



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
- 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 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
 - 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
- 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 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?

b Who prepares the food for Ramadan?

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

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.)

e How do families celebrate the end of Ramadan?



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 style="text-align: center;">P = plus</p> <p>What are some positive things about maintaining cultural traditions?</p>
<p style="text-align: center;">M = minus</p> <p>What are some negative things about enforcing cultural traditions?</p>
<p style="text-align: center;">I = interesting implications</p> <p>What are some interesting implications of keeping cultural and family traditions?</p>



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.



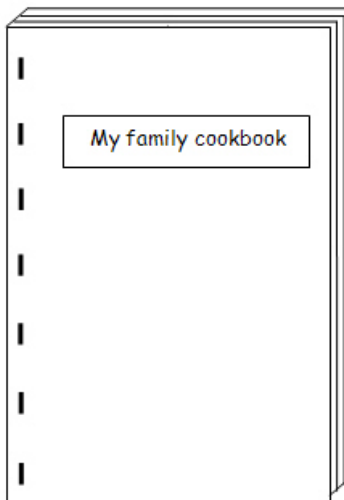
Name: _____

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 H6.5
Activity 5: Gardening

Episode 6: 1958: Michaelis
Clip: An Aussie oasis

Weekly chores

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

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

Michaelis	Colum	Bridie	Bertie	Rowley	Victoria

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

Share these stories with the rest of the class.



Name: _____

Student Activity Sheet H6.6
Activity 6: Family tree

Episode 6: 1958: Michaelis
Clip: The christening

Events calendar

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

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

Event date

Event description



Name: _____

Student Activity Sheet: H6.7
Activity 7: Celebrations

Episode 6: 1958: Michaelis
Clip: The christening

Family celebrations and events

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

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

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

Title:
Report:



Name: _____

Student Activity Sheet 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:



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.



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



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