsheets/57.html>

Discover

- Discuss the countries of origin of students' families. Collect data on the different cultures represented in the class and record this as a graph.



Reflect

- Ask students to interview a senior member of their family and ask them questions about their own parents and grandparents. Students then document and chart a genealogical tree of their ancestors as far back as they can research.

Download

- Student Activity Sheet H9.3: Your family tree

EPISODE 11: 1908: EVELYN

Unit focus: Australian history

Year level: Years 3–6

EPISODE CLIP: MR WONG'S EMPORIUM

ACTIVITY 4: MULTICULTURAL AUSTRALIA

Subthemes: Multiculturalism; Politics; Social order and education

In the early years of the twentieth century, at the time of the Federation of the colonial states and territories, many important events occurred in Australia. These include:

- the implementation of laws to improve working conditions and devise fairer wages
- the extension of the vote to non-Indigenous women
- the introduction of the White Australia policy, which restricted immigration.

The new Australian Constitution discriminated against Indigenous Australians by excluding them from the national census and preventing parliament from making laws about them.

At the time of Federation in 1901, three quarters of the population were Australian born, the majority of English, Scottish and Irish descent. The Chinese, who had represented 3.3% of the population in 1861, represented 0.8% of the population at the time of Federation.

Discover

- Students can research why and when Chinese people came to Australia. Mr Wong is a significant character in this episode and his story could be a good starting point for discussing the reasons Chinese people came to Australia at different times. Why might Mr Wong have come to live in Australia?

Reflect

- As a class, look at the laws and policies of Australia that have had an impact on Chinese Australians. How might Mr Wong have been affected by Australian laws and policies?
- Students could develop a timeline of Chinese migration to Australia. The timeline should use dates, images and reasons for coming to Australia.

Download

- Student Activity Sheet H11.4: Timeline of Chinese immigration



ACTIVITY 5: MR WONG

Subthemes: Multiculturalism

Mr Wong's Emporium seems to be a hub for the local people. He sells everything from fireworks to paper products. He knows the local children and is friendly and cheerful. We know that Mr Wong's Emporium is quite established, as it appeared in Episode 12: 1898: Rowley.

Discover

- Students can research the Chinese community in Australia in the early 1900s. A good place to start might be National Archives of Australia, 'Chinese Australians', <http://www.naa.gov.au/whats-on/online/showcases/chinese-australians/index.aspx>

Reflect

- Who is Mr Wong? Students can create an imaginary profile for Mr Wong using the 'historyface' template in Student Activity Sheet H11.5, with information and old photos from their research on the Chinese community in Australia in the early 1900s. Students need to include his date of birth, background information, family information, status updates and anything else of interest.
- Ask students to design a postcard that Mr Wong might have sent back to China, informing his relatives about his life in Australia. The postcard should have an image on one side and text on the other.

Download

- Student Activity Sheet H11.5: A profile of Mr Wong



Name: _____

Student Activity Sheet E2.2 Page 1 of 2
Activity 2: Mohammed's family

Episode 2: 1998: Mohammed
Clip: Discrimination

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.



Silly Place
FOR TEACHERS

Name: _____

Student Activity Sheet E2.4 Page 2 of 2
Activity 4: Ramadan

Episode 2: 1998: Mohammed
Clip: Ramadan

Mohammed's Ramadan diary

Write a diary entry for a day in the life of Mohammed during Ramadan.

Dear Diary,



Name: _____

Student Activity Sheet E2.5
Activity 5: What's in a name?

Episode 2: 1998: Mohammed
Clip: Ramadan

Names and their meanings

Mohammed is named after the Prophet Mohammed, who founded the Islamic religion in the 7th century. The name means 'praiseworthy' and is derived from the Arabic 'to praise'. Find the meanings of the names of your family members.

Name	Meaning



Name: _____

Student Activity Sheet E3.3
Activity 3: Rice-paper roll recipes

Episode 3: 1988: Lily
Clip: Food and chores

My recipe

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

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

Title of recipe: _____

Ingredients:

Process:



Peril at sea

- 1 Write a description of the perils faced by boat people fleeing their homeland.

- 2 Write a review of a book on the topic of 'boat people' or 'refugees'.



Name: _____

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

Episode 5: 1968: Sofia
Clip: Speaking the language

Translation trickery

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

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

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

3 Why doesn't Sofia like Janice?

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

5 What is the purpose of the subtitles here?

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

7 What are the disadvantages of being monolingual?

8 Why do Australian schools teach second languages?

9 What are the benefits of learning a second language?



Name: _____

Student Activity Sheet E9.3
Activity 3: The family

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

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?



