



EPISODE 2: 1998: MOHAMMED

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE BALL OF THE CENTURY

ACTIVITY 6: CRICKET PASSION

Subthemes: Entertainment and games; Language and scripting

Discover

- Sport is a universal activity that crosses age, race and religion. Mohammed and his grandmother have much in common as they use the video recorder to replay Warnie's 'ball of the century' at Old Trafford in Manchester.
- Survey the class to find out who understands what Mohammed and his grandmother are talking about when they discuss the finer points of cricket.
- Discuss how Mohammed and his grandmother (who is not Muslim) share an interest. Ask if any students in the class share a strong interest with someone in their family or circle of friends. Discuss why this might be important. Ask students to think about an interest they could share with someone else, and what they could do to find someone to share it with.
- List the specialised cricket terminology used in this clip such as leg break, thrusting left pad, dislodging bales, straight down the pitch, Old Trafford. Ask an expert from the class or the school to explain the finer points of cricket and its scoring rules to the class.

Reflect

- Have students work in small groups to research a sport or hobby they are passionately interested in and then make a presentation to the class about the activity and their achievements in it. They should include specialist language and terms, information about favourite or well-known players or participants, titles of books on the subject, statistics on who is interested in the activity, and reasons why such an activity appeals to people.

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- Student Activity Sheet E2.6: Research a sport or hobby



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.

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- Student Activity Sheet E4.3: Card collecting

ACTIVITY 5: PLAYLISTS

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Ask students to think about Sofia playing a favourite record in her room with her friend and relate it to the activity called 'Record Collection' in the clip 'Conscription' ten years earlier in 1968. There Sofia was ten years old and asked to look after Michaelis's precious record collection of LPs (Long Playing records).



Reflect

- Ask students to find out more information about records and the format of singles and EPs in the 1960s and 1970s. Ask students to draw up a list of the ways music is played in the twenty-first century. Students can then compile a list of popular artists and songs of the era and create a 1970s playlist to share with the class.
- From the list, ask students to select a group that is unknown to them and research information on the group. Ask students to design a record cover for an album by the group. It could be an album that was produced, or an imaginary one. The album cover should list eight and ten songs the group were known for.

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- Student Activity Sheet E4.5: Create a musical playlist from the 1970s.

EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

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.

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

EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: GREEK SCHOOL

ACTIVITY 2: TELEVISION

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Michaelis catches snippets of the popular TV series *The Adventures of Robin Hood* using binoculars. Discuss why watching television is important for Michaelis. Ask students: What does this tell us about Michaelis as a character? What does it tell us about his family?



- Have students discuss Michaelis's ingenuity in finding ways to watch the TV program. Ask them what they would have done in his place. Ask students to write a short story describing what their life would be like without a television. They should include how this would be a benefit or a problem for them.

Reflect

- Ask the class what they feel the role of television is in our society today. How important do they think it is? What other forms of entertainment do people use? Ask students to write a report describing what they think is the future of television. What will television be like in ten years' time?

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- Student Activity Sheet E6.1: Life without television

ACTIVITY 3: ROBIN HOOD

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Michaelis loves watching the TV show *The Adventures of Robin Hood*. Discuss the TV show with the class and list the key characteristics that can be identified from the snippets seen on screen.
- Discuss the origin of the legend of Robin Hood. There have been many adaptations of the story. Students can research these on the internet, compiling a list of all the versions they find. If possible, view a sample of the many clips from film, animation and TV shows available online and compare them. Have students rate the different versions, from the ones they like best to those they like least, and explain their choices.
- Survey the class and create a list of all the TV shows that students like to watch. Create a graph showing the most to the least popular. Introduce the term 'action drama' to describe shows like *The Adventures of Robin Hood*. Students could identify other programs that fit into this category.
- Brainstorm what students like about their favourite action drama TV shows. Discuss this information as a class and then have students work in small groups to classify and group the information into key categories. When students report back to the class, combine similar ideas to create a formula for the elements that are 'must haves' in children's television action dramas.

Reflect

- Ask students to write a descriptive, detailed review of their favourite action drama TV show, drawing on information gathered in the previous activities.

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- Student Activity Sheet E6.2: Robin Hood and TV drama



EPISODE 7: 1948: JEN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE PICTURES

ACTIVITY 1: THE NEWSREEL

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- This clip commences with an old movie newsreel. Ask students to record what they remember about the information in the film reel. What was the most significant information given? Was it the birth of Princess Elizabeth's first child, Prince Charles?
- Discuss the ways information is relayed to the audience in this newsreel. Examine the images, text on the screen and the voice-over. Have students think about why they know this news story is about the birth of Prince Charles. What's missing here? Ask students to think about the reasons why there are no photos of the baby prince on this newsreel. Ask students to think about what this newsreel would look like if it were made today. What information would today's audience expect to see and hear?
- Discuss the purpose of the newsreel. Why is it important? Discuss the media technology available at this time in history without TV. How did people acquire their information?

Reflect

- Ask students to review the main features of the newsreel as a text type and to think of a current news topic of interest. They should plan a short newsreel to share using an electronic media device, adding photos and a voice-over, before presenting it to the class.

