



## **EPISODE 3: 1988: LILY**

Unit focus: English

Year level: Years 3–6

### **ACTIVITY 2: FAMILY BUSINESS**

Subthemes: Chores, business and employment

#### **Discover**

- One of Lily and Phoung's tasks after school is to make rice-paper rolls for the family restaurant. As a class, discuss the reasons why the girls would be expected to do this task. Discuss what is meant by the term 'family restaurant'.
- Ask students if they are expected to work for their families, either in a business or at home. What chores are they expected to complete to support the family? List the class responses and note the commonalities of work they do. Identify if someone does the same or similar work to Lily and Phoung.

#### **Reflect**

- Ask students to consider the question: What does family mean to you?
- Ask students to use the describing wheel in Student Activity Sheet E3.2 to write their ideas on what family means to them. Encourage students to focus on their own family and describe how their family members help each other. Ask students to share their describing wheel outcomes with others in the class.

#### **Download**

- Student Activity Sheet E3.2: Focus on family

## **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 8: 1938: COLUM**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: THE DOLE INSPECTOR**

#### **ACTIVITY 2: FAMILY**

Subthemes: Chores, business and employment; Social order and education

##### **Discover**

- Ask students to think about Colum and his family and then write a description of the family using three rich adjectives to create a word picture. Share and compare these descriptions and have students give reasons why they have described the family in this way. Encourage them to use evidence from the clip to support their opinion. Discuss the ways the filmmaker communicates important information about the family and their friends to the audience. Look closely at costumes, actions and the setting.
- Discuss how Colum's family works together in this time of hardship, identifying specific examples in the clip. Introduce the old saying that 'blood is thicker than water' and discuss what this might mean, and what it means in this context.

##### **Reflect**

- Students work in small groups to build up a richer picture of the family and their situation from all the information collected. Students can write a short story about what happened to Colum and his family before this situation, and how hardship has brought them together.

##### **Download**

- Student Activity Sheet E8.2: Sticking together

#### **ACTIVITY 3: DOLE INSPECTOR'S COMING**

Subthemes: Chores, business and employment; Social order and education

##### **Discover**

- As a class, discuss the role of the dole inspector. Ask students to focus on this character very carefully, taking notes and collecting as much information about him as possible from what is shown and heard in the clip. Look at how he dresses, how he acts and how he speaks. Have students compare notes and then individually write a detailed description of the dole inspector from the information they have collected.
- As a class, briefly discuss these responses and have students give reasons why they think the dole inspector is doing this job. Part of the discussion may focus on the fact that his job may be all that stands between the dole inspector and being unemployed and on the dole, like Colum's family.



### **Reflect**

- Ask students to create a webpage for the dole inspector. Ask them to imagine that he is alive today and needs a Facebook page to connect with other dole inspectors across the country. Alternatively, design an advertisement asking people to apply for the job of a dole inspector.

### **Download**

- Student Activity Sheet E8.3: What a job!

## **EPISODE CLIP: THE SHADOW**

### **ACTIVITY 5: WORKING FOR A LIVING**

**Subthemes: Chores, business and employment; Language and scripting; Relationships**

### **Discover**

- Discuss with the class the situation in the clip where Colum and Thommo earn some extra cash working for the shopkeeper Mr O'Sullivan. Discuss the work of Mr O'Sullivan (the shopkeeper and SP bookmaker) and what students think is involved in his work and his attitude towards it. Discuss the fact that SP bookies were illegal and consider what this might mean for the involvement of the two boys.
- Have students create a list of the tasks the boys had to do. Have students consider the reasons why they think Colum and Thommo were doing this job. What might have been the risks? Discuss why they were willing to take such risks.
- Revisit the clip where the two boys run down the lane on their return from collecting bets and bump into the policeman. Ask students to identify and discuss the possible ramifications for the boys from this encounter. What the boys are doing is illegal and they are truanting from school.
- Students work in small groups to devise ideas for ways in which children can earn money today that are safe and legal.

### **Reflect**

- Ask students to think about how they would feel if they were in this situation and were caught by the policeman. Have students draw this scene as a three-frame comic strip. They should draw the boys, using facial expressions and action, with thought captions to show their feelings as the situation unfolds, for example, 'Oh no, this can't be happening? Will he tell mum?'

### **Download**

- Student Activity Sheet E8.5: Not strictly legal



## **ACTIVITY 7: RADIO**

**Subthemes: Chores, business and employment; Entertainment and games; Inventions and electronic media**

### **Discover**

- As a class, discuss the role of the radio in this clip. Ask students what they think the radio symbolises. Why is the radio in Miss Miller's window? The positioning of the radio is evidence of the circumstances of the listeners in the street, including Colum and his family. What does this tell the audience about Miss Miller? She is obviously wealthier than her neighbours but she is also thoughtful and generous because she is sharing her radio with them.
- As a class, discuss the availability of radios at this time and their accessibility to the general public.

### **Reflect**

- Ask students to undertake library and internet research on the history of radio technology and how it impacted on family and community life in the 1930s. They should present this information as an oral report to the class.

### **Download**

- Student Activity Sheet E8.7: Radio times

## **EPISODE 9: 1928: BRIDIE**

Unit focus: English

Year level: Years 3–6

## **EPISODE CLIP: CHILDREN'S CHORES**

### **ACTIVITY 5: 1928 CHORES**

**Subthemes: Chores, business and employment**

#### **Discover**

- Kath and Bridie have an extensive list of chores to perform while their mother leaves the house for paid work.
- As a class, list the tasks the girls complete and discuss them. Might anything about these chores constitute a danger to the children?

#### **Reflect**

- Discuss the following questions with the students:
  - 1 Do these children have too much responsibility?
  - 2 Are these tasks age-appropriate?



**3** Are the responsibilities different to what children of the same age would be expected to have in the 21st century?

- Watch a selection of the other *My Place* episodes and ask students to complete a list of chores that Rowley (Episode 12), Evelyn (Episode 11), Michaelis (Episode 6) and Lily (Episode 3) are expected to complete for their families. Compare these and discuss how they differ and why.
- Organise a class debate on the topic 'Children should not have to do chores'.