Name: _____

Student Activity Sheet H3.3
Activity 3: Keeping traditions

Episode 3: 1988: Lily
Clip: Food and chores

PMI chart

- 1 Use the information from your class discussion and mind map about family, culture and tradition to complete the PMI chart below.
- 2 Share your PMI chart with the class.

P = plus

What are some positive things about maintaining cultural traditions?

M = minus

What are some negative things about enforcing cultural traditions?

I = interesting implications

What are some interesting implications of keeping cultural and family traditions?



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

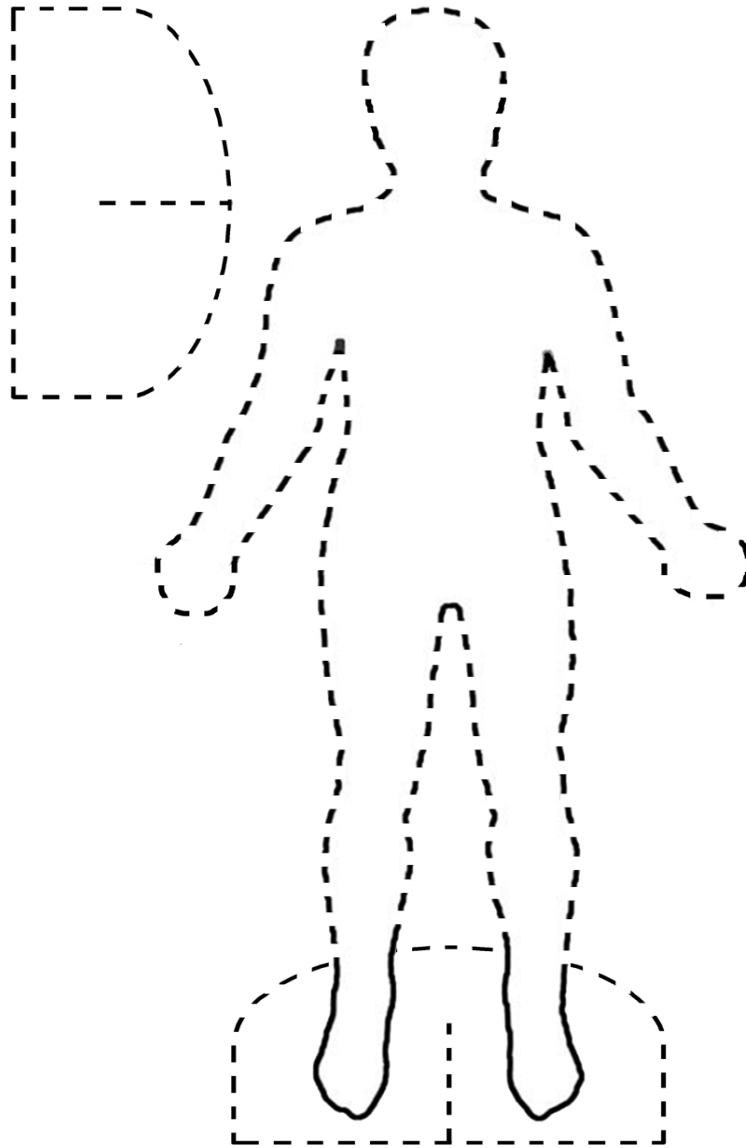
Family information

```
graph TD; A[ ] --> B[ ]; A --> C[ ]; B --> D[ ]; B --> E[ ]; C --> F[ ]; C --> G[ ]
```

