

## **EPISODE 4: 1978: MIKE**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: THE CARD COLLECTION**

#### **ACTIVITY 3: CARD COLLECTING**

Subthemes: Customs and traditions; Entertainment and games

##### **Discover**

- Mike has a card collection that is important to him. As a class, discuss the reasons why Mike might be interested in collecting cards. Ask the students to consider:
  - 1 What does this tell the audience about the character of Mike?
  - 2 What could be the reasons the filmmaker included this information in the story?

##### **Reflect**

- Conduct a class survey of the things students collect and present these findings as a pictorial representation such as a bar graph, or with text and images. Evaluate and assess the most popular collections and describe the reasons given by students for collecting these items.
- As an extension activity, students can survey members of their family (parents, grandparents and siblings to find out what they collected when they were young). Encourage students to collate this information on a graph, electronic spreadsheet, or record it manually on paper.
- The survey results can be presented to the class, showing the differences and similarities in collections over the years. As a class, discuss the variety of objects collected over different generations and highlight the differences in objects collected today compared to in the past.
- Encourage students to bring example collections to the classroom to share and compare.

##### **Download**

- Student Activity Sheet E4.3: Card collecting



## **EPISODE 5: 1968: SOFIA**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: SPEAKING THE LANGUAGE**

#### **ACTIVITY 1: LOST IN TRANSLATION**

Subthemes: Customs and traditions; Language and scripting: Multiculturalism

##### **Discover**

- After watching the clip, ask students to list the main events in this part of the story, thinking about what happened, why and to whom. Have students share their responses and discuss, listing the main ideas for further reference.
- Focus the discussion on the scene in the lounge room when Sofia tricks Janice, her mother and Yaya by changing what they say when she is interpreting for them. Ask students to think about the following questions:
  - 1 What is the purpose of Sofia's actions here?
  - 2 Why do you think she is behaving in this way?
- Discuss the possible reasons why Sofia does not like Janice. Have students consider what Sofia wants for her brother.
- Ask students who they think has the power in this scene and why. How is Sofia able to control this situation the way she does? List her techniques. This is an important aspect of critical literacy. Have students draw on other ways that people hold power over others: physically, emotionally, and psychologically.
- Look at how the filmmaker helps the audience understand the jokes and what is happening in this scene. Discuss the way each actor's body language is used to convey a lot of the meaning. Look closely at the attitudes towards Janice and how they change over the course of the conversation. What is the purpose of the subtitles here? As a class, discuss why the Greek language spoken in the rest of the clip is not translated like this.
- Ask students to imagine what the Greek exchanges are when Sofia answers the door and there are no subtitles. Replay the scene to see if there are any clues. Have students write some possible exchanges between mother and daughter in this scene, knowing what Sofia is capable of from the conversation later in the lounge room. Refer students to read the script for Episode 5: 1968: Sofia, where the script writers planned the exchange between Janice and Sofia. Explain that it isn't exactly as the scene was shot, but is very close.
- As a class, discuss the layout of this script extract, pointing out that the instructions in the script are called the 'big print' in script writing. The dialogue is what the characters say to each other. The big print gives directions to the director about how the characters in the scene are to act and relate to each other, for example, 'SOFIA sees JANICE as her nemesis'. What does the term 'nemesis' mean? Students should look up the word in the dictionary and then work out what it means in the context of this exchange between Sofia and Janice.



- Discuss the advantages of being bilingual. Find out what languages students in the class speak at home and discuss. Have students think about how Janice feels in the situation when she is in the lounge room with Sofia and the Greek ladies.

### Reflect

- Have students discuss and find out more information from the library and from interviewing family and community members around the following questions:
  - 1 What are the disadvantages of being monolingual?
  - 2 Why do Australian schools teach second languages?
  - 3 What are the benefits of learning a second language?

### Download

- Student Activity Sheet E5.1: Translation trickery

## ACTIVITY 2: LOUNGE ROOM TELEVISION

Subthemes: Customs and traditions; Inventions and electronic media

### Discover

- As a class, discuss the role of the television set in this clip. Ask students to respond to the question, 'What information can you learn about television at this time from what you can see?' An example answer would be that the set is black and white and has a small screen.
- Ask students to compare the role of the television set in this clip with the role of the set in the clip 'Greek School' from Episode 6. They should respond to the following questions:
  - 1 What is different about the way television is portrayed in these two scenes, ten years apart? What has happened?
  - 2 Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? Compare the differences. (Sofia has a television in her lounge room, Michaelis has to watch a neighbour's set through binoculars.)
  - 3 What does the television in the lounge room say about Sofia's family now, compared with how it was for Michaelis?
  - 4 What has changed? (televisions are cheaper and more readily available, and Michaelis and Sofia's parents probably have more money to spend on a set than they did ten years previously.)
- As a class, discuss the television show *Why is it so?* hosted by Professor Julius Sumner Miller, which Sofia is watching. Have students brainstorm what style of show it is from what they can see and hear in the clip.

### Reflect

- Ask students to research this show further on the internet and present their findings to the class. They could also research what other Australian television shows were popular in the 1960s. *Skippy: the bush kangaroo*, for example, went to air for the first time in 1966 Ask students to compare *Why is it so?* with *The Adventures of Robin Hood*, which Sofia's brother Michaelis was watching ten years earlier. Ask students if they think *The Adventures of Robin Hood* was an Australian television show?
- Discuss:
  - 1 where *The Adventures of Robin Hood* originated



- 2 the nature of television production and how expensive it is
  - 3 the development in Australian television production in the ten years between 1958 and 1968.
- Ask students to interview their grandparents and older relatives to find out what television shows they watched in the 1960s and why. List the information brought back by students, looking for similarities and common themes. Identify which shows are listed the most? Discuss why.

### **Download**

- Student Activity Sheet E5.2: Television evolves

## **EPISODE CLIP: CONSCRIPTION**

### **ACTIVITY 6: RECORD COLLECTION**

**Subthemes: Art, music and literature; Customs and traditions; Entertainment and games**

#### **Discover**

- Michaelis asks Sofia to look after his record collection. As a class, discuss what this means. Look at the idea of records and why they are collected. For a background study, look at the opening scene of 'Greek Garden' in Episode 6 where the record player is in the foreground of the opening shot, playing Greek music, as a young Michaelis and his father work in the garden. Consider Michaelis as a young adult and how he now treasures his music.
- Have students research popular music from the 1960s. Ask students to compile a list of songs from 1968 that would be essential to Michaelis's record collection. Ask them to list artists and songs and perhaps find some examples of these to listen to.
- As a class, examine the culture of pop music in the 1960s. Ask students to discover what countries influenced Australian music and whether international artists were ever banned from radio broadcasts. Find out who was the most popular Australian artist of the time.
- Match music trends and fashion of the 1960s. Ask students to consider how music and fashion followed similar trends. Ask them to compare music and fashion today and see if they can correlate the cultures. Ask students to nominate a 1960s cultural look for their group.

#### **Reflect**

- Students are invited to dress up as a character from the 1960s. The character could be a popular musician, a fashion designer, a teenager, a radio announcer, or any other typical identity from the era. Organise hot seat role-plays where students answer questions from the class while in character:
  - 1 Students write five questions they would like to ask one of the characters from the pop culture scene (music or fashion) of the 1960s. They research the answers and use the information to fill out their character.
  - 2 A student volunteers for the 'hot seat' which is placed at the front of the classroom.
  - 3 The teacher asks initial questions such as:
    - a Who are you?
    - b What are you wearing?
    - c What is your favourite colour?

