



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
- 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
 - 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.
 - 1 What are the traditional games children play in the clip?
 - 2 What are some traditional games your parents or grandparents have taught you?
 - 3 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 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 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.



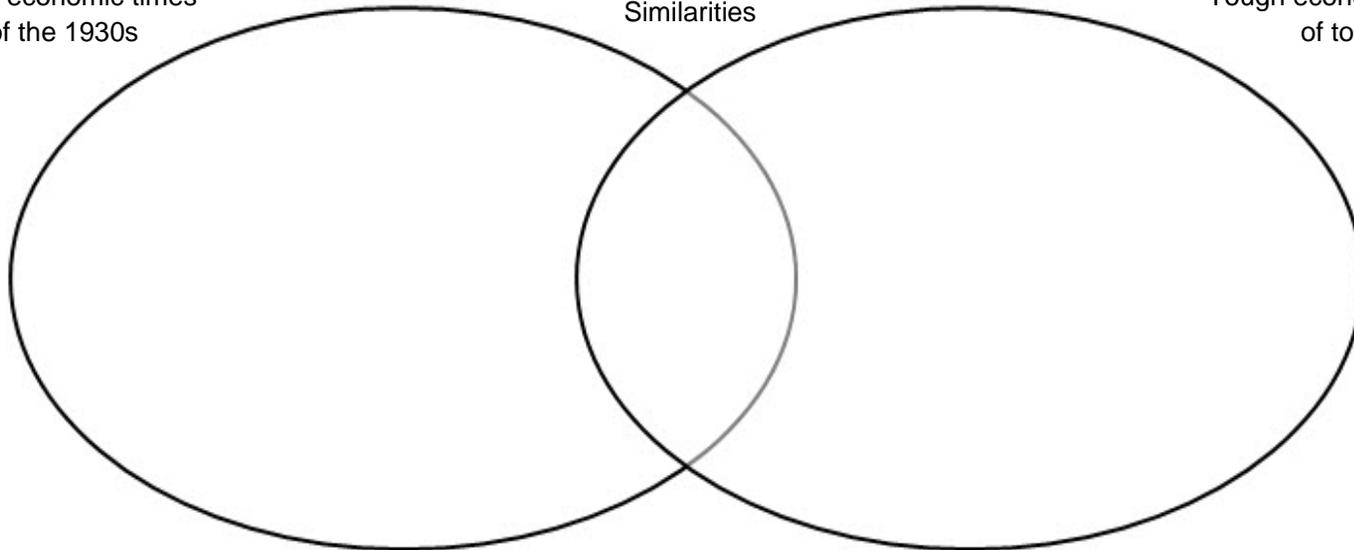
Coping with hard times

- 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?

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

- 3 How do you think these sounds were 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 for listeners in 1938?

- 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?



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.



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.



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			
[]			
↓		↓	
[]		[]	
↓		↓	
[]	[]	[]	[]



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