#### **Download**

- Student Activity Sheet E9.5: Supporting an argument

## **EPISODE 11: 1908: EVELYN**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: CHORES AND PUNISHMENT**

#### **ACTIVITY 7: AVOIDING PUNISHMENT**

Subthemes: Chores, business and employment

##### **Discover**

- Ask the class to describe what is happening in this scene. A filmmaker uses various techniques to convey information about characters. What techniques are used in this scene to tell the audience about Evelyn and Edward?

##### **Reflect**

- Ask students to complete the chart on the Student Activity Sheet E11.7, and then consider how the events in this sequence help the scene to unfold.
- Ask the students to list all the chores Evelyn and Edward are expected to perform, then write a list of chores they themselves do at home. Compare the lists and ask students to evaluate which ones are more difficult. Ask them to tick which chores they get rewarded or paid for.

##### **Download**

- Student Activity Sheet E11.7: Working to avoid punishment

#### **ACTIVITY 9: PUNISHMENT**

Subthemes: Chores, business and employment; Culture; Relationships

##### **Discover**

- Evelyn is pressured to complete her chores while Edward taunts her with the prospect of punishment by her father. As a class discuss what punishment is anticipated in this scene. Also consider what would have been usual punishments for girls and boys of this era and how they compare to punishments handed out by parents today.



### **Reflect**

- Ask students to take a position on one side of a debate. The topic for the debate is: 'Punishment is the most effective form of communication for parents in dealing with their children today'. Each student should include three effective points for or against the topic, giving examples to support their position.

### **Download**

- Student Activity Sheet E11.9: A debate about punishment

## **EPISODE 12: 1898: ROWLEY**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: EARLY PHOTOGRAPHY**

#### **ACTIVITY 5: GOOD DEEDS**

Subtheme: Chores, business and employment

#### **Discover**

- As a class, define what the meanings of 'good deeds' and 'bad deeds' are. Make a list of good and bad deeds on a chart. Discuss with students why they feel that good deeds are actually best for people to do and receive. Examine why Rowley believes that by doing 1,000 good deeds his father will return to the family. Is this a superstition? What are some other superstitions students know of?

#### **Reflect**

- Ask students to prepare a 'Journal of good deeds' where they list 100 good deeds that they could do for others. It should not take longer than a month to complete all the deeds. During the course of the month the students should document their experiences in their journal. When they complete each good deed they should have the person they did it for, or another adult or older child, sign against it in their journal. At the end of the month, the class can compare and evaluate their experiences and the kinds of good deeds that were done.

#### **Download**

- Student Activity Sheet E12.5: A journal of good deeds



## **EPISODE CLIP: WORKERS' RIGHTS**

### **ACTIVITY 10: WORKERS' HEALTH**

Subthemes: Chores, business and employment; Social order and education

#### **Discover**

- As a class, discuss the health problems for workers at the brickworks. What is happening to them? How do we know this is happening? Have students view the clip again and look for specific information. Some examples include the man coughing in the opening shot and Rowley's conversation with his mother.
- Ask students to find out:
  - 1 What did Rowley's father do for a living?
  - 2 What happened to Rowley's father as a result of this work?
  - 3 What eventually happened to him and what impact did it have on his life?
  - 4 What does this mean for his family?

#### **Reflect**

- Have students reflect on what measures could be taken to fix the situation for Rowley's dad. Students could take part in a debate where they present arguments for and against the case for workers' entitlement. Issues for debate could include sick leave, holiday leave and workers' compensation for work-related illnesses (such as respiratory illness due to the brick dust from the brickworks). Ask students to research more contemporary examples where workers' rights have been ignored.
- Ask students to design a poster depicting the danger of working in a mine. Discuss the characteristics of a good poster. As a modelled class activity, analyse examples of different posters, identifying the generic structure and key features of an effective poster. How are the slogan, subheading, images and body text used to communicate their intended message?

#### **Download**

- Student Activity Sheet E12.10: Rights and wrongs

### **ACTIVITY 11: LETTER TO THE EDITOR**

Subtheme: Chores, business and employment

#### **Discover**

- Ask students to view the clip and list all the information provided about the issues of workers' health and unsafe working practice at the 1898 brickworks. The information is given in a variety of ways, so they need to listen and watch carefully. Ask them to list each issue they find and discuss them as a class.
- Introduce students to the TLF digital resource L336 'Letters to the Editor, 2009: community disagrees'. This could be used as an example and support to writing their own letter to the editor.



### Reflect

- Have students choose a character from the clip and write a letter to the newspaper as that person, using the formal written English of 1898. They should argue for the brickworks to introduce sick leave and safety measures to ensure that their workers remain healthy. Prior to students writing their own letter, create a class example as a modelled text. Focus attention on the format of the letter: salutation and introduction, body of text, conclusion and sign-off.

### Download

- Student Activity Sheet E12.11: Rights and conditions of workers

### Useful resources from The Le@rning Federation

- L336 Letters to the editor: community disagrees

## EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

### EPISODE CLIP: CHILDREN'S GAMES

#### ACTIVITY 1: GAMES AND RULES

Subthemes: Art, music and literature; Chores, business and employment

#### Discover

- In this clip we find Victoria, Wesley and May playing a favourite children's game, blind man's bluff (or buff). Some children's games have been played for centuries. Swings were played on from 1600 BC and jacks or 'knucklebones' date back to Ancient Greece. Both blind man's bluff and chasey date back 2,000 years. 'Oranges and lemons' was a political parody in medieval England.
- To explore further, go to:
  - 1 Chest of Books, 'How Children's Games Originate', <http://chestofbooks.com/food/household/Woman-Encyclopaedia-2/How-Children-s-Games-Originate.html>
  - 2 Kids Spot, 'Blind Man's Bluff', <http://www.kidspot.com.au/kids-activities/Blind-Mans-Bluff+3823.htm>
  - 3 Wikipedia, 'Blind man's bluff (game)', [http://en.wikipedia.org/wiki/Blind\\_man's\\_bluff\\_\(game\)](http://en.wikipedia.org/wiki/Blind_man's_bluff_(game))
  - 4 Wikipedia, 'Oranges and lemons', [http://en.wikipedia.org/wiki/Oranges\\_and\\_Lemons](http://en.wikipedia.org/wiki/Oranges_and_Lemons)

#### Reflect

- Brainstorm the names of games that children play today. List these on a chart. Ask students to nominate if the game is historical/ traditional, or developed in recent times and explain why they think so. Have students select two of these games and ask them to write what they think are the rules of the games. The list of games could include: red rover, marbles, hopscotch, blind man's bluff, skipping, leapfrog, tiddlywinks. Games can also be categorised as physical, board, card or electronic.



