



## **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](#)



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

Student Activity Sheet E3.2  
Activity 2: Family business

Episode 3: 1988: Lily  
Clip: Food and chores

### Focus on family

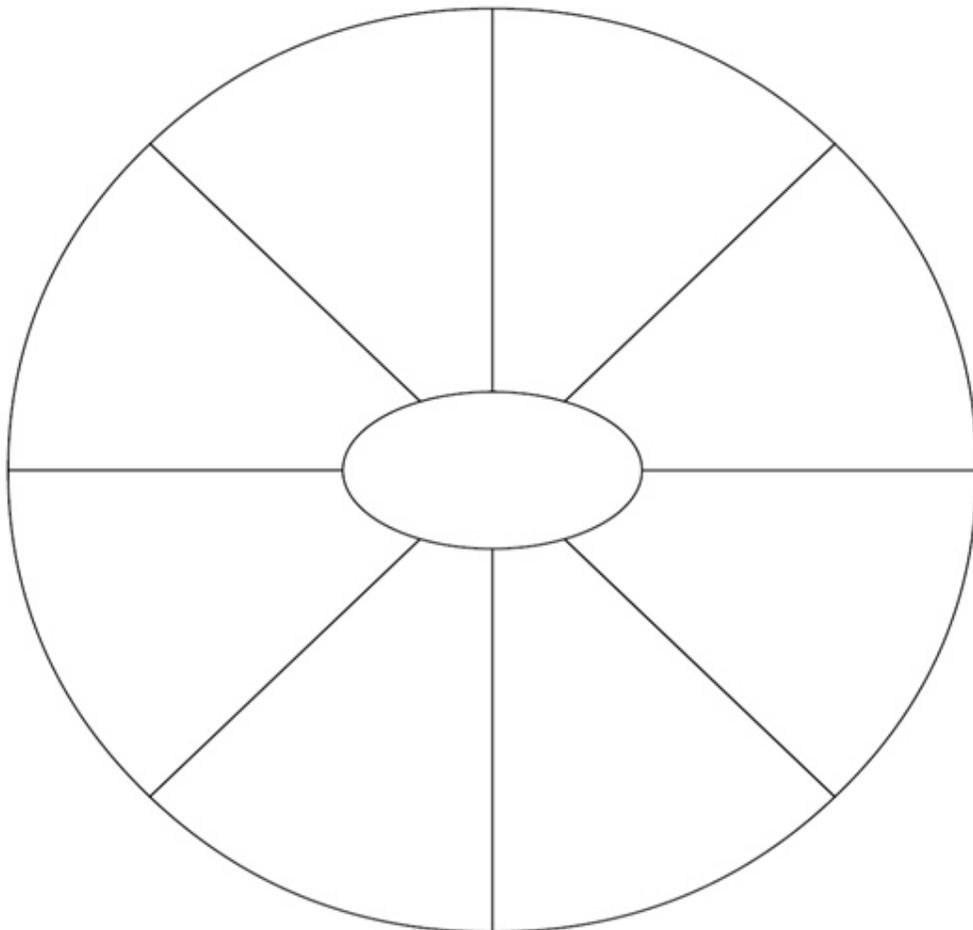
One of Lily and Phoung's tasks after school is to make rice-paper rolls for the family restaurant.

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.

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\_\_\_\_\_

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	