- 4 The teacher encourages students to challenge answers given by the student in the hot seat. (This may be because the answers are factually wrong or because it is a matter of differing interpretations).
- 5 When questions start to become exhausted the teacher brings the hot seat role-play to a close.
- 6 The class debriefs with questions such as:
  - a What was it like to be in the hot seat?
  - b How do you feel the student in the hot seat performed?
  - c How could it have been better?
  - d Did you agree with that student's interpretation of the character? Why or why not?
- 7 In order to synthesise their understandings about their character, students can complete a hall of fame nomination form. Students may need to conduct further research in order to complete the form.
- 8 Responses can be used to explore the characters in further detail, if desired.

### Download

- Student Activity Sheet E5.5: Music of the '60s

## ACTIVITY 7: THE HAIRCUT

Subthemes: Australians at war; Customs and traditions

### Discover

- As a class, view the scene where Michaelis is having his hair cut. Discuss the possible significance of this event in the story. As background, explain the fashions of the time and the symbolism of long hair gaining cultural currency as the new fashion for young men in the 1960s and 1970s. Ask students to examine and find examples of fashions from this time.
- In this context, discuss what cutting his hair might have meant to Michaelis (especially in an era where longer hair was 'cool'.) Discuss the ways in which the filmmaker has used the camera in this scene.
- As a class, discuss:
  - 1 Why did the filmmaker use close-up shots of the haircut with the focus on Sofia's eyes in the background, and through the mirror?
  - 2 What does this add to the story?
  - 3 What role does sound, for example the sound of the electric clippers, play in this scene in the barber shop?
  - 4 Describe the mood of the music used and what it is used for.
- Focus attention on the way the story segues from Michaelis asking Sofia if she wants an ice-cream to the immediate follow-on shot in the barber shop. How has the filmmaker connected the two different scenes? Discuss possible reasons why.

### Reflect

- Ask students to write an additional scene with action and dialogue where Sofia and Michaelis go to the ice-cream shop. Questions they need to consider include:



- 1 How do they get there? Look again at how the shot of Michaelis and Sofia in the lane ends before the ice-cream.
- 2 What happens between Sofia and Michaelis in the shop? This could be an opportunity for Michaelis to tell Sofia some more about the Vietnam War, bringing in further information that students have found in their research.

### Download

- Student Activity Sheet E5.6: Short back and sides

## EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

### EPISODE CLIP: GREEK SCHOOL

#### ACTIVITY 1: YOU'RE A GREEK BOY

Subthemes: Character; Customs and traditions; Social order and education

#### Discover

- Michaelis has to go to Greek school. View the clip and discuss this scene, focusing on how Michaelis feels about being made to go. Ask students to explain how they know that Michaelis doesn't want to be there, for example, body language, dialogue and interaction between characters. Discuss the reasons why Michaelis is made to go to Greek school. Find out if any students in the class attend a language school outside regular school hours. If so, ask them to describe their school, what they learn and what they enjoy about it.
- Michaelis has his mind on other things while he is at Greek school. He misses important dates in Greek history and information about the Patriarch. His teacher berates him for his inattention. Discuss the purpose of this scene with the class. What does it tell the audience about Greek school? Relate this discussion back to the reasons put forward in the previous discussion about why Michaelis is forced to go to Greek school.
- Michaelis's Greek teacher Kyrios Josephides tells him, 'Michaelis, if you are good, your life will be good to you in return.' Discuss this advice with the class and have students write a description of what they think it means. As a class, create a list of useful advice on how to live your life.

#### Reflect

- Explain that many groups of people who have migrated to another country deem the preservation of their language, culture and traditions to be important. To help maintain cultural traditions, they may plan for children to attend special classes during weekends. Have students write an argument for or against this practice, or hold a class discussion on the issue.



## **EPISODE CLIP: THE CHRISTENING**

### **ACTIVITY 7: FATHERS AND SONS**

Subthemes: Currency; Customs and traditions; Relationships

#### **Discover**

- Ask students to describe the relationship between Michaelis and his father and discuss their responses. Ask them to use evidence from the clip to support their observations, for example, Baba kissing and hugging Michaelis, and the kind way he speaks to his son. Ask students to then examine the relationship between the McCormack boys and their father. Discuss these responses.
- Screen the segment that shows the McCormack boys giving Michaelis the penny and watch carefully the portrayal of their father in this scene. He doesn't speak, but his body language conveys many emotions. Draw the students' attention to the way camera angles and shots are used to enhance the meaning of this scene. Discuss the reasons why the filmmaker has portrayed the McCormack family in this way. Use the following questions as prompts:
  - 1 How does this scene make the audience now feel about the relationship between Michaelis and his father?
  - 2 Why does the filmmaker want the audience to have sympathy for the McCormack boys?
  - 3 What does this scene add to the story?

#### **Reflect**

- Ask the students to reflect on the scene and complete these statements on the activity sheet.
  - 1 The filmmaker portrays the Greek family as ... because ...
  - 2 The filmmaker portrays the McCormack family as ... because ...

#### **Download**

- Student Activity Sheet E6.4: Fathers and sons from two families



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

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: COURTING**

#### **ACTIVITY 9: THE ENGAGEMENT**

Subthemes: Relationships; Customs and traditions

##### **Discover**

- As a class, discuss the relationships between the main characters in this clip, Jen and her mother Kath; Jen and Wal; and Wal and Kath. Have students use Student Activity Sheet: E7.8 to describe each of these relationships.
- View the scene again where Jen comes home to find her mother and Wal behind closed doors. Ask students to consider what they are talking about in private, and what is the significance of the ring. What information does this provide to the viewer and Jen?
- As a class, discuss the concept of marriage in Western culture. What does it mean? Discuss and list the rituals of marriage in a family like Jen's. Explore the feelings Jen may have experienced with the news of her mother's impending marriage. What is meant by Wal being 'a good catch?'

##### **Reflect**

- Have students work in pairs to design two wedding invitations. First, they should design a traditional invitation from Kath and Wal inviting friends and family to their wedding, and then one from Jen discouraging people from coming to the wedding.

##### **Download**

- Student Activity Sheet E7.8: Extending families



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

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: PUNTING**

#### **ACTIVITY 10: WRITING A NEWSPAPER REPORT**

Subtheme: Customs and traditions

##### **Discover**

- Ask students to bring some examples of horse racing reports from the sports section of a newspaper. Deconstruct the texts with the class, looking at the structure of this text type or genre, the style of writing and the sort of information included.
- Source an old newspaper report about the Melbourne Cup, either online or from the library, which includes descriptions of the horses and of the fashions. Deconstruct this text with the class and use the information to create an outline of the features of this text type. Use this model to create a jointly constructed newspaper report of a mythical horse race.

##### **Reflect**

- Ask students to write their own newspaper report on the 1938 Melbourne Cup, using information from old newspaper reports, books or online. They should include the names of the horses, the jockey's colours, the owners, events on the day and of course, fashion. What were women and men wearing?

##### **Download**

- Student Activity Sheet E8.9: It's a winner!

#### **ACTIVITY 11: SAYINGS AND PUNISHMENT**

Subthemes: Customs and traditions; Language and scripting

##### **Discover**

- As a class, look at some of the colloquial expression or 'sayings' used in this clip, for example, a 'grandfather of a hiding'. Read the script for Episode 8: 1938: Colum to find other examples. Discuss the meaning of these.