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- Student Activity Sheet E7.1: Old-fashioned newsreel

ACTIVITY 3: PRINCES AND PRINCESSES

Subthemes: Entertainment and games; Inventions and electronic media;
Relationships

Discover

- Discuss the purpose of a film cinema poster. As a class activity, look closely at the 1948 poster in the clip and note its characteristics. Ask students:
- Who is featured? (You will need to refer back to the film clip for more information. It shows Princess Elizabeth and her husband, Prince Phillip.)
- Describe how they think Jen and her friends see Princess Elizabeth and Prince Phillip, giving evidence from the text.



- Have students consider the following questions:
 - 1 Why do you think Jen and her friends felt like they did about the royal couple?
 - 2 Why would Australian girls in 1948 think Prince Philip was a hero?
 - 3 Why do you think people looked up to royalty so much at this time?
 - 4 Do you think Australians today feel the same way about British royalty?
- Discuss the role of Prince William and Prince Harry as some of the youngest members of the British royal family today and whether these princes are viewed as heroes or celebrities like Princess Elizabeth in 1948?

Reflect

- Have students look for examples of contemporary film posters and compare them with the 1948 version. What are the similarities and differences?
- Compare the film poster examples and identify the main text features of the film poster genre. Ask students to create individual film posters for a fictional film version of their favourite book. They will need to consider questions such as: What style of film is it? How will that influence the poster design? Who is the star? What is the tag line or slogan?

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- Student Activity Sheet E7.3: Being royal and famous

EPISODE CLIP: THE HOLDEN

ACTIVITY 6: THE WIRELESS

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- As a class, discuss the role and importance of the radio, or wireless as it was then called. Why is it included in the clip? What information does it add to the story?
- Discuss the radio play included in this clip. Make a list of information about the type of play and the topic. For example, the program is called: *When a girl marries – dedicated to those who are in love*. Discuss what the purpose of this play could be, its intended audience, and its contribution to the story. Why did the filmmaker use this play and not something else like the horse racing or the news?
- Introduce the term 'juxtaposition' to the class and ask students to find a definition for the word. Examine how the filmmaker juxtaposed the radio play with Jen's mother, Kath, and her relationship with Wal. What extra information does it add to the story?
- Introduce or revisit the concept of foreshadowing in filmmaking and narrative writing and think about the name and subject of the radio play in this context. What is it flagging to the viewer and to Jen? For more detailed information about foreshadowing, see Activity 4: Foreshadowing in Episode 13: 1888: Victoria (English).



Reflect

- Have students design a radio play and voice-over to juxtapose a different scenario in this scene, which foreshadows a different outcome from Jen's perspective. Ask students to consider what they think Jen would like to happen?

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- Student Activity Sheet E7.6: Juxtapositions

EPISODE 8: 1938: COLUM

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE SHADOW

ACTIVITY 7: RADIO

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

Discover

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

Reflect

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

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- Student Activity Sheet E8.7: Radio times

ACTIVITY 8: COMIC BOOKS

Subthemes: Art, music and literature; Entertainment and games

Discover

- The boys were seen reading the comic book *The Shadow*. As a class, discuss why comics may have been so popular at this time. Have students find out more about other comics which were



popular in Australia in the 1930s. Students can also find out which comics from today were around in the 1930s.

- Discuss the role of this comic book in the story. Have students discuss:
 - 5 What does this contribute to the story?
 - 6 How is Colum affected by the notion of a being a hero and helping his friend who is in need?

Reflect

- Ask students to create the front cover for a comic book about a new hero whose goal is to help his or her friends in need. This process includes naming the hero, thinking of talents and super powers, designing an appropriate costume, and creating a slogan such as Superman's 'Faster than a speeding bullet ...'
- For further work on super heroes and comic book characters, see activities for Legacy of the Silver Shadow at http://www.actf.com.au/learning_centre/title_pages/lss_tp.php

EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

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.

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- Student Activity Sheet E13.9: Hidden treasures



EPISODE 2: 1998: MOHAMMED

Unit focus:History

Year level: Years 3–6

EPISODE CLIP: DISCRIMINATION

ACTIVITY 1: CRICKET

Subthemes: Culture; Entertainment and games; Historical events

The history of the game of cricket is not clear-cut. Some believe it originated as a children's game in Medieval times. There are references to an early game played in pastures in Kent, England, where short grass made it possible to bowl or roll a ball of rags or wool at a wicket-gate target. A 'bat' was formed from a shepherd's crook, or staff.

Discover

- Ask students to research the possible origins of cricket. They should develop ten fact cards that answer the following questions:
 - 1 Where and when was the first recorded cricket match?
 - 2 Who was involved in playing this early game?
 - 3 How was the game played?
 - 4 What were the rules?
 - 5 How did the game develop after this time?
 - 6 When and by whom were the first 'Laws of Cricket' established?
 - 7 When and where was the first international game of cricket played?
 - 8 Where is cricket played today?
 - 9 Who are the most noted players today?
 - 10 Describe the differences in the way women and men play the game.

Reflect

- Ask students to create a KWL chart about the history of cricket. A KWL chart is a graphic organiser that enables students to classify information. It will help them to organise material as it is gathered during their research. The three basic areas of classification in the chart are:
 - 1 What I Know
 - 2 What I Want to know
 - 3 What I Learned
- The following websites are a useful resource for this activity:
 - 1 Cricket Australia, <http://cricket.com.au>
 - 2 Melbourne Cricket Ground, www.mcg.org.au

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- Student Activity Sheet H2.1: KWL chart: history of cricket

ACTIVITY 2: AUSTRALIAN CRICKET

Subthemes: Culture; Entertainment and games; Historical events

The sport of cricket is embedded in Australian culture owing to our British heritage. In this episode Mohammed is infatuated by cricket, but his father isn't keen on it. He believes it's not a game for 'wogs', that it is the preserve of 'Australians'.