Fashion of the 1970s

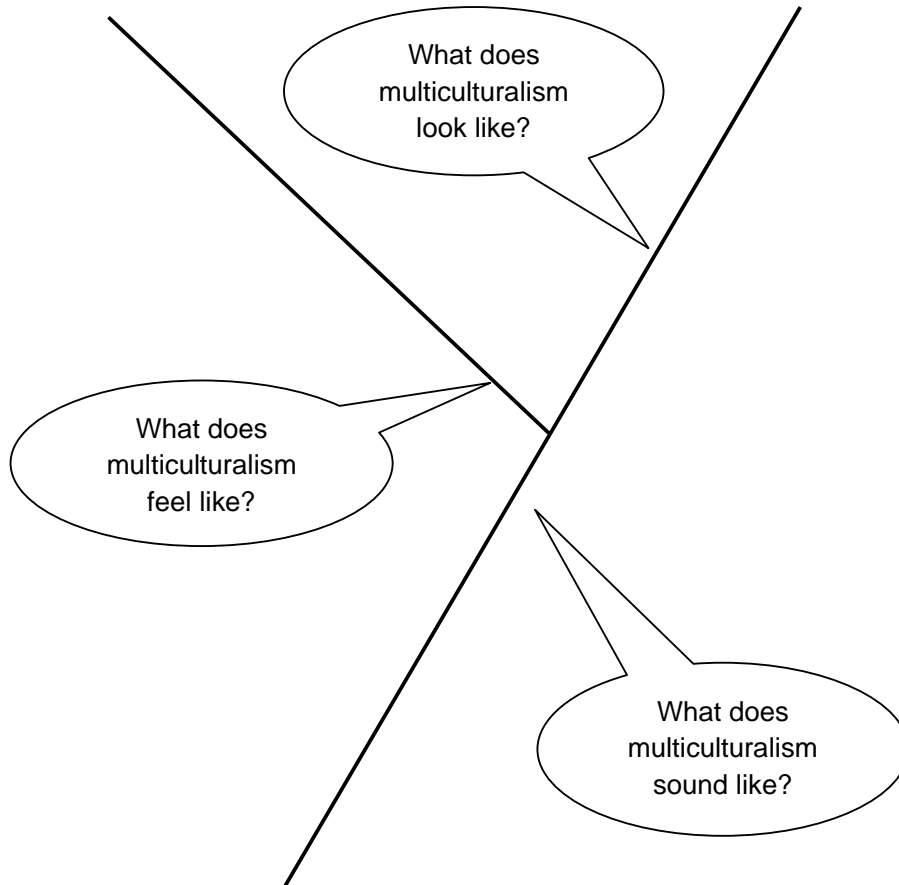
Use the template below to create three different outfits inspired by the 1970s. Use paper and fabric to create your items of clothing. Make sure you add tabs to the clothes so you can attach them to the template. The result will be a paper doll with three different outfits.

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.



Multiculturalism: Y chart

- 1 Think about multiculturalism within your school and community when responding to the questions on the Y chart.



- 2 Compare the differences in perspective on multiculturalism between Australia in 1968 and Australia today.



Name: _____

Student Activity Sheet H5.2
Activity 2: Language barriers

Episode 5: 1968: Sofia
Clip: Speaking the language

Languages other than English

Investigate which languages other than English (LOTE) are spoken by your classmates. Do their parents also speak languages other than English at home?

Collect the data on the chart and then add your information to a data chart or graph.

Data chart: classmates				
Student's name	Generation Australian	LOTE spoken	LOTE spoken by parent 1	LOTE spoken by parent 2
Data chart: school mates				
Student's name	Generation Australian	LOTE spoken	LOTE spoken by parent 1	LOTE spoken by parent 2



Name: _____

Student Activity Sheet H5.4
Activity 4: The cultural divide

Episode 5: 1968: Sofia
Clip: Speaking the language

Postcard from Greece

1 Find the translation for these words and phrases in Greek and two other languages.

Phrases/words	Greek translation translation translation
Hello			
Goodbye			
How much?			
Thank you			
Very good			
Where do you live?			
What is your name?			
How old are you?			
Where do you go to school?			
Can I eat that food?			

2 Design a postcard that Sofia would send to Janice from Greece. On one side illustrate a famous site in Greece and on the other write the greeting in both Greek and English.



Name: _____

Student Activity Sheet H6.1
Activity 1: Ancestry

Episode 6: 1958: Michaelis
Clip: Greek school

My family story

- 1 Create an online pictorial or biographical history about your family. If your family has immigrated to Australia recently, or in the past, trace their path, or paths, and recount their stories. The project could be created as an online document for others within your school community to access. This can be done on the main school website or the internal school server so that other students can share your story.

The project can be created using computer applications, or other program applications. Audio, video, still images and text materials can be uploaded or attached to the project.

- 2 Use the focus questions below to help you shape your project.
 - a If your heritage is from outside Australia, answer the questions below:
 - Where is your family from?
 - When and how did they come to Australia?
 - What part, or parts, of Australia did your family first come to?
 - If your family were immigrants, when did they arrive?
 - Why did they immigrate to Australia?
 - b If your heritage is Indigenous, answer the questions below:
 - Where is your family from?
 - Have they always lived in that area?
 - Do you have connections to other places?

- 3 You could include some of these items in your project:
 - a family's Indigenous history or immigration timeline
 - b family tree using the Ancestry.com.au website at <http://www.ancestry.com>
 - c anecdotal records and stories.
 - d photos, illustrations or descriptions
 - e maps of your family's travels
 - f personal recounts from family members.