##### **Reflect**

- Ask students to discuss the concept of 'corporal' punishment. What is the origin of this term and what is involved in corporal punishment? Ask students to jot down other terms that mean the same as 'a hiding'. As a class, evaluate if 'a grandfather of a hiding' is better or worse than another sort of hiding. Ask students, 'Do you think people still view corporal punishment today as they did in 1938? Why or why not?'



- Another saying used is 'Not a word to your mother.' Ask students to discuss the context in which this is used and what it means. Have students think of sayings of a similar nature, such as 'Mum's the word.', 'Keep it under your hat.', 'Don't tell a living soul.' and 'Sit on it.'
- Ask students to create an ongoing 'sayings' file where they list the phrases with their meanings. Students could read through the *My Place* scripts to find examples more quickly.

### Download

- Student Activity Sheet E8.10: Ways of saying

## EPISODE 9: 1928: BRIDIE

Unit focus: English

Year level: Years 3–6

### EPISODE CLIP: THE FUNERAL

#### ACTIVITY 6: FUNERAL TRADITIONS

Subthemes: Customs and traditions

#### Discover

- Discuss what is happening in this clip and how it relates to the entire episode. Ask students to respond to the following questions:
  - 1 What is the most powerful image in this clip?
  - 2 What do students remember most vividly from the clip? Why?
- After the class discussion, ask students to list the information (both seen and heard) that tells the audience this is a funeral, for example, the flowers, the black clothes, the silence, Bridie's and Kath's faces, the crying mother.
- If students have not seen the whole episode, they will not initially know who the funeral is for. Ask them to write down at what point they realised this is the funeral for a young person, for example, the size of the coffin.

#### Reflect

- Ask students to list what information the clip gives about Lorna and the circumstances of her death. They should look for clues and write an explanation of what they think happened to her.

#### Download

- Student Activity Sheet E9.6: Finding clues



## **ACTIVITY 9: FURTHER READING AND VIEWING**

### **Subthemes: Culture; Customs and traditions**

(Note: This activity and worksheet relate to the complete episode rather than an individual clip.)

#### **Discover**

- To explore the topic of death and loss further, students could read a comparative literary text that deals with the sudden and surprising death of a significant child character, for example:
  - 1 *Bridge to Terabithia* by Katherine Paterson (for older students)
  - 2 *Seven Little Australians* by Ethel Turner (first published in 1894).
- As a class, either read sections from these books or watch excerpts from the films and discuss the effect that the character's death had on her friends and family. Talk about the feelings that can result from a sudden death, such as guilt and blame.

#### **Reflect**

- Students should design and plan a memorial for Lorna. They should consider Lorna's accomplishments, her character and her legacy. Ask students to indicate what the memorial would say, where they would place it and why.

#### **Download**

- Student Activity Sheet E9.9: Creating a memorial

## **EPISODE 10: 1918: BERTIE**

Unit focus: English

Year level: Years 3–6

## **ACTIVITY 11: CONSCIENTIOUS OBJECTION**

### **Subthemes: Australians at war; Customs and traditions**

This activity relates to the complete episode instead of an individual clip.

#### **Discover**

- Ask students to consider the First World War from the perspective of a young conscientious objector who refused to train as a soldier. View 'Boy Soldiers' from the Australian Children's Television Foundation *More Winners* series. This telemovie is set during the same period, but is based on the atmosphere surrounding the conscription issue in Australia in 1914. A 1910 law required all boys aged between 14 and 17 years to register for military training. Subsequently, between 1911 and 1915 over 30,000 Australian boys were prosecuted for not obeying this law.

### Reflect

- 'Boy soldiers' is a film in the *More Winners* series. Two sets of related teaching and learning activities can be found at the Australian Children's Television Foundation website Learning Centre. Have students complete both sets of activities.

'Boy soldiers',

[http://www.actf.com.au/learning\\_centre/school\\_resources/productions/win/lesson\\_plans/boy\\_soldiers.htm](http://www.actf.com.au/learning_centre/school_resources/productions/win/lesson_plans/boy_soldiers.htm)

'Boy soldiers B',

[http://www.actf.com.au/learning\\_centre/school\\_resources/productions/win/lesson\\_plans/boy\\_soldiersb.htm](http://www.actf.com.au/learning_centre/school_resources/productions/win/lesson_plans/boy_soldiersb.htm)

## EPISODE 11: 1908: EVELYN

Unit focus: English

Year level: Years 3–6

### EPISODE CLIP: MR WONG'S EMPORIUM

#### ACTIVITY 4: THE 'NO. 5' ASSORTMENT

Subtheme: Customs and traditions

- Evelyn and her family are excited by the prospect of being the owners of the Mr Wong's 'No. 5' assortment of fireworks. It is the best available and is expensive.

### Discover

- View the clip and observe the box construction and the designs on the outside. Also look at the designs of the fireworks. As a class work out how many fireworks are in the box. What varieties are included? What type of effects would each firework produce when lit? Consider what instructions would be needed to inform people of the dangers involved and the safe procedures for lighting the fireworks. Ask the class to estimate the cost of the box and its contents.

### Reflect

- Ask students to design their own box of fireworks based on Mr Wong's 'No. 5' assortment. They need to design the box itself; a label and instructions for the outside; and include images to decorate the outside of the box. They could also design two or three fireworks that are to be placed in the box. Each should have a different design drawn around it to denote the type of firework it is.

### Download

- Student Activity Sheet: E11.4: My box of fireworks



## **EPISODE CLIP: CRACKER NIGHT**

### **ACTIVITY 11: MAKING NEWS**

Subthemes: Celebrations; Character; Customs and traditions

#### **Discover**

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

#### **Reflect**

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

#### **Download**

- Student Activity Sheet E11.11: Newspaper report

### **ACTIVITY 12: CRACKER NIGHT**

Subthemes: Celebrations; Customs and traditions

#### **Discover**

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

#### **Reflect**

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

#### **Download**

- Student Activity Sheet E11.12: Celebrating with fireworks



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

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: VICTORIA'S FAMILY SUPPER**

#### **ACTIVITY 4: FORESHADOWING**

Subthemes: Customs and traditions; Language and scripting

##### **Discover**

- As a class, view the clip and pause it after Victoria's father says, 'I'm the luckiest man alive to have a daughter like you.'
- Ask students to think about the most important pieces of information given by the filmmaker in this clip so far. Have students predict what might happen next, and give reasons based on clues or information from the text: 'I think X is going to happen because Y.'
- Have students look up 'foreshadowing' in the dictionary. What does it mean? As a class, discuss this literary device and how writers and filmmakers use foreshadowing to suggest and tune readers into events that have yet to occur.

##### **Reflect**

- Ask students to think of examples of foreshadowing in a variety of texts: television shows, novels, picture storybooks. The opening scene of a television show often foreshadows what is to come, with hints given in many different ways. Look again at what students have highlighted in their predictions and how they have supported them with evidence from the text.
- Remember that two key elements in the story of Victoria are superstitions and the money problems of Victoria's father. Ask students to discuss the purpose of this foreshadowed information and have them answer the questions on Student Activity Sheet: E13.3.
- Have students write an outline of what they think will happen next in the story. This should include these foreshadowed elements.