- Once the students have written down the rules of their selected games, pair them up to compare with others who selected the same game. Ask them to share and negotiate the correct and accepted rules of the games. Students may then realise that each person can have a different idea about the process and outcome for winning the game.
- Individually, or in pairs, students should design and construct their own game. They will need to think about the title, rules, process, equipment and goal. They could use Student Activity Sheet E13.1 to guide their thinking. Once they have designed the game, they can invite other members of the class to play it.

### Download

- Student Activity Sheet E13.1: Playing the game

## EPISODE 3: 1988: LILY

Unit focus: History

Year level: Years 3–6

### EPISODE CLIP: FOOD AND CHORES

#### ACTIVITY 2: VIETNAMESE FOOD

Subthemes: Chores, business and employment; Customs and traditions; Food

Vietnamese food is diverse, colourful, creative and very inspirational. The cultural diversity of the regions of Vietnam is reflected in the food. Most Vietnamese dishes are created with five main tastes: spicy, salty, sweet, sour and bitter.

#### Discover

- Ask students to investigate the unique styles of Vietnamese cooking. Refer to 'Vietnamese cuisine' on Wikipedia, [http://en.wikipedia.org/wiki/Vietnamese\\_cuisine](http://en.wikipedia.org/wiki/Vietnamese_cuisine)
- Ask students to find at least three Vietnamese recipes, online or in cookbooks. They should research the origins of these recipes and share their research with the class. In the clip, Lily and Phoung are making rice paper rolls for the restaurant. Ask students to find the recipe for this dish and make some to share.

#### Reflect

- The recipes and introductions could be collated into a class Vietnamese recipe booklet to celebrate *Tết*, which falls during the full moon prior to the spring planting, usually in late January to mid-February. *Tết* began as a festival to pray for a good year.
- The booklet can be presented electronically or on paper and shared.

### Download

- Student Activity Sheet H3.2: Three recipes



## **EPISODE 6: 1958: MICHAELIS**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: A GREEK GARDEN**

#### **ACTIVITY 5: GARDENING**

**Subthemes: Chores, business and employment; Culture; Customs and traditions**

Michaelis and his father are in their backyard gardening when his mother comes to the garden to admire their work. It was an expectation for children of this era to work as their parents directed. Gardening was just one chore that Michaelis would be expected to complete.

#### **Discover**

- As a class, discuss the type of chores Michaelis would be expected to complete around the house. List these and compare them to the chores of other characters in other episodes, such as Victoria, Rowley, Evelyn, Bertie, Bridie and Colum. Ask students to consider how Michaelis would be expected to behave as a child in a Greek family. Compare these expectations to students' lives today.

#### **Reflect**

- Ask students to write a diary entry for a day in the life of Michaelis and explain how they believe he feels about the events in his life. Share these stories with the rest of the class.

#### **Download**

- Student Activity Sheet H6.5: Weekly chores

## **EPISODE 7: 1948: JEN**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: HOLDENS**

#### **ACTIVITY 5: CAR PRODUCTION**

**Subthemes: Chores, business and employment; Historical events; Transport**

#### **Discover**

- The first Holden car, the 48-215 (FX), cost £733 (including tax), which represented 94 weeks of wages for the average worker at the time. Despite this, demand for the car was high. Some 18,000 people paid a deposit for the car before they had even seen it. When the FJ Holden was



released in 1953, the economy was significantly stronger and the car's price was £1,074 (including tax), representing 68 weeks of wages for the average worker.

- As a class, discuss car production today. Ask students if they think it is less or more expensive to manufacture and sell cars today. On a chart or the blackboard, list possible reasons for changes in the cost of manufacturing a car.

### **Reflect**

- Ask students to compare and contrast the cost of selected cars available in 1948 to similar types of cars in 2009. The students could evaluate which car was the most economical then and now.
- Using the library and online resources, guide the students in researching the average weekly wage in Australia today compared to the average weekly wage of a purchaser in 1948.
- Divide the class into groups and ask each group to create a chart or graph for a different decade since 1948 representing the cost of cars in that decade with a comparative bar showing the corresponding average annual wage.
- Students could look at the number of hours it took to produce a car in each decade and the number of people employed in car manufacturing at the time. They could also compare the methods of production used in different eras. They could use an electronic spreadsheet to complete this exercise. Students could use the library and online resources to help gather the necessary information.
- Each group should present their findings to the class.

### **Download**

- Student Activity Sheet H7.5: Comparison chart

## **EPISODE 8: 1938: COLUM**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: THE DOLE INSPECTOR**

#### **ACTIVITY 1: HARD TIMES**

Subthemes: Chores, business and employment; Historical events; Social order and education

#### **Discover**

- What did the Great Depression really mean in Australia? Refer to the 'Decade timeline' for descriptions of the 1930s. Read about the effects of the Great Depression on families and individuals.
- The dole inspector is portrayed as a much feared character, and the community work together to defy the inspector so they can sell market produce grown in their backyard to make money to survive.



