



EPISODE 2: 1998: MOHAMMED

Unit focus: English

Year level: Years 3–6

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



EPISODE 3: 1988: LILY

Unit focus: English

Year level: Years 3–6

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 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE CHRISTENING

ACTIVITY 8: TRADITIONS AND BELIEFS

Subthemes: Beliefs; Celebrations; Currency

Discover

- At baby Sophia's christening, Michaelis's father asks him, 'Do you feel Greek now?' Ask the class what they think was meant by this question. Do students think Michaelis feels Greek now? Why or why not?
- Have students list and discuss some of the Greek customs relating to the christening that are shown in the clip. Some suggestions could include throwing coins and Greek dancing.



- Introduce the term 'christening' to the class and clarify what it means. Have students identify and discuss other cultural practices for welcoming a baby into the family, the community, or the world. Use examples such as a naming ceremony or first birthday party. Have students ask their families for information about any ceremonies that might have been held for them as babies and to share these with the class.
- Discuss the importance of food in celebrations and have students write about a special occasion in their own family and what food they would enjoy at this occasion. Read the book *Let's Eat!* by Ana Zamorano, illustrated by Julie Vivas, to find out about the importance of sharing a meal together in a Spanish family.

Reflect

- Ask the students to design a special naming ceremony for someone or something important to them. This could be a pet, a person or a special toy. Students should include a speech, saying why this person or object is special and what they would wish for its future. Create a menu of food and drinks to celebrate the occasion.

Download

- Student Activity Sheet E6.5: Celebrating special occasions

EPISODE 11: 1908: EVELYN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CRACKER NIGHT

ACTIVITY 10: A HAPPY ENDING

Subthemes: Celebrations; Relationships

Discover

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



Reflect

- The faces of those at cracker night (especially the children) express awe, wonder, excitement and anticipation. Ask students how they would feel if they attended a cracker night or cracker night. Ask students to create song lyrics about a cracker night celebration, to be sung to the music of 'Waltzing Matilda'.

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- Student Activity Sheet E11.10: Problem solved!

ACTIVITY 11: MAKING NEWS

Subthemes: Celebrations; Character; Customs and traditions

Discover

- Ask students to write a newspaper report describing the atmosphere of the cracker night celebrations and including an interview with Evelyn or Edward. Students should 'ask' the characters to describe the highlight of the night for them. Include some quotes from the character to conclude the story.

Reflect

- Draw a picture of the cracker night to include with the article.
- Ask students to design an advertisement for Mr Wong's store and his fireworks, to be included as part of the newspaper page. The advertisement needs to have a slogan, an image and some details of the products.

Download

- Student Activity Sheet E11.11: Newspaper report

ACTIVITY 12: CRACKER NIGHT

Subthemes: Celebrations; Customs and traditions

Discover

- Until the late 1970s the ritual called Guy Fawkes Night, was celebrated each year on 5 November in backyards and vacant blocks of land all over Australia. Children could buy fireworks at variety stores, and old tree branches and dry wood would be gathered to build the bonfire. At the event an effigy built from hay, straw and hessian bags, called a guy, might be put on the bonfire and set alight. Have students research the Gunpowder Plot and find out who Guy Fawkes was.

Reflect

- Some cultures still practise letting off fireworks to celebrate certain events. Ask students to find out about some of these celebrations. Collect images of fireworks from your research and use them to create a photomontage.

Download

- Student Activity Sheet E11.12: Celebrating with fireworks



EPISODE 3: 1988: LILY

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE BICENTENARY

ACTIVITY 4: BICENTENNIAL CELEBRATIONS IN AUSTRALIA

Subthemes: Celebrations; Culture

The Bicentennial celebrations on 26 January 1988 promised to be significant for Australians. The official logo was 'Let's celebrate', encapsulating the festive events and people's attitudes and expectations. In NSW alone, over 25,000 bicentennial events took place during the year. One of the main events was the First Fleet re-enactment, with tall ships arriving from all over the world. Many Indigenous Australians did not celebrate, and some boycotted the organised events.