An interesting event in Australian cricketing history is that 14 Indigenous players toured England in 1868 to showcase their skills. The team performed well on the long tour, playing 47 games of which they won 14 and drew 19. This was the first organised group of Australian cricketers to travel overseas.

Discover

- Ask students to consider how the game of cricket became so popular and widespread in Australia, where many believe that Australian cricket is the best in the world. Have students develop a questionnaire about the popularity of cricket, which they can then put to other students, teachers and parents. Ask them to collate the results and prepare a report on popular opinion in their community about cricket in Australia.
- Divide the class into small groups, assign them an era in History, eg 1851–1910 or 1911–1939, and ask them to research the contribution of Indigenous cricketers during this period. Each group could produce a poster with images of the cricketers and information about their achievements.

Reflect

- Ask students to research an aspect of Australian cricket. For example, they might write a report about their favourite team, player or coach. This information can be presented in a digital slideshow format or as a poster. Alternatively, ask the students to create an advertisement for publicising the wonders of Australian cricket to the rest of the world. The advertisement could be for a magazine or for television.

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- Student Activity Sheet H2.2: Indigenous Australian cricketers

ACTIVITY 3: EQUALITY IN SPORT

Subthemes: Culture; Entertainment and games; Gender roles and stereotypes

In Episode 2, Mohammed and Danielle discuss the school cricket tryouts. Danielle is passionate about wanting equality in team selection and voices her opinion about discrimination against girls who want to play in the school cricket team.

Discover

- Ask students to discuss gender equality in sports played at their school. They could record their responses to the following questions on a poster in the classroom:
 - 1 Are there teams for both girls and boys for every sport played at the school?
 - 2 Does the school offer mixed teams for sports?
 - 3 Do girls often try out for so-called 'boys' teams'?



- 4 Have gender roles changed in sports at schools in the last ten years?
- Divide the class into small groups. Each group should research, and present, a report on one of the following teams:
 - 1 The Australian women's cricket team
 - 2 The Australian women's basketball team
 - 3 The Australian women's soccer team
 - 4 The Australian women's baseball team
 - 5 The Australian women's water polo team
 - 6 The Australian women's netball team
 - 7 The Australian women's volleyball team
 - 8 The Australian women's hockey team
 - 9 The Australian women's Rugby Union team
 - 10 The Australian women's Rugby League team
- Ask students to view the clip on Screen Australia digital learning, Women and sport in Australia, <http://dl.screenaustralia.gov.au/module/1494/#about>
- There is a range other information on the topic on The Australian Women's Register, <http://www.womenaustralia.info>

Reflect

- Student Activity Sheet H2.3 contains a Spider Map, which has headings that will assist students to organise their responses to the video clip.

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- Student Activity Sheet H2.3: Australian women in sport

EPISODE CLIP: THE BALL OF THE CENTURY

ACTIVITY 6: WARNIE

Subthemes: Culture; Entertainment and games; Historical events

There are many great moments in Australia's sporting history, but few as memorable as Shane Warne's performance in the 1993 Ashes series. Many believed he was the best leg-spin bowler in the world and his performances resulted in a resurgence in the popularity of cricket.

Ask students to find and view videos of the 1993 Ashes tour online, using links found at 'Google videos'.

Discover

- Ask students to collect information about the cricketing achievements of Shane Warne. Record this information on date/event fact cards and use them to develop a timeline of 'Warnie's' career in cricket.
- Ask students to find out about the 'Magnus effect' in spin bowling, and practise trying to achieve it. Look at 'Why a Cricket Ball Swings' on The Creek, <http://www.wccc.org.au/xtracover/whyballswings.htm>

Reflect

- Ask students to create a diorama about Shane Warne. Use images, models of cricket gear, and written facts to make a tribute to this famous cricketer. Have students develop a chant that they would have used if they were present at a game in the 1993 Ashes series.
- Ask students to select an Australian sporting legend from a different sport. Students can create a short biography of the sportsperson and present their research as poster with images and text. Combine the posters in a 'Hall of fame' to be displayed in the classroom.

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- Student Activity Sheet H2.6: 'Hall of fame' poster

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.



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Student Activity Sheet H4.6: Card collecting

EPISODE 5: 1968: SOFIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: CONSCRIPTION

ACTIVITY 7: THE SWINGING '60S

Subthemes: Art, music and literature; Culture; Entertainment and games

Michaelis asks Sofia to look after his record collection. She is the only one who is allowed to touch it and play his music.

Discover

- Instruct students to research what records are, what they are played on and what forms they take. Ask them to find images of record players from the 1960s and create a chart of the technology available for records during this era.

Reflect

- Ask students to:
 - 1 research the type of music played in Australia during the 1960s
 - 2 list the popular bands, singers and musicians
 - 3 find out which ones were the most successful in the Top 40 charts.
- In their research, they should find examples of record covers.
- Ask students to make a list of 12 popular songs from the 1960s for a compilation album. They can design the cover for the album and complete a mock-up to display in the classroom.

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- Student Activity Sheet H5.7: What's a record?



EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE PICTURES

ACTIVITY 1: TALKIES

Subthemes: Australians at war; Entertainment and games; Inventions and electronic media

Discover

- During the Second World War, Australians went to the cinema for recreation, information on world events and, for some, an escape from the realities of life during wartime. Newsreels depicted the British royal family, Hollywood stars and war heroes, and significant events. The Australian Government used the cinema to promote propaganda about the war.
- Cinesound was the most successful Australian studio during this era. It produced a number of Australian feature films, including a series of films based on Steele Rudd's 'Dad and Dave' characters, as well as newsreels and documentary films. In 1943, Cinesound's documentary *Kokoda Front Line!* won Australia's first Academy Award.
- As a class, discuss the favourite types of films available in Australian cinemas in the 1940s. This discussion should highlight the fact that the majority of films screened at this time were imported from Britain or the USA.
 - 1 Students could research the names of the most popular films of this era to make a class list. They should try to find films from different categories: drama, comedy, documentary, etc. Divide the list into three columns to identify if they were produced in Australia, the United States or Britain.
 - 2 The class should also list famous actors associated with each film.
 - 3 You could refer to the following link at australianscreen, 'Australian film and television chronology – The 1940s', <http://australianscreen.com.au/chronology/1940s>

Reflect

- Following their research of films screened during 1948, ask students to create a movie guide for a local cinema from the time. They could make a pamphlet with the movie programme and a short description of each film to be shown. The guide could also include images from some of the movie posters of that era.
- As a comparative activity, students could look at movie guides available today in the local newspaper. They could assess the differences between their 1948 cinema guide and a cinema guide today.
- Refer to Screen Australia Digital Learning for further resources for this activity, <http://www.screenaustralia.gov.au/learning>



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- Student Activity Sheet H7.1: Create a 1948 movie guide

ACTIVITY 2: THE MOVIE POSTER

Subthemes: Art, music and literature; Entertainment and games; Historical events

Discover

- In this episode, Jen and her girlfriends are infatuated with the movie stars of the era, leading them to take a movie poster from the local cinema. Movie posters in the 1940s were large and glossy, depicting fabulous portraits of lead actors.
- You could obtain some sample movie posters from your local cinema or from the local library and display them in the classroom.
 - 1 As a class, brainstorm ideas about what makes a movie poster appealing. Discuss the layout, images, text, graphics and artwork style associated with movie posters.
 - 2 Discuss how effectively the posters you have displayed advertise the film. What are some of the advertising techniques used? Ask the students to evaluate how successful each poster is in advertising the movie.

Reflect

- Ask students to make a movie poster that represents a movie from the 1940s. They should consider the layout, images, text, graphics and style of artwork. After planning the design of their poster, they could use a large poster-sized A2 card to lay out their design elements. To help with ideas, provide students with samples of posters and obtain images from the 'Stills gallery' on the *My Place* for teachers website.

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- Student Activity Sheet H7.2: Make a 1940s movie poster

ACTIVITY 3: AUSTRALIAN FILM HISTORY

Subthemes: Art, music and literature; Entertainment and games;
Inventions and electronic media

Discover

- Charles Chauvel's 1940 movie *Forty Thousand Horsemen* was Australian cinema's first worldwide success story. In the following decades, many other Australian movies would also gain international success.
- Ask students to create a list of the most successful Australian movies, particularly ones that achieved international popularity. As a class, discuss how Australia is presented in some selected movies: for example, *Australia* (2008), *Man from Snowy River* (1982), *Crocodile Dundee* (1986) and *Finding Nemo* (2003).
- As students research movies of the past, make comparisons to moviemaking in Australia today. Select four well-known movies with 'Australiana' themes to use as examples in the class discussion and ask students to discuss why they think these themes are so apparent in Australian



productions. Refer to the australianscreen website for clips such as *Crocodile Dundee*: australianscreen, <http://aso.gov.au/titles/features/crocodile-dundee>

Reflect

- Ask students to research the history of Australian moviemaking to create a timeline using pictures gathered from the internet. The timeline can include as many Australian film productions from 1928 until today as students wish, but the chosen movies should include Australian themes. The following websites may be helpful:

- 1 australianscreen, <http://aso.gov.au>
- 2 Screen Australia Digital Learning, <http://www.screenaustralia.gov.au/learning>

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- Student Activity Sheet H7.3: Australian film timeline

EPISODE 8: 1938: COLUM

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: *THE SHADOW*

ACTIVITY4: RADIO

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

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

Discover

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

Reflect

- Radio plays were popular entertainment in Australia in the 1930s. *The Shadow* was a serial based on a comic book by the same name, and it is a great example of a radio play that appealed to a younger generation of listeners.



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

Download

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

ACTIVITY 5: A RADIO PLAY

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

Develop

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

Reflect

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

Download

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



CLIP 3: PUNTING

ACTIVITY 7: THE MELBOURNE CUP

Subthemes: Culture; Entertainment and games; Historical events

The Melbourne Cup is steeped in history and has been an important part of the Australian horse racing since the late 1800s. The Melbourne Cup began in 1861, when the Victorian Turf Club wanted to put on a 'good handicap' race to rival that of the Victorian Jockey Club. That good handicap race ended up becoming one of the greatest handicap 3200-metre races in the world. The race 'stops a nation' and is generally celebrated with a public holiday in Victoria.

Colum and his friend collect bets from the neighbourhood on the Melbourne Cup and give them to the local store owner. This type of betting was illegal at the time, as it is today, and the boys ran the risk of being caught and prosecuted by the police.