##### **Download**

- Student Activity Sheet E13.4: Predictions



## **EPISODE CLIP: TREASURED OBJECTS**

### **ACTIVITY 9: NARRATIVE LINKS**

Subthemes: Customs and traditions; Entertainment and games

#### **Discover**

- Have students view the clip and, as a class, discuss what the children are doing in the clip and why they are doing it. Giving up their objects would be difficult for each child. In Victorian times, children had very few possessions. Compare the number of toys and belongings students have today and those that Victoria's family had. Ask students to consider how difficult they would find giving up special objects.
- Explore how this scene has been edited, cutting back and forth between the children collecting the objects from different places and the children sitting in their bedroom, planning what to do. This technique gives a good overview of much of the children's home and world.

#### **Reflect**

- Ask students to list the places that the children go to, both inside and outside the house, to hide the objects.
- The children in the clip hide mysterious treasured objects in their house. Have students pretend to be one of the children and, as that character, write a letter to someone in the future describing this day in their life in 1888. Refer to Student Activity Sheet E13.9.

#### **Download**

- Student Activity Sheet E13.9: Hidden treasures

## **EPISODE 2: 1998: MOHAMMED**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: RAMADAN**

#### **ACTIVITY 5: FASTING**

Subthemes: Culture; Customs and traditions; Food

Fasting is an important part of religious observances during the month of Ramadan. Participants eat before the sun comes up and after it goes down for an entire month. Families must prepare special foods that will sustain them throughout the day.

#### **Discover**

- Encourage students to find out more about the special foods prepared for Ramadan. Ask them to research recipes and list the ingredients. Find the origin of any unknown ingredients and if they are used by any other cultures for special occasions.



- Discuss 'fasting' and its effects on people, particularly young people. Ask the class if they know of other religions and cultures that observe fasting.
- List other Islamic customs. Some suggestions could be women wearing a veil, pilgrimages to Mecca, and praying rituals. Compare these with practices from other cultures.

### Reflect

- Ask students to respond to the following focus questions:
  - 1 What types of foods are eaten during Ramadan?
  - 2 Who prepares the food for Ramadan?
  - 3 Why are there restrictions on the times food can be eaten?
  - 4 When can people break their fast? (This question relates to Mohammed's grandmother asking whether he will be able to eat before his cricket tryouts.)
  - 5 How do families celebrate the end of Ramadan?
- Students share their findings in an oral presentation to the class.

### Download

Student Activity Sheet H2.5: Fasting during Ramadan

## 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

## **ACTIVITY 3: KEEPING TRADITIONS**

### **Subthemes: Customs and traditions; Multiculturalism**

Most of the Vietnamese immigrants arriving in Australia from the mid-1970s until the mid-1980s were refugees, predominantly arriving from refugee camps in South-East Asia. From the early 1980s, direct emigration from Vietnam under family migration categories began to take on greater importance. Lily is first-generation Australian as her parents were born in Vietnam. Her parents now own a restaurant serving Vietnamese food.

### **Discover**

- Ask students to discuss the importance to a new immigrant of retaining links to family, culture and tradition. They could create a mind map of ideas that relate to the importance of retaining these links in a new country.
- Refer to the Screen Asia website, [http://www.actf.com.au/learning\\_centre/screenasia/index.html](http://www.actf.com.au/learning_centre/screenasia/index.html) for additional resources.
- Ask students to use the mind map to create a plusses, minuses and interesting implications (PMI) chart. The PMI chart will foster students' ideas about the importance of retaining traditions when living in a new country.
  - 1 P = plus: What are the positives in maintaining cultural traditions?
  - 2 M = minus: What are the negatives associated with enforcing cultural traditions?
  - 3 I = interesting: What are the interesting implications of retaining cultural and family traditions?

### **Reflect**

- Students could write a journal entry as a new immigrant, with their first impressions of Australia. Ask students to use their local town or suburb for inspiration.

### **Download**

- Student Activity Sheet H3.3: PMI chart



## **EPISODE 4: 1978: MIKE**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: THE CARD COLLECTION**

#### **ACTIVITY 6: WHEATY FLAKES CARDS**

**Subthemes: Customs and traditions; Entertainment and games**

Card collecting and trading has been a favourite pastime of many Australian children for decades. Collecting cards that are rare is the key to a good collection.

#### **Discover**

- Ask students to discuss the following questions and create a mind map of ideas:
  - 1 What types of cards are collected and traded?
  - 2 Are card collections valuable? If so, which are the most valuable collections?
  - 3 Where did card collecting originate and when?
  - 4 What changes have impacted on card collecting and trading in the past 50 years?

#### **Reflect**

- Ask students to discuss their card collections. Have them write a report on why they collect these type of cards, how they purchase or trade them, what type of cards they need to complete the collection, and which cards are most valuable to them and why.
- Ask students to design their own card that would fit into the collection. The card must have an image and text. It must have a registration number that fits with the number order of the collection.
- Alternatively, ask students to create a series of five cards depicting something of interest to them. The cards should include a picture of the item on the front and information on the back. Students could give a short presentation on why their cards are the most exclusive and sought after by other collectors.

#### **Download**

- Student Activity Sheet H4.6: Card collecting



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

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: GREEK SCHOOL**

#### **ACTIVITY 2: HERITAGE**

##### **Subthemes: Customs and traditions; Multiculturalism**

Michaelis is depicted as a typical Greek child in the late 1950s. Throughout the episode he battles with his identity. Is he Australian, or is he Greek? Many immigrant families wanted their children to learn traditional customs and language, and to uphold their social and religious beliefs. Sometimes this is difficult in a new environment with different values and perspectives.

##### **Discover**

- Being teased for being different was part of life for immigrants in Australia. Language barriers, cultural differences and family values sometimes clashed. In this clip, we see the cultural divide in Australia in the 1950s. Ask the class to discuss how Michaelis might feel during the milk bar scene. Ask the students to identify their different cultural backgrounds and make a list of each of these cultures.

##### **Reflect**

- Ask students to form groups of four to six, and research the cultural identity of one of the cultures from the class list. They can create a webpage with a cultural profile and include information about the food, music, religious festivals, celebrations and language of that culture. As an extension, the students could connect online with school students from their selected country and talk with them about what it is like to live in that country today.
- Alternatively, ask students to create a short audio or film advertisement advising Australian residents about what new migrants need to make resettlement in Australia easier. It should identify the differences in cultural perspectives, advise on making new migrants feel welcome and explain what is meant by a 'fair go' in Australia.

##### **Download**

- Student Activity Worksheet H6.2: Cultural profile



## EPISODE CLIP: A GREEK GARDEN

### ACTIVITY 4: AN AUSSIE OASIS

Subthemes: Art, music and literature; Culture; Customs and traditions

Michaelis's father proudly shows off his backyard with homegrown fruits and vegetables. During this era it was a vital way to survive in a new environment where some of the ingredients used in traditional meals were not available, or were difficult to find.

#### Discover

- Ask students to consider the importance of the family garden in episode six. Encourage students to brainstorm ideas on the importance of a self-sufficient garden.
- Create a PMI chart with the class on self-sufficient gardening:
  - 1 P= Plus: What are the positives in having a self-sufficient home garden?
  - 2 M= Minus: What are the negatives associated with this type of garden?
  - 3 I= Interesting: What are the interesting elements of a self-sufficient garden?
- For more inspiration, search for information on self-sufficient gardens. You could also watch some episodes of *Costa's Garden Odyssey* that have been screened on SBS television.