Discover

- Ask students to visit the following websites:
 - 1 Screen Australian, 'Australia Daze (1988)', <http://australianscreen.com.au/titles/australia-daze/clip3>
 - 2 Koorie History Website Project, 'The Sydney Morning Herald and Representation of the 1988 Bicentennial', http://www.kooriweb.org/foley/essays/essay_11.html
 - 3 Wikipedia, 'Australian Bicentenary', http://en.wikipedia.org/wiki/Australian_Bicentenary
- Students should develop a fact sheet responding to questions about the significance of the Australian Bicentenary:
 - 1 What is a Bicentennial celebration?
 - 2 Why is it a celebration for a nation?
 - 3 Who organised the celebration?
 - 4 Why did some Indigenous Australians not celebrate this occasion?
- Ask students to research merchandise that was designed for the Bicentenary. Before and during the celebration of Australia's Bicentenary there were commemorative stamps, coins, posters and other products made to mark the occasion. School children were given special plaques and coins.

Reflect

- Ask students to find as many examples of Bicentennial merchandising as possible. They should list them and find images for them. The information can be presented as a pamphlet, either electronically or on paper.
- Ask students to design their own commemorative item for the Australian Bicentenary and include it with their research.

Download

- Student Activity Sheet H3.4: Bicentennial information pamphlet



EPISODE 6: 1958: MICHAELIS

Unit focus: History

Year level: Years 3–6

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

EPISODE 10: 1918: BERTIE

Unit focus: History

Year level: Years 3–6

ACTIVITY 7: ANZAC DAY

Subthemes: Australians at war; Celebrations; Historical events

'It's a long way to Tipperary' was a famous celebratory song from the First World War and is the background audio for this episode. This song was one of many propaganda and sentimental songs used to encourage soldiers to do their duty, remember home and families and commemorate achievements. Anzac Day became a special event for commemorating the campaigns of not only the First World War, but for all wars Australians have been involved in.

Discover

- Find out more about Anzac Day and how it has shaped the Australian nation.
 - 1 What do the letters 'A', 'N', 'Z', 'A' and 'C' stand for?
 - 2 What is the importance of the Gallipoli campaign?
 - 3 What is the symbol of Anzac Day?
 - 4 When does Anzac Day occur?
 - 5 What happens on Anzac Day?
 - 6 Why is Anzac Day so important for Australians?
- Use the following websites as a guide to class discussions:
 - 1 Australian War Museum, <http://www.awm.gov.au>
 - 2 ANZAC DAY, <http://www.anzacday.org.au>

Reflect

- Students create a commemorative booklet about the Anzac campaign. The booklet should include the following:
 - 1 introduction, including brief historical facts, timeline, and diagrams of the campaign
 - 2 images and annotations
 - 3 statistics about injuries and the loss of life
 - 4 how the event is commemorated of the event in Anzac Day marches and celebrations
 - 5 symbols of the campaign
 - 6 personal story or recount about a family member who was involved, or the retelling of a researched soldier's bravery
 - 7 personal response to the importance of remembering the Anzacs.
- Each pair of students could prepare a booklet as a school resource to celebrate Anzac Day. The booklet could be published or be in digital form.



Download

- Student Activity Sheet H10.7: Anzac Day: a commemorative booklet

ACTIVITY 8: TIPPERARY

Subthemes: Art, music and literature; Australians at war; Celebrations

Discover

- Investigate the music of the 1920s. Jazz, ragtime and Broadway musicals were popular genres of this era. The First World War stimulated the entertainment industry to produce music that celebrated success and freedom. In post-war Australia the influence of music and dance from the USA and Britain was evident and new styles captured the imagination of the young returned servicemen and servicewomen.

Reflect

- Research and explore music websites showcasing music of the early 1920s. Discuss why jazz and ragtime music became so popular and why music became important in the recovery after the First World War. Look at the dance styles of the era and describe how they had changed from the pre-war era. Information can be found at these sites:
 - 1 1920's Music, <http://www.1920-30.com/music>
 - 2 Australian Government Culture Portal: Australian dance, <http://www.cultureandrecreation.gov.au/articles/dance>
 - 3 OzJazz 50, http://users.tpg.com.au/sykespi/ozjazz/ozjazz_history.html
- Students could research the history of one or all of these topics: popular musicians and bands; popular musicians; the impact of radio on the music industry.
 - 1 How did people in 1920s listen to music?
 - 2 What type of machine was used to listen to music?
 - 3 How did people buy music?
 - 4 Where did people listen to music?