Discover

- Ask students to investigate information about the Melbourne Cup using a variety of websites and books. Have students list as many facts they can find about the history, people and special events relevant to the Melbourne Cup. They could visit the following websites:
 - 1 Australian Government Culture Portal, 'Melbourne Cup', <http://www.cultureandrecreation.gov.au/articles/melbournecup>
 - 2 Melbourne Cup 150, 'Melbourne Cup Carnival 2010', <http://www.melbournecup.com>
 - 3 Victorian Racing Club, 'About the Melbourne Cup', <http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>

Reflect

- Ask students to provide one fact each from the evidence they collected as a class. Each fact should be presented on a separate horse template.

Download

- Student Activity Sheet H8.7 Horses
- The horse templates could be pinned up on the walls of the classroom. Alternatively, students can create a fact booklet, either online or as a chart.

ACTIVITY 8: WINNERS AND LOSERS

Subthemes: Culture; Entertainment and games; Historical events

Discover

- As a class, find out the winning horses and, if possible, the names of the trainers and jockeys of each Melbourne Cup winner. While they are researching, have students find out some interesting stories about selected cup winners, such as Phar Lap and Rainlover, and the horse that won the 1938 Melbourne Cup named Catalogue. Ask students to evaluate how many mares, women owners, trainers and women jockeys have been successful at winning the cup. Also find out what prize money was offered and how it has increased over time. The students could create bar charts and graphs of specific information to represent different percentages and compare statistics.



Reflect

- Ask students to design their own Melbourne Cup winner and prepare a brochure about the horse. They will need to name it, list its lineage, and write about the jockey, trainer and owner. They could design and draw the colours the jockey would wear in the race.
- Once all students have designed their horse and jockey, conduct a race to see who wins. The race could be conducted as a quiz about the Melbourne Cup, or a race around the school oval where the students are dressed as the jockeys.

Download

- Student Activity Sheet H8.8: Horse brochure

ACTIVITY 9: AUSSIE ICON

Subthemes: Culture; Entertainment and games;

The Melbourne Cup is an iconic event in History and culture.

Discover

- Ask students to respond to the following question; What is an icon? Have them devise a list of Australian icons and organise them into common categories, such as language, sport, food and customs. Think about why these concepts are considered iconic in Australia.

Reflect

- Divide the class into teams of six students. Each team selects an icon to sell to an international audience. They are to devise an advertisement for television about the selected icon and produce it for broadcast to the class. This can be an actual re-enactment of a filmed advertisement.
- Refer to websites below for assistance.
 - 1 Australian Children's Television Foundation (ACTF) for information on the 'Live Action Teaching Kit', http://www.actf.com.au/learning_centre/title_pages/lia_tp.php
 - 2 Screen Australia, 'DIY DOCO', <http://www.screenaustralia.gov.au/learning/diydoco>

Download

Student Activity Sheet H8.9: Identifying icons



EPISODE 9: 1928: BRIDIE

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S CHORES

ACTIVITY 2: WORK

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

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

Discover

- 'Historyface' and blog: Using the 'historyface' template students are asked to create a profile for a child in 1928, and add a blog attachment. The blog may include a diary entry, or a list of complaints relating to tough times and chores. Students are encouraged to become the voice of their child character of 1928.

Download

Student Activity Sheet H9.2: A child in 1928

EPISODE 11: 1908: EVELYN

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: GAMES FROM INDIA

ACTIVITY 1: IMAGINARY GAMES

Subthemes: Entertainment and games

In this clip, Evelyn and her brother Edward are playing an imaginary game with their friend Freddie Müller under the tree. They are pretending to be big game hunters in India. In 1908, India was a place of interest as a British colony, due to the large sources of agricultural wealth. While the Australian Federation was formed in 1901, India was still struggling to achieve independence.

Evelyn and her family were British and many of the newspapers and books of the day reported India as being exotic and adventurous. Students can discover why through research and discussion. A starting point could be presenting students with the following statement:



The British Empire, in the early decades of the twentieth century, ruled a population of approximately 400–500 million people, which covered roughly two-fifths of the world's land area.

Discover

- Ask students: Can you identify with the game Evelyn and her friends are playing? Discuss where and when imaginary games are played and what themes children use when playing them. Discuss why Evelyn uses India and hunting as her themes for the imaginary games she plays with the other children.

Reflect

- Ask students to work individually to find out the connection between the British Empire and India in 1908. They should make four fact cards with the information collected. Some focus questions to help students could include:
 - 1 What was the connection between Australia and the British Empire in 1908?
 - 2 Why was the connection between India and Britain a hot topic in 1908?
 - 3 Why are Australian children discussing British India?
- For more in-depth information, students can conduct research in the school or local library, or online. As a starting point, refer to the websites listed below:
 - 1 Tabblo, 'Historians' India (1903 & 1908)', <http://www.tabblo.com/studio/stories/view/1357839>
 - 2 British Medical Journal, 'India in 1908', <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2332116>
 - 3 Wikipedia, 'Presidencies and provinces of British India', http://en.wikipedia.org/wiki/British_India
 - 4 The fact cards can then be shared and displayed together on the wall or pin board. As a class, review the facts researched and discuss the main points.

Download

- Student Activity Sheet H11.1: Fact cards on British India

ACTIVITY 2: REAL GAMES

Subthemes: Entertainment and games

Discover

- Once students have completed their fact cards in Activity 1: Imaginary games, ask them to form small groups of four or five. Each group is to design and construct a board game, such as snakes and ladders, Trivial Pursuit, or Monopoly. Ask students to use the information they researched about the British in India as the basis of the questions. A correct answer will see players advance on the board.
- Additional questions could be added from their research on topics such as tigers, 19th-century Australia, children's games, or the story and characters in this episode of *My Place*.