## Reflect

- Students view the clip, 'The dole inspector' and create a class poster, or mind map, of characteristics and facts that visually represent a community experiencing unemployment and economic hardship. Use examples of clothing, food, housing and communities.
- Students research the beginnings of the economic crisis that became the Great Depression in 1930s Australia. Information gathered should include the following key research items:
  - 1 jobs
  - 2 unemployment
  - 3 housing
  - 4 the dole
  - 5 recollections of experiences.
- As an added experience, research groups can view excerpts from the documentary series, *The Bridge* (55 mins), which is the first episode of the three-part series entitled 'Constructing Australia'. The film is available at Screen Australia, <http://www.screenaustralia.gov.au/learning/constructingaustralia>
- Other helpful websites include:
  - 1 Seniors.com.au, <http://www.seniors.gov.au>
  - 2 History.org, 'History: The Great Depression', <http://www.australianhistory.org/great-depression.php>
  - 3 Screen Australia Digital Learning, <http://dl.screenaustralia.gov.au>
- Students, working in small groups, can present the information they find as a front page story for a newspaper on the topic 'Tips for surviving the Great Depression'. The information can be set out with major headlines, diagrams, old footage pictures gathered from various websites and articles relating to the Great Depression in Australia.

## Download

- Student Activity Sheet H8.1: The Great Depression

## ACTIVITY 2: INDIVIDUAL STRENGTH

### Subthemes: Chores, business and employment; Historical events; Social order and education

Many inspirational stories came out of Australia during the Great Depression. In times of hardship, communities came together to help each other. This support and charity is depicted in Episode 8 of *My Place*, with Colum, his family and friends.

## Discover

- Research and examine some inspirational stories of the Great Depression. Discuss why optimism is so important in times of hardship, and encourage students to make the connections to their own community.

## Reflect

- Students watch the following clips from the Screen Australia Digital Learning website and take notes about what they see and hear, so they are ready for discussion on the inspirational stories.



- 1 *The Prime Minister's National Treasures*, 'James Scullin and the GCMG', <http://dl.screenaustralia.gov.au/module/1095>
  - 2 *The Bridge*, 'The Bridge Workers', <http://dl.screenaustralia.gov.au/module/873>
  - 3 'Australia Today – Men of Tomorrow', <http://australianscreen.com.au/titles/australia-today-men-tomorrow/clip1>
- Students share their thoughts on the clips and draw comparisons on their own community experiences. Tough economic times also affect the lives of students today. Use Student Activity Sheet H8.2 to encourage students to brainstorm their thoughts on how people cope with tough times, both past and present.

#### **Download**

- Student Activity Sheet H8.2: Coping with hard times

### **ACTIVITY 3: SUSSO**

**Subthemes: Chores, business and employment; Historical events; Social order and education**

#### **Discover**

- Many people were homeless and relied on relief schemes and food tickets to keep themselves alive. Farmers struggled, unable to pay back loans. Soup kitchens and 'tent cities' sprung up in many cities and towns
- A form of unemployment benefits was introduced known as the 'susso', which was an abbreviation for sustenance, but its recipients felt a sense of undeserved shame. Long dole queues were found across the land. Many families who lost their homes moved to tent city towns, such as Happy Valley in the council of Waverley in New South Wales. The Unemployment Relief Works Program built valuable roads, pools and buildings giving hundreds of people employment and a sense of self-worth
- Ask students to discuss the question: Should government unemployment benefits still exist?

#### **Reflect**

- Students conduct a debate: 'For or against the dole.'
- The students are divided into groups of five and given a 'for' or 'against' tag. Ask them to work in their teams to research information on the current unemployment benefits scheme and investigate points for or against it. There may be two teams for it and two teams against it. Each team should be given the opportunity to debate in a formal or informal debate setting.

#### **Download**

- Student Activity Sheet H8.3: Unemployment relief



## **EPISODE CLIP: *THE SHADOW***

### **ACTIVITY4: RADIO**

**Subthemes: Chores, business and employment; Entertainment and games; Inventions and electronic media**

The 1930s were the golden age of radio. Radio had been a nationwide phenomenon during the 1920s, when it broadcast music such as jazz, but its most important role was presenting current affairs. During the 1930s, radio was a source of entertainment, communications and relief from everyday troubles and hardship. However, owning a radio attracted a licence fee and few people could afford this luxury during the Great Depression.

#### **Discover**

- As a class, discuss the historical significance of news broadcasting via radio. Students could investigate what significant broadcasts were made in the 1930s. They could also look at how broadcasts were produced and by whom. The following websites will help prompt discussion:
  - 1 Modernity, Intimacy and Early Australian Commercial Radio, 'Talking and Listening in the Age of Modernity: Essays on the history of sound', Bridget Griffen-Foley, [http://epress.anu.edu.au/tal/mobile\\_devices/ch10.html](http://epress.anu.edu.au/tal/mobile_devices/ch10.html)
  - 2 Australian Broadcasting Commission, <http://www.abc.net.au>
  - 3 ———*History of the ABC: 1930s*, <http://www.abc.net.au/corp/history/75years/timeline/1930s.pdf>

#### **Reflect**

- Radio plays were popular entertainment in Australia in the 1930s. *The Shadow* was a serial based on a comic book by the same name, and it is a great example of a radio play that appealed to a younger generation of listeners.
- Ask students to participate in a question and answer activity about *The Shadow* radio play.
  - 1 How does the story come to life on radio? What elements have the radio producers used to recreate the stories and hold the listeners interest?
  - 2 Other than dialogue, what sounds did you notice in the clip *The Shadow*?
  - 3 How do you think these sounds have been created?
  - 4 Why do you think radio plays were so popular with people before television came to Australia in 1956? Are radio plays still being broadcast today and if so, where?
  - 5 What other types of radio programs were available to listeners in 1938, other than radio play serials?
- As a follow-up activity, ask a senior family member about the radio programs they remember? Which did they like and when did they listen to them?

#### **Download**

- Student Activity Sheet H8.4: *The Shadow*: questions and answers



## ACTIVITY 5: A RADIO PLAY

Subthemes: Art, literature and music; Chores, business and employment; Entertainment and games

### Develop

- *The Shadow* began as a narrative character in an American radio show, *Detective Story Hour*, in 1930. By 1931 *The Shadow* had been published as a comic magazine, and it survived for almost two decades. The character was given its own radio show in 1937, and throughout 1938, a young radio personality called Orson Welles played the lead role. Read about the history of *The Shadow* at 'Orson Welles' The Shadow', <http://www.downunderdvd.com/TheShadow.html>

### Reflect

- Ask students to create a short episode of a radio play serial with roles for at least four people. They will need to source a script with roles for these people. Other students may like to be sound technicians and recorders. Ask the students to bring in comic books about super heroes to spark their imagination. They may create their own short script, or use one they have found.
- Ask students to follow the steps below:
  - 1 Select a known script, or write your own short script.
  - 2 Storyboard the action and calculate the time the script will take to present; about five to ten minutes is sufficient.
  - 3 Decide on theme music and work out what sound effects are needed to help tell the story and draw the attention of the viewer.
  - 4 Practise your lines as a group and time your sound effects to the action.
  - 5 Use a digital program to record the radio play, or use the microphone application on the desktop computer. You may also use a tape recorder.
  - 6 Share the radio serials with the whole class.