Download

- Student Activity Sheet H10.8: Music in the 1920s



EPISODE 11: 1908: EVELYN

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: MR WONG'S EMPORIUM

ACTIVITY 8: GUNPOWDER

Subthemes: Celebrations; Inventions and electronic media

Discover

- In this clip, Evelyn, Edward and Freddie try to create fireworks by obtaining gunpowder. Why does this plan fail? What are the ingredients of gunpowder; where and when was it invented, and by whom? A useful website to start your research with is Wikipedia, 'Gunpowder', <http://cunnam.sca.org.au/wiki/Gunpowder>
- As a class, discuss the benefits and risks associated with gunpowder.

Reflect

- Ask students to research the origins of gunpowder and list some technological advances in its use across time. They could develop a timeline of the developments associated with gunpowder.

Download

- Student Activity Sheet H11.8: Timeline on gunpowder

EPISODE CLIP: CRACKER NIGHT

ACTIVITY 13: BONFIRES

Subthemes: Celebrations

Australians celebrated Guy Fawkes Night on 5 November each year. It symbolised Australia's links to Britain. Guy Fawkes Night is not celebrated any longer. Why not?

Discover

- Discuss a number of special events that students and their families celebrate today that are a reflection of past customs and traditions from other countries and ethnic communities.

Reflect

- Ask students to create a scrapbook page based on an Australian celebration such as Australia Day or Anzac Day. They are to find images, historical facts and information and present a personal recount of the event.
- Look at The Scrap Album, 'Guy Fawkes Day', <http://www.scrapalbum.com/agfp1.htm>
Students can use the page on Guy Fawkes as a template for their own work.



Download

- Student Activity Sheet H11.12: Celebration scrapbook



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:



Name: _____

Student Activity Sheet E6.5
Activity 8: Traditions and beliefs

Episode 6: 1958: Michaelis
Clip: The christening

Celebrating special occasions

- 1 List the Greek customs in the clip that relate to the christening.

- 2 Identify other cultural practices for welcoming a baby into a family, the community, or the world.

- 3 Write about a special occasion in your own family and what food you might enjoy at this occasion.

- 4 Design a naming ceremony for someone or something special to you (this could be a pet, a person or a special toy). Write a speech saying why this person or object is important to you and what you want for its future. Create a menu of food and drinks to celebrate the occasion.



Name: _____

Student Activity Sheet E11.10
Activity 10: A happy ending

Episode 11: 1908: Evelyn
Clip: Cracker night

Problem solved!

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

2 Record your responses to the following questions:

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

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

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

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



Name: _____

Student Activity Sheet E11.11
Activity 11: Making news

Episode 11: 1908: Evelyn
Clip: Cracker night

Newspaper report

- 1 Write a newspaper report describing the atmosphere of the cracker night celebrations. Include an interview with Evelyn or Edward. Ask the characters to explain the highlight of the night for them. Include some quotes from the character to conclude the story.
- 2 Draw a picture of cracker night to include with the article.
- 3 Include an advertisement for Mr Wong's store and his firecrackers as part of the newspaper page. This advertisement needs to have a slogan, an image and some details of the products.

Article

Image

Advertisement for Mr Wong's Emporium



Name: _____

Student Activity Sheet E11.12
Activity 11: Cracker night

Episode 11: 1908: Evelyn
Clip: Cracker night

Celebrating with fireworks

- 1 Research the history of the Gunpowder Plot. Who was Guy Fawkes?

- 2 Some communities still practice letting off fireworks to celebrate certain occasions. Find out about some of these events, when they are held, and what they celebrate. Collect images of fireworks from your research and create a photomontage.



Name: _____

Student Activity Sheet H3.4
Activity 4: Bicentennial celebrations in Australia

Episode 3: 1988: Lily
Clip: The Bicentenary

Bicentennial information pamphlet

- 1 Find out about some different items of merchandise designed to celebrate the Australian Bicentenary and research them. Before and during the Bicentennial celebrations there were commemorative stamps, coins, posters and other products made to mark the occasion. Find information and pictures about these items. The information can be presented as a pamphlet that you make either on a computer or on paper.
- 2 Design and draft your pamphlet below.