Download

- Student Activity Sheet H11.2: Create a board game



EPISODE 13: 1888: VICTORIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S GAMES

ACTIVITY 1: COMPARING GAMES

Subthemes: Chores; business and employment; Entertainment and games

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

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

Discover

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

Reflect

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

Download

- Student Activity Sheet H13.1: Comparing games

Useful resources from The Le@rning Federation

R2489 Boys playing marbles at school in 1925
R2490 Girls playing hopscotch at school in 1925
R4195 Games table, c1880
R4408 Gold diggings board game, c1855

ACTIVITY 2: TRADITIONAL GAMES

Subtheme: Entertainment and games

The concept that traditional games have a place in history and in our daily lives can be explored through a series of questions. Ask students to research the origins and rules of three traditional games.

Discover

- Open questions: Ask students to research and respond to the following questions:
 - 1 Can you find out who invented these three traditional games?
 - 2 How inclusive are the games you researched?
 - 3 When and where can these games be played?
 - 4 Why do these games stand the test of time?
 - 5 Each group can share and compare their answers.

Download

- Student Activity Sheet H13.2: Looking at traditional games

ACTIVITY 3: CONTEMPORARY GAMES

Subtheme: Entertainment and games

The concept that modern games have a place in our daily lives can be explored through open-ended questions to help generate answers from students in groups.

Discover

- Open questions: Ask students to research the origins and rules of at least three contemporary games.
 - 1 Why were contemporary games invented?
 - 2 How inclusive are these games?
 - 3 When and where can these games be played?
 - 4 Will these games stand the test of time?
 - 5 Each group can share and compare their answers.

Reflect

- Compare and contrast answers from the open-ended questions on traditional and contemporary games. List the characteristics of both traditional and contemporary games using a Venn diagram. These can be about traditional, commonalities and modern games.

Download

- Student Activity Sheet H13.3: Contemporary games
- Student Activity Sheet H13.4: Finding things in common



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 E4.5
Activity 5: Playlists

Episode 4: 1978: Mike
Clip: The card collection

Create a musical playlist from the 1970s

Discover more about popular music from the 1970s. Locate music websites and books with information on music of the era. Make a list of at least ten songs from varied artists. Create your own 1970s playlist in the table.

Song title	Artist	Genre
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



Name: _____

Student Activity Sheet E5.5
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?

- 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 E6.1
Activity 2: Television

Episode 6: 1958: Michaelis
Clip: Greek school

Life without television

- 1 Write a short story describing what your life would be like without a TV. Include reasons why this would be a positive or a negative experience for you.

- 2 What is the role of television in our society today? How important is it? What other forms of entertainment are popular today? How will television have changed in ten years' time?



Name: _____

Student Activity Sheet E6.2
Activity 3: Robin Hood

Episode 6: 1958: Michaelis
Clip: Greek school

Robin Hood and TV drama

- 1 Compile a list of print and broadcast versions of *The Adventures of Robin Hood*. Find clips online from films, animations and TV shows and compare them. Rate them on a scale between one and ten and explain why you rated them this way.

Robin Hood TV shows	Rating 1–10 (1 is the best)	Reasons why you gave this rating

- 2 Create a list of the TV shows you like to watch. Identify the 'action drama' TV shows on your list. What do you like about your favourite action drama TV shows?

Favourite TV shows	Action drama (yes or no)	Reasons why you like the TV show

- 3 Write a descriptive detailed review of your favourite action drama TV show, drawing on information collected in questions 1 and 2.



Name: _____

Student Activity Sheet E7.1
Activity 1: The newsreel

Episode 7: 1948: Jen
Clip: The pictures

Old-fashioned newsreel

1 Is there something missing in the newsreel footage that is covered in the story?

2 What would this newsreel look like if it was made today? What information would today's audiences expect to see and hear?

3 What was the purpose of the newsreel?

4 By what other methods did people acquire their information in the 1940s?



Name: _____

Student Activity Sheet E7.3
Activity 13: Princes and princesses

Episode 7: 1948: Jen
Clip: The pictures

Being royal and famous

- 1 What is the purpose of a film cinema poster?

- 2 Examine the film poster that Jen and her friends stole. Who is featured?

- 3 Describe how Jen and her friends might see Princess Elizabeth and Prince Philip, and provide evidence from the text to show why you think this.

- 4 Why do you think Jen and her friends took the poster?

- 5 Why would Australian girls in 1948 think Prince Philip was a hero?

- 6 Why do you think people looked up to royalty in the 1940s?

- 7 Do you think Australians still admire British royalty?

- 8 Find two examples of contemporary film posters and compare them with the 1948 version. List the similarities and the differences. Identify the main text features of the film poster genre.

- 9 Create a film poster for a fictional film version of one of your favourite books. Consider the style of film and answer the following questions.
 - a How does style influence the design of the poster?

 - a Who is the star, and how will they be depicted on the poster?

 - b What is the tag line or slogan?