### Download

- Student Activity Sheet H8.5: Write your own radio play

## EPISODE 9: 1928: BRIDIE

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: CHILDREN'S CHORES

### ACTIVITY 1: CHORES

Subthemes: Chores, business and employment; Relationships

In 1923 the government of Stanley Bruce created the 'Men, Money and Markets' policy. Its aim was to find new markets for Australian products and to use immigration as a way to increase the number of



workers in Australia. This policy benefited the agricultural sector, but conditions and wages for urban workers deteriorated between 1920 and 1929, leading to workers' strikes.

With many Australian men fighting in First World War (1914–18), women filled the jobs left vacant in an effort to support the war effort. The movement into the workforce changed the role of women and by the 1920s it had become more acceptable for both men and women to work.

In 1928, the life of many children in Australia was one of hard work and responsibility to family. This episode portrays the difficulties commonly encountered by many Australian families, with a father and mother who both need to work and children who have to tend to the home and look after their younger siblings.

### **Discover**

- Watch the clip 'Children's chores' and discuss the types of chores the girls do. Make a list of the chores that Bridie and her sister are responsible for. Make another list of the types of chores children do today. Introduce the concept that technology is the factor that makes the jobs around the home different today. One example is the use of washing machines and dishwashers in today's homes. Additionally, ask students to compare the chores of Bridie and her sister Kath to those completed by other children in previous and subsequent episodes.

### **Reflect**

- Use Student Activity Sheet H9.1 to record the lists of chores for both eras. Ask students to research information on the tools or technology used to carry out each chore. An example could be a broom used for sweeping, or the vacuum cleaner used for cleaning today. The contrast of activities and machines or tools used can be shared. Questions for discussion during share time could include:
  - 1 Are chores today similar or different to those in the clip?
  - 2 How do tools or machines help with household chores?
- As a class, discuss the topic: 'Are chores easier today compared to 1928?'
- Ask students to write a paragraph about why chores are easier to carry out in today's society and then share their points of view with the class.

### **Download**

- Student Activity Sheet H9.1: Chores then and now

## **ACTIVITY 2: WORK**

**Subthemes: Chores, business and employment; Entertainment and games; Social order and education**

Times were tough in 1928. The economy was on the brink of depression, and soon Australia would see job losses and a housing crisis. Children were given a lot of responsibility and in many cases had little or no time for play. Episode 9 highlights the quest of the children to escape their daily routine in order to have some fun.

### **Discover**

- 'Historyface' and blog: Using the 'historyface' template students are asked to create a profile for a child in 1928, and add a blog attachment. The blog may include a diary entry, or a list of



complaints relating to tough times and chores. Students are encouraged to become the voice of their child character of 1928.

### **Download**

- Student Activity Sheet H9.2: A child in 1928

## **EPISODE 11: 1908: EVELYN**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: CHORES AND PUNISHMENT**

#### **ACTIVITY 11: CHORES**

Subthemes: Chores, business and employment; Gender roles

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

#### **Discover**

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

#### **Download**

- Student Activity Sheet H11.10: Comparing chores



## **EPISODE 12: 1898: ROWLEY**

Unit focus: History

Year level: Year 3–6

### **EPISODE CLIP: 1,000 GOOD DEEDS**

#### **ACTIVITY 2: HELP WANTED**

**Subthemes: Chores, business and employment; Customs and traditions**

Rowley is depicted as a hardworking, selfless child. His daily routine is to help others by doing good deeds. Although he is volunteering to do these chores, many of them were commonplace for children of the era.

#### **Discover**

- Discuss the chores of the late 1800s by developing a mind map. Encourage students to elaborate on some of the most common jobs seen in the clip, such as collecting horse manure and firewood. Discuss what tools Rowley may have needed to complete his chores, why his chores were necessary and what skills were required to do the chores.
- Compare Rowley's belief in good deeds bringing him luck, or something that he wants, to the previous episode where Victoria and her siblings hide objects for luck. Which method do the students believe would be most effective? Do they have superstitions or beliefs that they can share with the class?

#### **Reflect**

- Ask student to create a 'Help wanted' poster with a partner. They need to include a job or chore title and a description of it from the mind map. They must include the skills required to fulfil the job or chore using a job criteria section.

#### **Download**

- Student Activity Sheet H12.1: Job advertisement



## **EPISODE 13: 1888: VICTORIA**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: CHILDREN'S GAMES**

#### **ACTIVITY 1: COMPARING GAMES**

**Subthemes: Chores; business and employment; Entertainment and games**

In 1888, games played by children were different to those played today. Toys were handcrafted and many were homemade. Families that relied on a meagre income didn't spend on lavish toys. Children played many imaginary and 'made up' games outdoors.

Victoria and her siblings enjoy playing together under the Moreton Bay fig tree. Although their resources are limited, they invent games and enjoy each other's company.

#### **Discover**

- Encourage students to recall games they play in the schoolyard and games they play indoors. Create a mindmap of games. Use an online encyclopedia, or search the internet, for a list of traditional games before you commence.
  - 3 What are the traditional games children play in the clip?
  - 4 What are some traditional games your parents or grandparents have taught you?
  - 5 Discuss and list other traditional games. Use the list you created to generate ideas.

#### **Reflect**

- Create a comparative table with traditional games on one side and contemporary games on the other. Discuss with the class the differences between traditional and modern games played by children.