Name: _____

Student Activity Sheet H6.2
Activity 2: Heritage

Episode 6: 1958: Michaelis
Clip: Greek school

Cultural profile

- 1 List the different cultural backgrounds of students in your classroom.

- 2 Choose one of the cultures from the list above and create a Cultural Profile. Investigate the elements of the culture listed below and present this information on a poster or a webpage.

- a religion
- b festivals
- c dance
- d costumes
- e food
- f music
- g flags
- h language.

Find information about the culture in books from your local library, or the Internet. You can also interview people from your classroom to find out more about this culture.



Name: _____

Student Activity Sheet H6.3
Activity 3: Warriors and heroes

Episode 6: 1958: Michaelis
Clip: Greek school

What makes a hero?

1 Define what we mean by the term 'hero' or 'heroine'.

2 Name some heroes or heroines with whom you identify.

Name	When did they live?	Where did they live?	What are they famous for?	Who are they important to?

3 Select one hero or heroine and research their story to share with the class.



Name: _____

Student Activity Sheet H6.6
Activity 6: Family tree

Episode 6: 1958: Michaelis
Clip: The christening

Events calendar

To create a 12-month calendar of special family events for the entire class, you need to create and describe a special family event of your own to add to the calendar.

Use the card template below to describe the event and then add it to the class calendar.

Event date

Event description



Name: _____

Student Activity Sheet: H6.7
Activity 7: Celebrations

Episode 6: 1958: Michaelis
Clip: The christening

Family celebrations and events

Choose one traditional family event that you celebrate and write a report on the following.

- 1 How is the event or celebration organised?
- 2 Who organises the event or celebration?
- 3 Where is the event or celebration held?
- 4 Why is it an important event or celebration?
- 5 What are the historical facts behind the event or celebration?
- 6 What types of food recipes are used and enjoyed?
- 7 Any other interesting information to add?

You can include photos and anything else that best depicts this family celebration. This report can be completed electronically as a document, blog or webpage. You could also use the template below.

Title:
Report:



Name: _____

Student Activity Sheet: H6.8
Activity 8: Paying a penny

Episode 6: 1958: Michaelis
Clip: The christening

Yesteryear and now

The boys next door who bullied Michaelis repay him a penny for his lost ice block.

- 1 Look at what can be bought in the 1950s and what the cost of an equivalent item is today. Make a comparative list of essential commodities that would be purchased each week by a family, such as bread, milk, butter, cheese, meat, Vegemite, jam and soap.