#### Reflect

- Ask students to research recipes from Greece. Each student should find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once they have the recipes together they can combine them all to make their class recipe book. As a class, celebrate Greek Independence Day (25 March) by having students cook Greek food and bring it to school to share.
- Alternatively, students are encouraged to ask family members about their own traditional recipes. They could investigate the ingredients to see what food groups each represents and complete a chart of these. Students can source images of the food, ingredients and recipes for the chart. Once they have at least two recipes each, they can combine them all to make their own recipe book. Students can choose one recipe from their mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day.
- Some useful recipe websites include:
  - 1 Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
  - 2 Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
  - 3 The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
  - 4 Jamie Oliver, <http://www.jamieoliver.com>

#### Download

- Student Activity Sheet H6.4: The family cookbook



## **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 CLIP: THE CHRISTENING**

### **ACTIVITY 6: FAMILY TREE**

**Subthemes: Celebrations; Customs and traditions; Multiculturalism**

Christenings, weddings, name days, feasts, fasting, and religious holidays are just a few traditional Greek family celebrations. The celebration of Michaelis's new sister's baptism is one of the most important days in the life of a Greek Orthodox Christian.

### **Discover**

- Ask students to create a list of all the events their family celebrates. They should also list if this event involves food or fasting. Have all students share their list with the class in order to make a larger and more comprehensive list.

### **Reflect**

- Create a 12-month events calendar including all the traditional and important events from the families within the classroom. The calendar can be created electronically or on paper. Students create small cards with a description of the celebrations. The small cards can be attached to the corresponding dates on the calendar.

### **Download**

- Student Activity Sheet H6.6: Events calendar



## ACTIVITY 7: CELEBRATIONS

Subthemes: Celebrations; Customs and traditions; Multiculturalism

### Discover

- As a class, discuss the history of family celebrations. Ask students to respond to the following questions:
  - 1 Why do families celebrate traditional events?
  - 2 What is the importance of celebrating these events?

### Reflect

- Ask students to choose one traditional family event that is celebrated. Ask them to write a report on how the event is organised and why it is celebrated within their family. They can include historical facts, food recipes, photos and anything that best depicts this family celebration. Students then share their reports with the class.

### Download

- Student Activity Sheet H6.7: Family celebrations and events

## EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: COURTING

### ACTIVITY 6: MARRIAGE ETIQUETTE

Subthemes: Customs and traditions; Relationships

#### Discover

- In the 1940s, courting followed a set of unwritten rules for both young men and women. There was an acceptable time during which the couple held hands, kissed and then got engaged. Following these societal conventions kept your reputation intact.
- Ask the class to research the topic 'courting etiquette' or dating advice that was available in the 1940s. They should find out what conventions were followed in the 1940s and evaluate if these expectations have changed today and how. For example, the man would open the door for the lady, and the man would be expected to pay for dinner while on a 'date'. The lady would be expected to be demure, quiet and attentive.
- They could also find out more about the radio drama *When a girl marries* that was popular in the 1940s. Some sources to help with researching the topic are:
  - 1 Screen Australia Digital Learning, 'Programs with Staying Power', <http://dl.screenaustralia.gov.au/module/290>
  - 2 National Film and Sound Archive, 'Australian Radio Series 1930s to 1970s', [http://www.nfsa.gov.au/docs/collectionguide\\_australianradioseries1930-1970.pdf](http://www.nfsa.gov.au/docs/collectionguide_australianradioseries1930-1970.pdf)



3 Australian Old Time Radio, <http://www.australianotr.com.au/Valebud.asp>

### Reflect

- Students could find images of famous people getting married in the 1940s: for example, royalty, movie stars and sportspeople. These can be used to document 1940s wedding fashions and produce a wedding album.

### Download

- Student Activity Sheet H7.6: Radio show on courting today

## ACTIVITY 9: A MARRIAGE PROPOSAL

Subthemes: Culture; Customs and traditions

### Discover

- Wal approaches Jen's grandfather to ask for permission to marry Jen's mother. We see Wal leaving the house and acknowledging the older man. Jen guesses what is happening.
- As a class, discuss why it was important for Wal to approach Jen's grandfather for permission to marry. Ask students to consider if this custom is still common today and why or why not. Discuss where and when the custom may have developed.

### Reflect

- Ask students to select communities with different cultural backgrounds in Australia or in other countries and research their marriage customs. Each student or group should make a poster about their research and present it to the class.

### Download

- Student Activity Sheet H7.9: Marriage customs

## EPISODE 9: 1928: BRIDIE

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: THE FUNERAL

### ACTIVITY 4: MOURNING

Subthemes: Culture; Customs and traditions

The death of a friend or family member is a difficult issue to deal with at any age. It must be especially hard when the tragedy is caused by an avoidable accident. Bridie and her sister blame themselves for the death of their friend Lorna and find it difficult to cope with the grief. The funeral is an important event in helping the characters to deal with their loss and sense of guilt.



### **Discover**

Funerals are a way of bringing family and friends together to celebrate the life of a loved one who has passed away. Discuss the emotions of the friends and family members at Lorna's funeral.

### **Reflect**

If deemed appropriate by the teacher, students could research the rituals and ceremonial traditions associated with funerals and burials in different cultures. Students choose from a list of countries/cultures nominated by the class. These could reflect the heritage of students in the class. Students present their research as a web page or chart.

### **Download**

Student Activity Sheet H9.4: Funeral ceremonies

## **ACTIVITY 5: THE HEARSE**

### **Subthemes: Customs and traditions; Transport**

This clip shows a very simple horse-and-cart hearse used to carry Lorna's coffin from her house to the cemetery. In 1928 working-class people could not afford to have a motorised vehicle. View the different historical examples of hearses used in Australia.

- 1 Way to Go – History of the Hearse, [http://www.postcards.sa.com.au/features/history\\_hearse.html](http://www.postcards.sa.com.au/features/history_hearse.html)
- 2 Classic and Vintage Funeral Coaches, <http://www.funeralcoaches.com.au/history-of-australian-hearses.html>

### **Reflect**

If deemed appropriate by the teacher view the clip, 'The funeral', again and have the class discuss the questions below. Use the template from the Student Activity Sheet H9.5 to help students focus on the correct elements when watching the clip.

- 1 What style of coffin is Lorna interred in?
- 2 What material is the coffin made from?
- 3 Why are flowers placed on the top?
- 4 Who marches in the funeral procession?
- 5 What order are they in and why?
- 6 What is the significance of the 'Irish wake', occurring after the burial?
- 7 Why do people dress in black?

### **Download**

- Student Activity Sheet H9.5: Lorna's funeral



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

Unit focus: History

Year level: Years 3–6

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

#### **ACTIVITY 9: PUNISHMENT AND CRIME**

**Subthemes:** Culture; Customs and traditions

Does the punishment always fit the crime? Some convicts were sentenced to seven years imprisonment and transportation from Britain to the Australian colonies, for the theft of an item worth under a shilling.

Capital and corporal punishments, and the threat of prison were the main forms of crime deterrent in the early 1900s. Corporal punishment extended into the home, where children were often punished by being strapped. In this clip, we observe the fear that Evelyn has of being punished with a strap for not being responsible with the fireworks.

#### **Discover**

- Discuss with students the concept of punishment. Who is responsible for punishment in the community, in school and at home? Is the threat of punishment effective? Do they feel it is fair for Evelyn to receive the strap for not living up to her responsibilities? What punishment would she receive for her behaviour today? Ask them to consider what was appropriate punishment for a girl compared to a boy of this era. Are there differences in punishment according to gender today?