#### **Download**

- Student Activity Sheet H13.1: Comparing games



Name: \_\_\_\_\_

Student Activity Sheet E3.2  
Activity 2: Family business

Episode 3: 1988: Lily  
Clip: Food and chores

### Focus on family

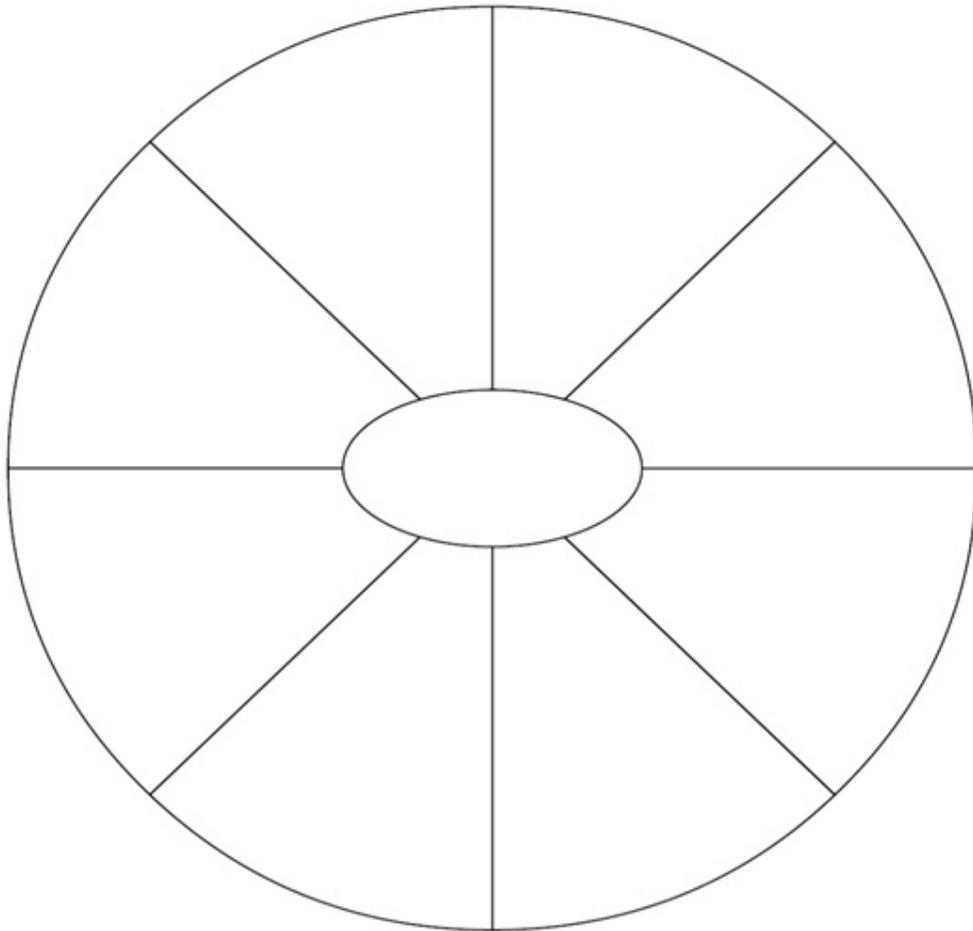
One of Lily and Phoung's tasks after school is to make rice-paper rolls for the family restaurant.

1 What is meant by the term 'family restaurant'?

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2 What does family mean to you? Use the describing wheel below to focus on your family and describe how your family members help each other.







Name: \_\_\_\_\_

Student Activity Sheet E8.3  
Activity 3: Dole inspector's coming

Episode 8: 1938: Colum  
Clip: The dole inspector

## What a job!

- 1 What is the role of the dole inspector? Identify aspects of what he does, who he is and what he looks like.

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- 2 Select either of these activities:

- a Create a webpage for the dole inspector. Imagine that he is alive today and needs a Facebook or MySpace page to connect with other dole inspectors across the country.
- b Design an advertisement asking people to apply for the job of dole inspector.



Name: \_\_\_\_\_

Student Activity Sheet E8.5  
Activity 5: Working for a living

Episode 8: 1938: Colum  
Clip: The Shadow

### Not strictly legal

- 1 Create a list of the tasks that Colum and Thommo had to complete for the shopkeeper Mr O'Sullivan.

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- 2 Why were Colum and Thommo doing this job? What were the risks?

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- 3 What ways can children earn money today that are safe and legal?

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- 4 Draw the scene with the policeman as a three-frame comic strip using facial expressions and action. Add thought captions to show the boy's feelings as the situation unfolds, for example, 'Oh no, this can't be happening? Will he tell mum?'

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Name: \_\_\_\_\_

Student Activity Sheet E9.5  
Activity 5: 1928 chores

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

### Supporting an argument

- 1 List the chores that Kath and Bridie complete. Do you think any of these pose a possible danger? If so, what?

Chores	Danger

- 2 Respond to the following questions:

a Do you think these children have too much responsibility?

\_\_\_\_\_

b Do you think these tasks are age-appropriate?

\_\_\_\_\_

c Are these responsibilities different to those of children today?

\_\_\_\_\_

- 3 Watch different *My Place* episodes and complete a list of chores that each of the people below are expected to complete for their families.

Bridie/Kath (1928)	Rowley (1898)	Evelyn (1908)	Michaelis (1958)	Lily (1988)

- 4 State some ways in which the chores in different periods are similar and different from each other.

\_\_\_\_\_

- 5 Prepare a debate on the subject 'Children should not have to do chores' by coming up with points for and against.



Name: \_\_\_\_\_

Student Activity Sheet E11.7  
Activity 7: Avoiding punishment

Episode 11: 1908: Evelyn  
Clip: Chores and punishment

### Working to avoid punishment

1 Describe what is happening in this scene. What is the filmmaker trying to tell the audience about Evelyn and Edward? Complete the chart below.

Who	What they do	Why they do it	Film techniques used
Evelyn			
Evelyn			
Evelyn			
Edward			
Edward			
Edward			

2 List all the chores Evelyn and Edward are expected to perform and then write a list of chores that you do at home. Compare the lists and evaluate which ones are more difficult. Indicate the chores you get rewarded or paid for.