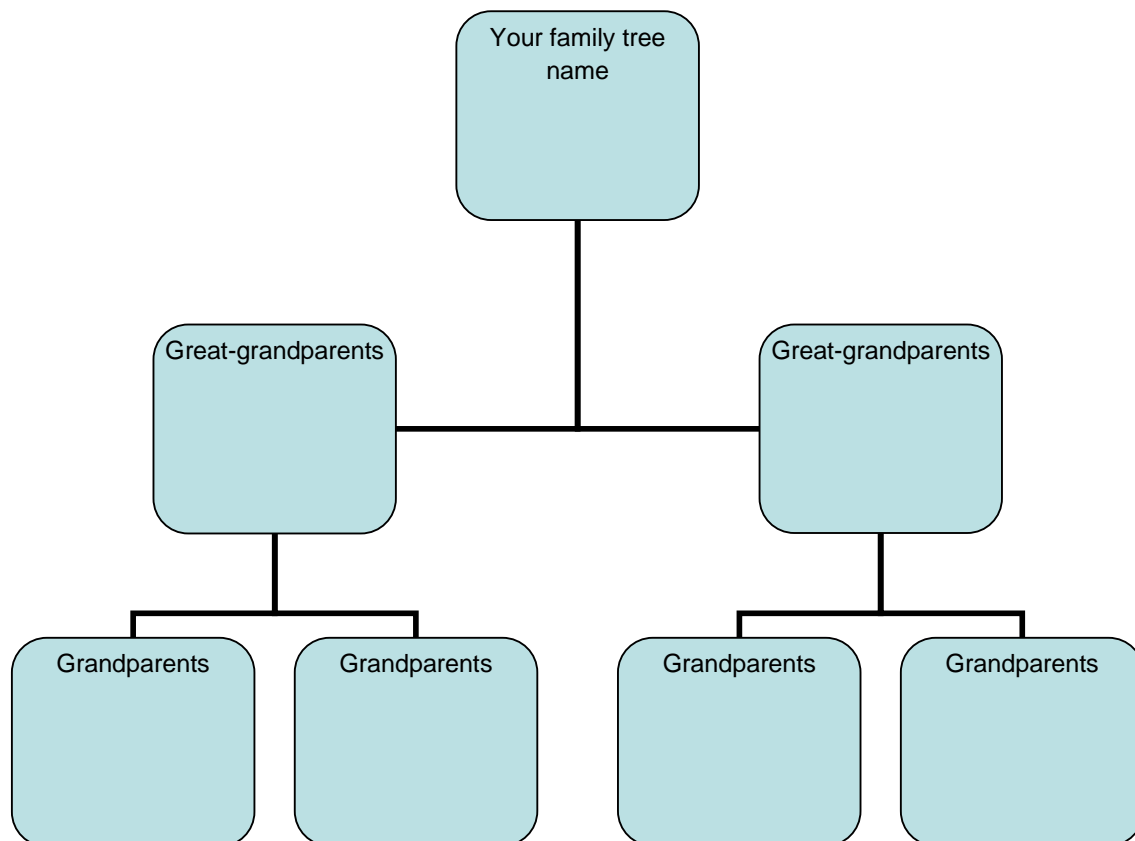
Commodity	1958	2010

- 2 Design a catalogue for 1958 using images and prices from that era. Find a promotional flyer from a local supermarket advertising this week's grocery specials. These brochures are placed in the letter box, or you can find them on the internet. Use the brochure as a guide for the layout of your 1958 catalogue.
- 3 Produce a price list and illustrate what would be sold at the milk bar that Michaelis visits in this episode. This article from *The Age* online is a good source of information about how household shopping lists have changed over time:

The Age, 'How CPI shopping list has changed',
<http://www.theage.com.au/news/national/how-cpi-shopping-list-has-changed/2008/04/23/1208743040371.html>

Your family tree

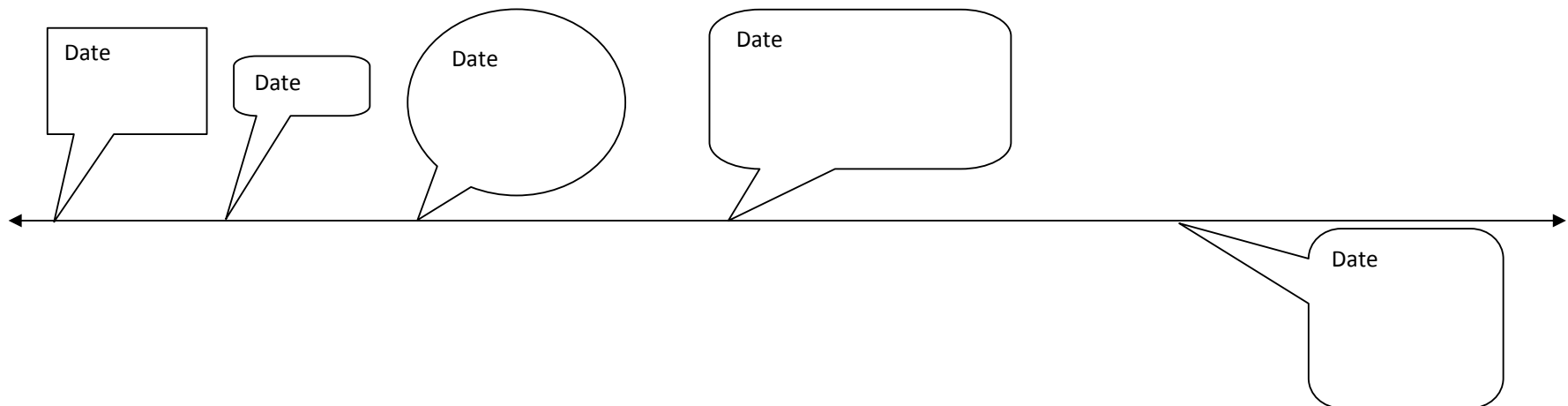
- 1 Use the template below as a model to create a family tree. Create the family tree in a digital format or redraw the diagram onto a poster.
- 2 Add the names of your family members, beginning with the oldest known relatives at the top and continuing with other family members in each box below.
- 3 You can also add photographs to your family tree by inserting a picture from a digital file or by printing and pasting them onto the poster.
- 4 Ask an older family member to help you with your family tree. This is an ideal way to find out the names of those relatives you have never met!





Timeline of Chinese immigration

- 1 Investigate why, when and how Chinese people first came to Australia.
- 2 Record this on a timeline and add in the dates of Chinese immigration that followed.
- 3 Locate Mr Wong on the timeline.
- 4 Use the style in the timeline example below or create your own version.





A profile of Mr Wong

historyface



Username: _____

Status: _____

Profile information

Groups and causes

Family information