Name: _____

Student Activity Sheet E7.6
Activity 6: The wireless

Episode 7: 1948: Jen
Clip: The Holden

Juxtapositions

1 What is the purpose of the radio play in the story?

2 Define the term 'juxtaposition'.

3 Define the term 'foreshadowing'.

4 Consider the name and subject of the radio play. What is it saying to the viewer and perhaps also to Jen? For more detailed information about foreshadowing, go to Activity 6, Episode 13: 1888: Victoria, clip 2 'Luck and dinner'.

5 Design a radio play title and voice-over to present a different juxtaposition in this scene, and foreshadow a different outcome from Jen's perspective. Consider what you think Jen would like to happen instead?



Name: _____

Student Activity Sheet E13.9 Page 1 of 2
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.



KWL chart: history of cricket

- 1 Use the first two columns before you begin your research. Fill in the last column after completing your research.

What I know	What I want to know	What I learned
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Name: _____

Student Activity Sheet H2.2
Activity 2: Australian cricket

Episode 2: 1998: Mohammed
Clip: Discrimination

Indigenous Australian cricketers

- 1 Choose an era in History and research the contribution of Indigenous cricketers within that era. Here are some time frames to choose from: 1788–1850, 1851–1910, 1911–39, or 1940–2009.
- 2 Present the information on a poster, with images of the cricketers and information about their achievements.
- 3 Keep track of the resources you use by recording them in the table below.

Author/website	Resource title

Year	Contribution



Name: _____

Student Activity Sheet H2.3
Activity 3: Equality in sport

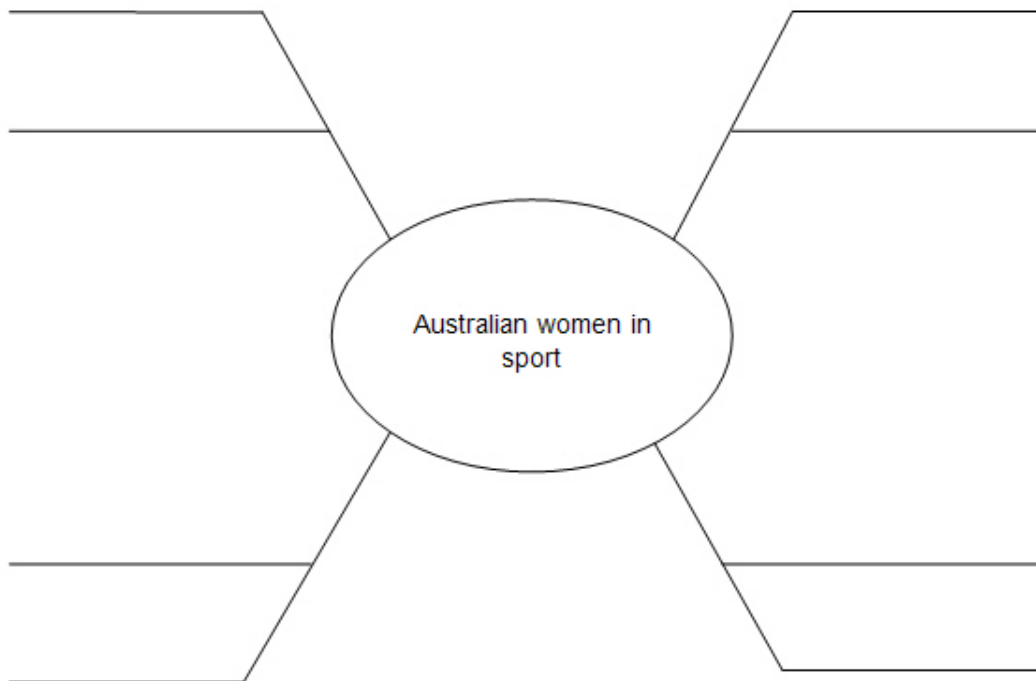
Episode 2: 1998: Mohammed
Clip: Discrimination

Australian women in sport

- 1 View the following clip from the Screen Australia website: Women and Sport in Australia, <http://dl.screenaustralia.gov.au/module/1494/#about>
- 2 Use the spider map below to record your ideas and opinions after viewing the clip. The topic is written in the middle of the spider map. Add the main ideas on the lines radiating out from the centre. Write further details on the horizontal lines.

Spider map

Write main ideas on the slanted lines that connect to the circle. Write details on the branching lines.





Name: _____

Student Activity Sheet H2.6
Activity 6: Warnie

Episode 2: 1998: Mohammed
Clip: The ball of the century

'Hall of fame' poster

- 1 Select an Australian sporting legend and create a short biography of your sportsperson. Present your research as a poster with images and text. When your poster is complete it will become a part of a class 'Hall of fame' of Australian sports stars.
- 2 Use the space below to plan your poster.



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: _____

What's a record?

1 Before he leaves for the Vietnam War, Michaelis asks Sofia to look after his record collection while he is away.

a What is a record?

b What do you play it on?

c What different sizes and forms do records have?

2 Find images of record players from the 1960s and create a chart of the technology available at the time.

3 Research the type of music played in Australia during the 1960s and list the popular bands, singers and musicians. Find out which ones were the most successful in the Top 40 charts. Find examples of record album covers.