#### **Reflect**

- Punishment for crimes in 1908 was vastly different to the punishment for crimes today. Ask students to list four crimes (against community, school or home) and ask them to research what punishments were typically received in 1908 and who was responsible for administering them. Compare them to punishments received today for similar crimes. Students could design a webpage based on this comparison.
- The following website could be used as a starting point:  
MacGregor State School, 'School in the Early 1900s',  
<http://www.macgregoss.eq.edu.au/federation/histschool/1901.html>

#### **ACTIVITY 10: CORPORAL PUNISHMENT**

**Subthemes:** Customs and traditions; Politics

#### **Discover**

As a class, research and discuss the changes made in legislation regarding corporal punishment in schools. Make a list of all of the discussion points and the opinions of everyone in the class regarding corporal punishment.

Useful websites to use as a starting point are:



- Queensland Government: Library Services, 'Corporal Punishment in Queensland State Schools', <http://education.qld.gov.au/library/edhistory/topics/corporal/public.html>
- Global Initiative to End All Corporal Punishment of Children, 'Global Progress: Australia', <http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>

### **Reflect**

- Using the list of opinions from the class discussion, organise a debate where one side of the classroom is designated for students who agree with the opinion and the other side is for those who disagree. Read out each point from the list and ask students to move into the designated areas of the classroom. If a student moves from 'for' to 'against' or vice versa, they must justify their move by sharing their reasoning with the class.

### **Download**

- Student Activity Sheet H11.9: Facts about corporal punishment

## **EPISODE CLIP: CRACKER NIGHT**

### **ACTIVITY 12: FIREWORKS**

#### **Subthemes: Customs and traditions; Historical events**

The annual celebration with a bonfire and fireworks is a significant English tradition. In Australia, the night became known as Guy Fawkes Night until it was banned in the 1970s. The British have been celebrating Guy Fawkes Night since the 1600s.

### **Discover**

- Research and discuss information on the celebration of Guy Fawkes' infamy. Who is Guy Fawkes and why is he celebrated?

### **Reflect**

- Ask students to research Guy Fawkes and the Gunpowder Plot on the Internet. They can use the information collected to create a fact poster about him and his rebellion.
- Ask students to design a life-size silhouette of Guy Fawkes. They can cut it out of card and add facts by writing them on the cut-out figure. Ask students to draw and colour around the facts with designs representing fireworks. Alternatively, ask students to create an animation or slideshow presentation. Kahootz 3 is an ideal 3-D animation software program to use here. The software is available for purchase from the Australian Children's Television Foundation (ACTF) website at <http://www.kahootz.com>

### **Download**

- Student Activity Sheet H11.11: All about Guy Fawkes



## **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: TREASURED OBJECTS**

#### **ACTIVITY 11: TIME CAPSULE**

**Subtheme:** Customs and traditions

Invite students to make a list of all of the items Victoria and her siblings gathered together and list where they hid them.

#### **Discover**

- Why are these objects important to this time? As a class discuss what each object says about the belief or superstitions in 1888. Find out where this belief in hiding objects for luck may have originated?

#### **Reflect**

- Students take photos of eight items they would place in their own time capsule. They create a box to hold the pictures and add a letter explaining why these objects were chosen.

#### **Download**

- Student Activity Sheet H13.11 List all the hidden items



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

Student Activity Sheet E4.3  
Activity 3: Card collecting

Episode 4: 1978: Mike  
Clip: The card collection

### Card collecting

- 1 Conduct a survey with members of your family, including your parents, grandparents and older friends or siblings, to find out what types of objects they collected when they were young.

Name	Object	Length collected	Reason	Number

- 2 You can then collate this information and present it on a graph or chart showing the most popular to the least popular in the space below.



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

Student Activity Sheet E5.1  
Activity 1: Lost in translation

Episode 5: 1968: Sofia  
Clip: Speaking the language

## Translation trickery

After viewing the clip 'Speaking the language', answer the following questions:

1 What is the purpose of Sofia's actions to falsely translate the conversation?

\_\_\_\_\_

2 Why do you think she is behaving in this way?

\_\_\_\_\_

3 Why doesn't Sofia like Janice?

\_\_\_\_\_

4 Why is Sofia able to control this situation the way she does? List her techniques.

\_\_\_\_\_

5 What is the purpose of the subtitles here?

\_\_\_\_\_

6 Sofia sees Janice as her nemesis. What does the term 'nemesis' mean? Refer to the script for Episode 5: 1968: Sofia.

\_\_\_\_\_

7 What are the disadvantages of being monolingual?

\_\_\_\_\_

8 Why do Australian schools teach second languages?

\_\_\_\_\_

9 What are the benefits of learning a second language?

\_\_\_\_\_



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

Student Activity Sheet E5.2  
Activity 2: Lounge room television

Episode 5: 1968: Sofia  
Clip: Speaking the language

## Television evolves

1 Compare the role of the television in this clip with the role of the television in the clip 'Greek School' from Episode 6. Respond to the following questions:

a What is different about the way television is portrayed between these two scenes, ten years apart? What has happened?

\_\_\_\_\_

b Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? (Sofia has a television in her lounge room, Michaelis had to watch a neighbours' television through binoculars.)

\_\_\_\_\_

c What does the television in the lounge room say about Sofia's family now in comparison to what it was like for Michaelis?

\_\_\_\_\_

d What has changed?

\_\_\_\_\_

2 List four other Australian television shows that were popular in the 1960s:

\_\_\_\_\_

3 Compare *Why is it so?* with *The Adventures of Robin Hood*, which was watched by Sofia's brother Michaelis in 1958. Find out:

a where this television show originated

b how television shows are produced and how expensive production is

c how Australian television production developed between 1958 and 1968.

\_\_\_\_\_

4 Interview your grandparents and older relatives to find out what television shows they watched in the 1960s and why.



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

Student Activity Sheet H5.5  
Activity 6: Record collection

Episode 5: 1968: Sofia  
Clip: Conscription

## Music of the '60s

- 1 Compile a list of songs from 1968 that would be essential to Michaelis's record collection. List 10 artists and the songs.

1
2
3
4
5
6
7
8
9
10

- 2 Find out which countries influenced Australian music and whether international artists were ever banned from radio broadcasts. Who was the most popular Australian artist of the time?

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- 3 Write five questions you would like to ask one of the characters from the pop culture scene (music or fashion) of the 1960s. Research the answers and use this information to take part in hot seat role-plays.

1
2
3
4
5



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

Student Activity Sheet H5.6  
Activity 7: The haircut

Episode 5: 1968: Sofia  
Clip: Conscription

### Short back and sides

1 Respond to these questions about the clip, particularly the scene in the barber shop.

a Why did the filmmaker use close-up shots of the haircut, with the focus on Sofia's eyes in the background and through the mirror?

\_\_\_\_\_

b What does this add to the story?

\_\_\_\_\_

c What role does sound, for example the sound of the electric clippers, play in this scene in the barber shop?

\_\_\_\_\_

d Describe the mood of the music used and what it is used for.

\_\_\_\_\_

e How has the filmmaker connected the two different scenes? Discuss possible reasons.