Evelyn's and Edward's chores	Your chores	Degree of difficulty 1–10 (1 is the hardest)	Rewarded or paid? (yes or no)



Name: \_\_\_\_\_

Student Activity Sheet E11.9  
Activity 9: Punishment

Episode 11: 1908: Evelyn  
Clip: Chores and punishment

## **A debate about punishment**

There is to be a class debate on the question: 'Punishment is the most effective form of communication for parents in dealing with their children today.'

- 1** Choose a side in the debate and write three effective points to support your position.

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- 2** Add any other points you think your team should include in their arguments. Include any further suggestions you have as to how your team should approach the topic.

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Name: \_\_\_\_\_

Student Activity Sheet E12.10  
Activity 10: Workers' health Activity

Episode 12: 1898: Rowley  
Clip: Workers' rights

## Rights and wrongs

1 While viewing the clip 'Workers' rights', look for specific information about the rights of workers in this era and respond to these questions:

a What did Rowley's father do for a living?

\_\_\_\_\_

b What happened to Rowley's father as a result of this work?

\_\_\_\_\_

c What eventually happened to him and what impact did it have on his life?

\_\_\_\_\_

d What does this mean for his family?

\_\_\_\_\_

2 Write an argument for a debate about workers' entitlements, either for or against. Issues could include sick leave, holiday leave and workers' compensation for work-related illnesses (such as respiratory illness due to the brick dust from the brickworks). To illustrate your point, use contemporary examples where workers' rights have been ignored.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Design a poster depicting the danger of working in a mine. Look at different examples of good poster design as a guide and include a slogan, sub-heading, image and body text to communicate your intended message.



Name: \_\_\_\_\_

Student Activity Sheet E12.11  
Activity 11: Letter to the editor

Episode 12: 1898: Rowley  
Clip: Workers' rights

## Rights and conditions of workers

- 1 View the clip 'Workers' rights' and list all the information provided about the issues of workers' health and unsafe working practice at the 1898 brickworks.

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- 2 Choose a character from the episode and write a letter to a newspaper as that person, using the formal written English of 1898. In the letter, argue for the brickworks to introduce sick leave and safety measures to ensure that their workers remain healthy. Focus your attention on the format of the letter and include a suitable salutation, introduction, body of text, conclusion and sign-off.

	(Name)
	(Address)
(Date)	
To the editor,	
My name is _____	
_____	
_____	
_____	
_____	
_____	
_____	
Yours sincerely,	



Name: \_\_\_\_\_

Student Activity Sheet E13.1  
Activity 1: Games and rules

Episode 13: 1888: Victoria  
Clip: Children's games

## Playing the game

1 Select two games and use the table below to describe them.

	Name of game one	Name of game two
Origins of the game		
Number of players		
Where you play the game		
Equipment you play with		
Goal of the game		
Procedure in playing the game		
Rules of the game		

2 Design and construct your own game using the table below for guidance.

Name	
Number of players	
Where you play the game	
Equipment you play with	
Goal of the game	
Procedure in playing the game	
Rules of the game	



Name: \_\_\_\_\_

Student Activity Sheet H3.2  
Activity 2: Vietnamese food

Episode 3: 1988: Lily  
Clip: Food and chores

### Three recipes

- 1 Research online or in cookbooks to locate at least three different Vietnamese food recipes.
- 2 Find out about the origins and cultural significance of these recipes and make some fact cards about Vietnamese food.
- 3 Your three recipes can be presented as an online booklet or on paper. Use the table below to draft your recipes and diagrams.

Recipe 1	Recipe 2	Recipe 3



Name: \_\_\_\_\_

Student Activity Sheet H6.5 Page 1 of 2  
Activity 5: Gardening

Episode 6: 1958: Michaelis  
Clip: An Aussie oasis

### Weekly chores

Michaelis and his father are in their backyard gardening when his mother comes out to admire their work. In 1958, children were expected to work around the house or garden at the direction of their parents. Gardening was just one chore that Michaelis was expected to complete.

- 1 List the chores Michaelis is expected to complete around his home. Compare these to other characters' chores in other episodes such as those below.

Michaelis	Colum	Bridie	Bertie	Rowley	Victoria

- 2 Write a diary entry for a day in the life of Michaelis and explain how you think he feels about the events happening in his life. You can use the 'Dear Diary' template on the next page.

Share these stories with the rest of the class.





Name: \_\_\_\_\_

Student Activity Sheet H7.5  
Activity 5: Car production

Episode 7: 1948: Jen  
Clip: Holdens

### Comparison chart

- 1 Research and fill in the information in the table below. You can add any other car models you want to compare. Then use the information gathered to create a comparison chart.

Car	Cost in 1948	% of wage	Cost today	% of wage
Holden sedan				
Holden station wagon				
Holden utility				

### Car profiles

	1940s	1950s	1960s	1970s	1980s	1990s	2000s
Car style							
Car features							
Safety features							
Materials							
Cost							
Colours							
Method of production							
Time taken to produce							



Name: \_\_\_\_\_

Student Activity Sheet H8.1  
Activity 1: Hard times

Episode 8: 1938: Colum  
Clip: The dole inspector

## The Great Depression

**1** The Great Depression was a worldwide economic crisis that affected Australians in many ways. Research the factors that shaped this economic crisis in Australia in the 1930s (who, what, where, when, how). The information you gather on the Great Depression should include the following key areas:

- a** unemployment and low wages
- b** 'susso' and charity
- c** housing crisis and the homeless
- d** key figures and personal recounts of experiences

Some helpful websites include:

- seniors.com.au, <http://www.seniors.gov.au>
- History.org, <http://www.australianhistory.org/great-depression.php>
- Screen Australia Digital Learning, <http://dl.screenaustralia.gov.au>

**2** Present your research as a newspaper article written by a journalist either: interviewing a homeless person and reporting their personal story, or as a documentary on the Great Depression. The information can be set out with major headlines, diagrams, original images gathered from various websites and articles relating to the Great Depression in Australia.

**a** You can create an online or paper version of your newspaper story. Use your local or state newspaper websites as a guide to formatting your own newspaper page.

