



## **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.



### **Download**

- 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.

### **Download**

- 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



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.





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.

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- 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:

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Process:

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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?