\_\_\_\_\_

2 Write an additional scene, with action and dialogue, where Sofia and Michaelis go to the ice-cream shop.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

Student Activity Sheet E6.4  
Activity 7: Fathers and sons

Episode 6: 1958: Michaelis  
Clip: The christening

### **Fathers and sons from two families**

**1** Describe the relationship between Michaelis and his father.

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**2** Examine the relationship between the McCormack boys and their father.

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**3** What does the filmmaker want the audience to think about the McCormack family?

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**4** Copy and complete the following statements:

**a** The filmmaker portrays the Greek family as ... because ...

---

---

**b** The filmmaker portrays the McCormack family as ... because ...

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

Student Activity Sheet E7.8  
Activity 9: The engagement

Episode 7: 1948: Jen  
Clip: Courting

## Extending families

- 1 What are the relationships between the main characters in this clip: Jen and her mother Kath, Jen and Wal, and Wal and Kath?

Character	Describe the relationship
Jen and Kath	
Jen and Wal	
Wal and Kath	

- 2 Jen comes home to find her mother and Wal behind a closed door.  
a What do you think they are talking about behind the closed door?

\_\_\_\_\_

- b What is the significance of the ring?

\_\_\_\_\_

- c What information is portrayed to the viewer and Jen?

\_\_\_\_\_

- d What is meant by Wal being 'a good catch'?

\_\_\_\_\_

- 3 Work in pairs to design two wedding invitations:

- a a traditional wedding invitation from Kath and Wal inviting friends and family to their wedding

- b a second invitation from Jen discouraging people from coming to the wedding.





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

Student Activity Sheet E8.10  
Activity 11: Sayings and punishment

Episode 8: 1938: Colum  
Clip: Punting

### Ways of saying

1 What is the meaning of 'corporal' punishment? What is the origin of this term?

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2 Do you think people still view corporal punishment today as they did in 1938? Why or why not?

---

---

3 Find other sayings and what they mean. Look at *My Place* scripts or note down expressions you have heard.

Sayings	Meanings
grandfather of a hiding	
Not a word to your mother.	
Don't tell a living soul.	
Mum's the word.	
Keep it under your hat.	



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

Student Activity Sheet E9.6  
Activity 6: Funeral traditions

Episode 9: 1928: Bridie  
Clip: The funeral

### Finding clues

1 Think about how this clip relates to the entire 'Bridie' episode. Respond to the following questions:

a What is the most powerful image in this clip?

\_\_\_\_\_

b What do you remember most vividly from the clip? Why?

\_\_\_\_\_

\_\_\_\_\_

2 Watch the clip and list the information (both seen and heard) that tells the audience this is a funeral.

\_\_\_\_\_

3 At what point did you realise this is the funeral for a young person?

\_\_\_\_\_

\_\_\_\_\_

4 Look for clues in the clip that tell you what Lorna was like and the circumstances of her death. List the information about Lorna in the table and explain how you know this. What do you think happened to Lorna?

What do we know about Lorna?	How do we know this?



## Creating a memorial

- 1 Design and plan a memorial for Lorna. Consider Lorna's accomplishments, her character and her legacy. What should the memorial look like? What should it say? Where would you place it and why?

a Text on the memorial:

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- 2 Design of the memorial and its location:



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

Student Activity Sheet E11.4  
Activity 4: The 'No.5' assortment

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

## **My box of fireworks**

Evelyn and her family are excited by the prospect of being the owners of the Mr Wong's 'No. 5' assortment of fireworks. It is the best available and costs a great deal.

Design your own box of fireworks. Your design will include the box itself, a label and instructions for the outside of the box. Add images to decorate the box. Design two or three fireworks that you would put in the box. The fireworks should have different decorations drawn around them to show what kind of display you would see in the sky once they have been lit. Use the space below to plan your designs.



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

Student Activity Sheet E11.11  
Activity 11: Making news

Episode 11: 1908: Evelyn  
Clip: Cracker night

## Newspaper report

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

### Article

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### Image

### Advertisement for Mr Wong's Emporium



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

Student Activity Sheet E11.12  
Activity 11: Cracker night

Episode 11: 1908: Evelyn  
Clip: Cracker night

## Celebrating with fireworks

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

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



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

Student Activity Sheet E13.4  
Activity 4: Foreshadowing

Episode 13: 1888: Victoria  
Clip: Victoria's family dinner

## Predictions

- 1 As a class, you will view the clip and pause it after Victoria's father says, 'I'm the luckiest man alive to have a daughter like you.' Predict what might happen next, and give reasons based on clues or information from the text.

I think \_\_\_\_\_ is going to happen

because

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---

- 2 Look up the term 'foreshadowing' in the dictionary. What does it mean?

---

- 3 Two key elements in the first part of the clip are the superstitions about a dead cat and witches, and the knowledge that Victoria's father is facing problems.

a Who is this information for? (Is it Victoria or the viewer?)

---

b Why is this important?

---

c What is this signaling to the viewer about the coming story?

---

- 4 Write an outline of what you think will happen next in the story. This should include foreshadowed elements.

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

Student Activity Sheet E13.9  
Activity 9: Narrative links

Episode 13: 1888: Victoria  
Clip: Treasured objects

### Hidden treasures

- 1 List the places the children go to, both inside and outside the house, to hide the objects.

Inside	Outside

- 2 Pretend to be one of the children and, as that character, write a letter to someone in the future describing this day in your life in 1888. Don't forget to describe where you live, the street, the countryside, the town and what happens.

Use the template on the next page.





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

Student Activity Sheet H2.5  
Activity 5: Fasting

Episode 2: 1998: Mohammed  
Clip: Ramadan

## Fasting during Ramadan

1 Research the topic of fasting during Ramadan and then respond to the following focus questions. Share your findings with an oral presentation to the class.

a What types of foods are eaten during Ramadan?

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b Who prepares the food for Ramadan?

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c Why are there restrictions on the times food can be eaten?

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d When can people break their fast? (This question relates back to Mohammed's grandmother asking whether he will be able to eat before his cricket tryouts.)

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e How do families celebrate the end of Ramadan?

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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 H3.3  
Activity 3: Keeping traditions

Episode 3: 1988: Lily  
Clip: Food and chores

### PMI chart

- 1 Use the information from your class discussion and mind map about family, culture and tradition to complete the PMI chart below.
- 2 Share your PMI chart with the class.

**P = plus**

What are some positive things about maintaining cultural traditions?

**M = minus**

What are some negative things about enforcing cultural traditions?

**I = interesting implications**

What are some interesting implications of keeping cultural and family traditions?



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

Student Activity Sheet H4.6  
Activity 6: Wheaty Flakes cards

Episode 4: 1978: Mike  
Clip: The card collection

## Card collecting

Card collecting and trading has been a favourite pastime of many Australian children for decades. Collecting cards that are rare is the key to a good collection.

1 Respond to these questions and, with the class, create a mind map of ideas.

a What types of cards are collected and traded?

\_\_\_\_\_

b Are card collections valuable? If so, which are the most valuable collections?

\_\_\_\_\_

c Where did card collecting originate and when?

\_\_\_\_\_

d What changes have affected card collecting and trading in the last 50 years?

\_\_\_\_\_

2 Discuss card collecting with the class and write a report about your own or another student's collection. In your report, answer the questions:

a Why do you collect these types of cards?

b How do you purchase or trade them?

c What types of cards are needed to complete the collection?

d Which cards are the most valuable and why?

3 Choose one of the following activities:

a Design your own card that would fit into a collection. The card must have an image and text. It must have a registration number that fits with the number order of the collection.

b Create a series of five cards that reflects one of your interests. There should be a picture on the front of each and some information on the back. Give a short presentation on why your cards are the most exclusive and sought after by other collectors.