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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 H10.7
Activity 7: Anzac Day

Episode 10: 1918: Bertie
Clip: Armistice

Anzac Day: a commemorative booklet

- 1** Working with a partner, create a commemorative booklet about the Anzac campaign. The booklet should include the following:
 - a** an introduction including brief historical facts, a timeline and diagrams of the campaign
 - b** images and annotations
 - c** statistics about the loss of life and injuries
 - d** information on the commemoration of the event through Anzac Day march and celebration information
 - e** symbols of the campaign
 - f** a personal story in the form of a recount about a member of the family who was involved, or the retelling of a researched soldier's bravery
 - g** a personal response to the importance of remembering the Anzacs.
- 2** This completed booklet could be used as a school resource to celebrate Anzac Day. It can be published in print, or be created as a digital booklet.



Name: _____

Student Activity Sheet H10.8
Activity 8: Tipperary

Episode 10: 1918: Bertie
Clip: Armistice

Music in the 1920s

- 1 In a small group, research the history of the music player. In the time before stereos, MP3 players and iPods what did people use in order to hear their favourite tunes?

- 2 Research the history of one or all of these topics: popular musicians and bands; popular musicians; or the impact of radio on the music industry. Find out more about the non-electric phonographs Victrola and Graphanola, which were used to play the music in the era. Present your information on a poster or as a slideshow presentation. Use the following focus questions as a guide for your research:

a How did people in the 1920s listen to music?

b What type of machine was used to listen to music?

c How did people buy music?

d Where did people listen to music?

- 3 Research and explore music websites showcasing music of the early 1920s. Find out why jazz and ragtime music became so popular and why music was important in the recovery effort after the war.

- 4 Look at the dance styles of the era and describe how they had changed from the pre-war era. Information can be found on these websites:

a 1920's Music, <http://www.1920-30.com/music>

b Australian Government Culture Portal: Australian dance,
<http://www.cultureandrecreation.gov.au/articles/dance>

c OzJazz 50, http://users.tpg.com.au/sykespi/ozjazz/ozjazz_history.html



Name: _____

Student Activity Sheet H11.8
Activity 8: Gunpowder

Episode 11: 1908: Evelyn
Clip: Mr Wong's Emporium

Timeline on gunpowder

Small group project

Research and present information on the history of gunpowder and create a timeline of technological changes in the use of gunpowder. Within your group, nominate a researcher, a timeline creator and an editor.

- 1** Researcher: Locate information on the origins of gunpowder and also find out more about the technological advances in its use across time.
- 2** Timeline creator: You must either work electronically to create a timeline or create a timeline on a poster using the tips below.
- 3** Editor: You must edit the factual information and summarise it for the timeline.

The timeline must be presented in chronological order and the factual information used must be verified by the editor and also listed in the bibliography.

A useful website to start with is:

Wikipedia, 'Gunpowder', <http://cunnam.sca.org.au/wiki/Gunpowder>

Timeline tips:

- Ensure that you have worked out the beginning and end date of your timeline. Collaborate with your team to work this out.
- If working on a poster, measure out the dates on a ruled line on a landscape poster large enough for your timeline.
- If working electronically, decide as a group which program you will be using to present your information. If you are using a slideshow presentation program, you may want to include slides for each section of your timeline.



Name: _____

Student Activity Sheet H11.12
Activity 13: Bonfires

Episode 11: 1908: Evelyn
Clip: Cracker night

Celebration scrapbook

Design your own scrapbook page, either electronically or on paper, based on an Australian celebration. You may choose to make a scrapbook on Australia Day, ANZAC Day or a local celebration in your state or territory.

- 1** Research facts about the celebration, find pictures or take your own!
- 2** Use the website below to gather ideas about scrapbook design and what you can make:
The Scrap Album, 'Guy Fawkes Day', <http://www.scrapalbum.com/agfp1.htm>
- 3** Design your template and think about borders, headings, symbols and emblems to help create a theme for your scrapbook.
- 4** Think about a colour scheme and even the possibility of moving images and animation.
- 5** Sketch your ideas below.