**b** Develop some layout ideas below.



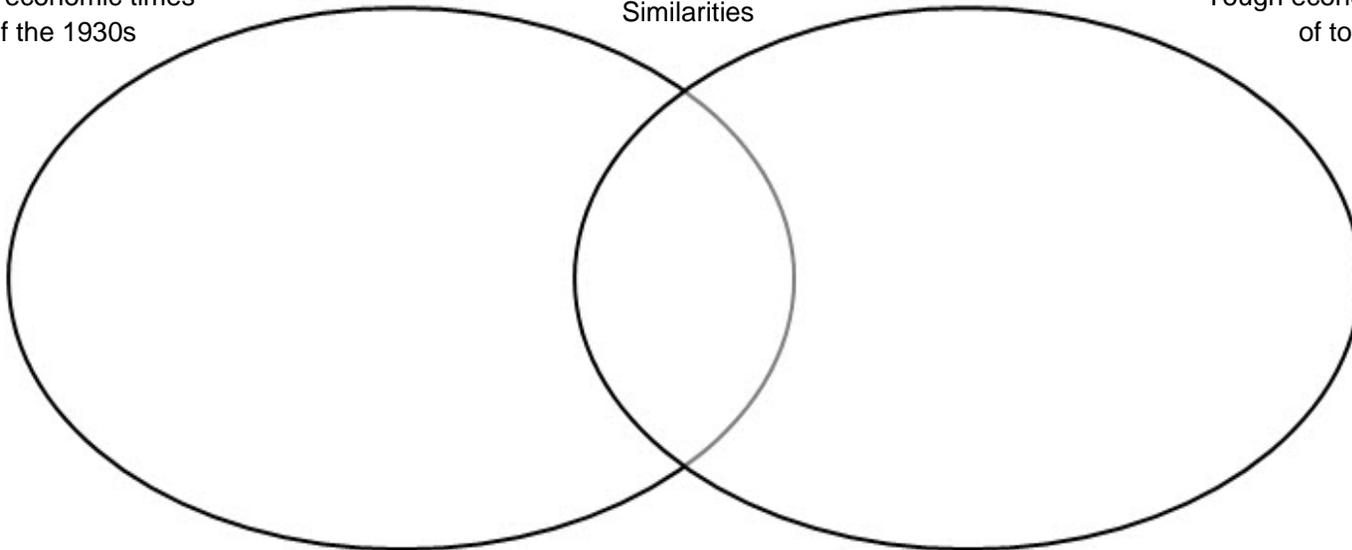
### **Coping with hard times**

- 1 View the clips and excerpts from the three Screen Australia Digital Learning websites: The Prime Minister's national treasures, *The Bridge*, and *Men of Tomorrow*.
- 2 Take notes about how the people depicted in the clips cope with hard times.
- 3 Complete the Venn diagram below by listing the ways people survived tough times in the 1930s, and then list some ways people in need cope today.

Tough economic times  
of the 1930s

Similarities

Tough economic times  
of today







Name: \_\_\_\_\_

Student Activity Sheet H8.4  
Activity 4: Radio

Episode 8: 1938: Colum  
Clip: *The Shadow*

### ***The Shadow: questions and answers***

Radio plays were popular entertainment in Australia in the 1930s. *The Shadow* was a serial that appealed to a younger generation of listeners as it was based on a comic book series by the same name. Watch the clip and then answer the following questions about *The Shadow* radio play.

- 1 How does the story of *The Shadow* come to life on radio? What elements have the radio producers used to recreate the stories and maintain the listeners' interest?

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- 2 Other than dialogue, what sounds did you notice in the clip?

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- 3 How do you think these sounds were created?

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- 4 Why do you think radio plays were so popular with people before television came to Australia in 1956? Are radio plays still being broadcast today and if so, where?

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- 5 What other types of radio programs were available for listeners in 1938?

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- 6 Ask a senior family member about their radio listening experiences when they were growing up. What programs can they remember? Which did they like and when did they listen to them?

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Name: \_\_\_\_\_

Student Activity Sheet H8.5  
Activity 5: A radio play

Episode 8: 1938: Colum  
Clip: *The Shadow*

## Write your own radio play

In small groups of four to six students, you will create a short episode for a radio play serial based on a comic book story. Alternatively, select a well-known script. You will need to source a script with roles for at least four people within a group. The others may like to be sound technicians and recorders. Bring in comic books about super heroes to spark imaginations, then either create a short script, or use an existing one.

Once a script is ready, the group must decide who will play each character, and also choose a narrator.

### 1 Where to start:

- a Select a known script or write your own a short script.
- b Storyboard the action and calculate the time the script will take to present; about five to ten minutes is sufficient.
- c Decide on theme music and work out what sound effects are needed to help tell the story and draw the attention of the audience. Practise your lines as a group and time your sound effects to the action.
- d Record the radio play using a digital recorder, online program, or by using the microphone application on the desktop computer.
- e Share the radio serials with the class.

### 2 Write some ideas below.

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Name: \_\_\_\_\_

Student Activity Sheet H9.1  
Activity 1: Chores

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

### Chores then and now

- 1 Make a list of the children's chores, as seen in the clip, and a list of chores you do around the home. Use the table below to record your list. Also note the tools and technology used to assist with each chore.

Chores in 1928	Tools/technology used	Chores today	Tools/technology used

- 2 Informal discussion: 'Are chores easier today compared to 1928?' Write a paragraph stating the reasons why chores are easier today and share this with the class.

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Name: \_\_\_\_\_

Student Activity Sheet H9.2  
Activity 2: Work

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

### A child in 1928

historyface

Username: \_\_\_\_\_

Status: \_\_\_\_\_

Profile information

Groups and causes

Family information

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



Name: \_\_\_\_\_

Student Activity Sheet H11.10  
Activity 11: Chores

Episode 11: 1908: Evelyn  
Clip: Chores and punishment

### Comparing chores

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

Chores for boys in 1908	Chores for girls in 1908

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





Name: \_\_\_\_\_

Student Activity Sheet H12.1  
Activity 2: Help wanted

Episode 12: 1898: Rowley  
Clip: 1,000 good deeds

### Job advertisement

Job title/picture	Job description

# HELP WANTED

Job criteria including skills required