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

Student Activity Sheet H6.2  
Activity 2: Heritage

Episode 6: 1958: Michaelis  
Clip: Greek school

## Cultural profile

1 List the different cultural backgrounds of students in your classroom.


2 Choose one of the cultures from the list above and create a Cultural Profile. Investigate the elements of the culture listed below and present this information on a poster or a webpage.

- a religion
- b festivals
- c dance
- d costumes
- e food
- f music
- g flags
- h language.

Find information about the culture in books from your local library, or the Internet. You can also interview people from your classroom to find out more about this culture.



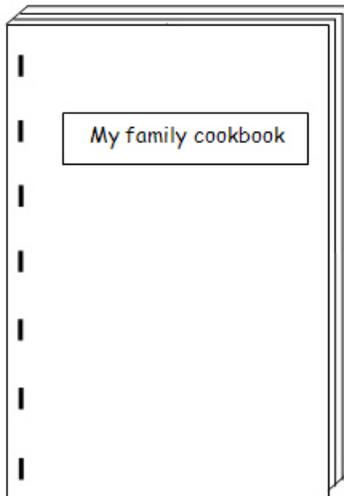
Name: \_\_\_\_\_

Student Activity Sheet H6.4  
Activity 4: An Aussie oasis

Episode 6: 1958: Michaelis  
Clip: A Greek garden

## The family cookbook

- 1 Create a mini-cookbook with recipes from your own family. Ask family members about traditional recipes that are cooked and baked at home. Think about all of the wonderful meals you have shared with your family during times of celebration. These are the recipes your family will know and love to share. You can also add recipes where all of the ingredients have come from the home garden.
- 2 Add pictures, photos and tips from your parents, grandparents and other family members.
- 3 Research recipes from Greece and find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once you have the recipes together you can combine them all to make a class recipe book. Some useful recipe websites:
  - a Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
  - b Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
  - c The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
  - d Jamie Oliver, <http://www.jamieoliver.com>



- 4 Choose one recipe from the mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day, or for Greek Independence Day on 25 March.







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

Student Activity Sheet H6.6  
Activity 6: Family tree

Episode 6: 1958: Michaelis  
Clip: The christening

## Events calendar

To create a 12-month calendar of special family events for the entire class, you need to create and describe a special family event of your own to add to the calendar.

Use the card template below to describe the event and then add it to the class calendar.

**Event date**

Event description



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

Student Activity Sheet: H6.7  
Activity 7: Celebrations

Episode 6: 1958: Michaelis  
Clip: The christening

### **Family celebrations and events**

Choose one traditional family event that you celebrate and write a report on the following.

- 1 How is the event or celebration organised?
- 2 Who organises the event or celebration?
- 3 Where is the event or celebration held?
- 4 Why is it an important event or celebration?
- 5 What are the historical facts behind the event or celebration?
- 6 What types of food recipes are used and enjoyed?
- 7 Any other interesting information to add?

You can include photos and anything else that best depicts this family celebration. This report can be completed electronically as a document, blog or webpage. You could also use the template below.

<b>Title:</b>
<b>Report:</b>
_____
_____
_____
_____
_____
_____
_____
_____



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

Student Activity Sheet H7.6  
Activity 6: Marriage etiquette

Episode 7: 1948: Jen  
Clip: Courting

### Radio show on courting today

- 1 The information below (taken from the National Film and Sound Archive) is about the 1940s radio drama *When a girl marries*. After finding out about the drama, think about how the view on courting then compares with courting today.

*When a girl marries*  
 Series: 81523  
**Summary:** The romantic heart-warming story of Joan Field and her friends and their adventures in love and marriage.  
 ...  
**Label:** AWA Radiola

Episode duration: 15 mins  
 Episodes produced: 3,290  
 Broadcast details: 1946 –1965; Monday to Thursday on 2CH and 2KO at 7.15pm.  
 Notes: Originally an American serial, created in 1939. AWA bought the scripts during the Second World War, and adapted them for Australian audiences.  
*NFSA Holdings:* Eps 1-3290

From the National Film and Sound Archive

- 2 Find images of famous people getting married in the 1940s, for example, royalty, movie stars and sportspeople. These images can be used to document wedding fashions of the 1940s and produce a wedding album.

Draft some ideas here:

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

Student Activity Sheet H9.4  
Activity 4: Mourning

Episode 9: 1928: Bridie  
Clip: The funeral

### **Funeral ceremonies**

- 1 Different cultures have their own customs and ceremonies to farewell those who have passed away. From the list created in your classroom, choose one culture and investigate their funeral customs and ceremonies.
  
- 2 Make a small poster, or online document, and include the following elements in your research presentation:
  - a country of origin
  - b religious beliefs
  - c customs for funerals
  - d beliefs about the afterlife
  - e other facts.
  
- 3 Present your information to the class.  
Draft your ideas here.

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

Student Activity Sheet H9.5  
Activity 5: The hearse

Episode 9: 1928: Bridie  
Clip: The funeral

## **Lorna's funeral**

Watch the clip 'The funeral' and make notes on the following questions.

1 What is the style of coffin Lorna is interred in?

\_\_\_\_\_

2 What material is the coffin made from?

\_\_\_\_\_

3 Why are flowers placed on the top?

\_\_\_\_\_

4 Who marches in the funeral procession?

\_\_\_\_\_

\_\_\_\_\_

5 What order are they in, and why?

\_\_\_\_\_

\_\_\_\_\_

6 What is the significance of the 'Irish wake' occurring after the burial?

\_\_\_\_\_

\_\_\_\_\_

7 Why do people dress in black?

\_\_\_\_\_

\_\_\_\_\_



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

Student Activity Sheet H11.9 Page 1 of 2  
Activity 10: Corporal punishment

Episode 11: 1908: Evelyn  
Clip: Chores and punishment

### Facts about corporal punishment

- 1 Research corporal punishment. Find out the facts, take notes and summarise the information you have found. Use the table below for your summarised information about corporal punishment. When you have filled in the table, complete the Plus/Minus/Interesting (PMI) chart.

Facts about corporal punishment	Websites and resources used

- 2 Fill out the PMI chart on the next page.



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

Student Activity Sheet H11.9 Page 2 of 2  
Activity 10: Corporal punishment

Episode 11: 1908: Evelyn  
Clip: Chores and punishment

- Plus: positives associated with corporal punishment
- Minus: negatives associated with corporal punishment
- Interesting: different, interesting or obscure information about corporal punishment.

Plus	Minus	Interesting



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

Student Activity Sheet H11.11  
Activity 12: Fireworks

Episode 11: 1908: Evelyn  
Clip: Cracker night

## All about Guy Fawkes

- 1 Working with a partner, conduct research using the Internet to find out more about Guy Fawkes and the Gunpowder Plot.
- 2 Cut and paste your facts into an electronic document or write them into the template below. Your facts will then be added to a class poster about Guy Fawkes.

Facts about Guy Fawkes	Pictures and diagrams	Other interesting facts



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



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

Student Activity Sheet H13.11  
Activity 11: Time capsule

Episode 13: 1888: Victoria  
Clip 4: Treasured objects

### List all the hidden items

Make a list of the items hidden by Victoria and her siblings. Make a note of why you think each item was chosen to be hidden.

Hidden object	Why I think this object was chosen