'60s bands	'60s singers	'60s musicians



Name: _____

Student Activity Sheet H5.7
Activity 7: The swinging '60s

Page 2 of 2

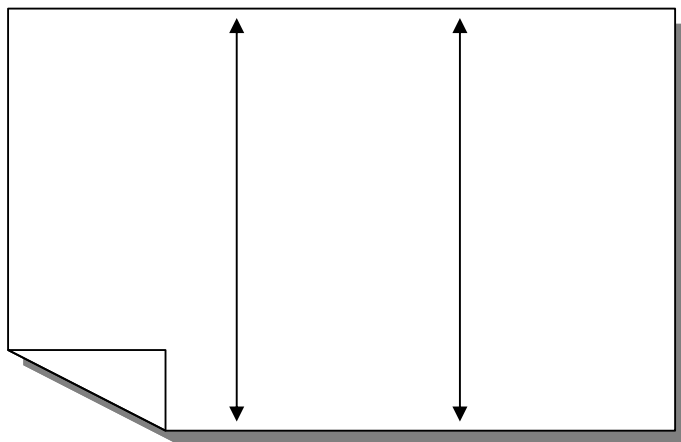
Episode 5: 1968: Sofia
Clip: Conscription

4 Make a compilation album of 12 popular songs from the 1960s. Design a cover for the album.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Create a 1948 movie guide

- 1 Follow the instructions below to create a pamphlet-style movie guide for Australian cinemagoers in 1948.
 - a Research some popular movies from 1948.
 - b Select at least four movies that could be showing in the theatre your guide is for. They should be for different audiences: for example, two adult films and two children's films.
 - c Design the layout of the guide using images, text and headings for each of the six sides. Use a font and graphic style that reflects the 1940s.
 - d Moviegoers in the 1940s could watch two films in a session, so pair up movies for each session that have a similar theme and are aimed at the same audience.
 - e Make sure you include the location of the theatre, the price, session times, a brief summary of the movie, the names of the actors, the movie length and any special features it has. Also include a review to tell people why they should see each movie.
- 2 To make the guide, fold an A3 card into thirds.

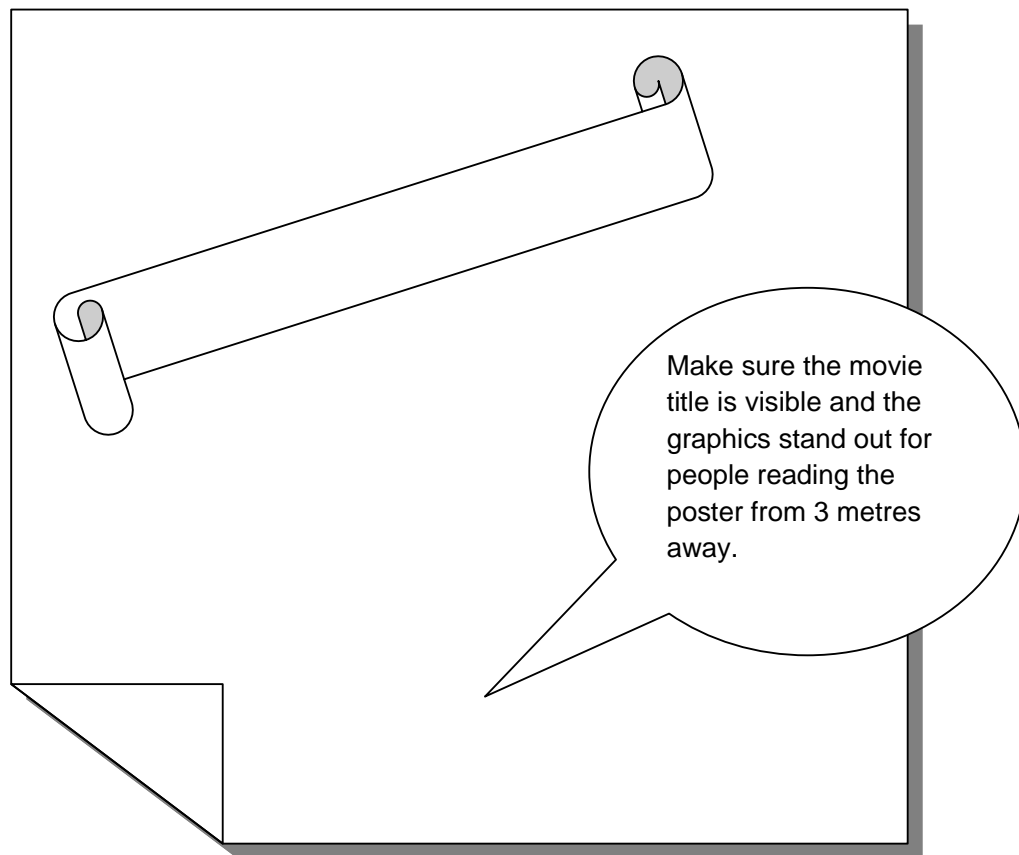


Divide the card into thirds. Fold the left side and right side over the centre to create a front cover.

For ideas on layout, you can look at pamphlets and movie guides from your local area.

Make a 1940s movie poster

- 1 Choose a movie from the list you created in Activity 1: Talkies.
- 2 Draft an outline of your poster, including all the elements you need: headings, text, images, colour, background, additional information.
- 3 Think about what you want the poster to communicate to your audience.
- 4 Design the layout of your poster. Remember to use the size and position of elements to draw attention to things you want the reader to focus on. The key idea you want to communicate should be the focus.
- 5 Make sure the movie title is prominent, with suitable colours, patterns and font style.
- 6 Include fonts and graphics suitable for the 1940s. Look at posters from that era for inspiration.





Australian film timeline

You can use the templates below to create your timelines or make your own.

The golden era of Australian cinema 1930–59



Australian cinema of 1960–79



Contemporary Australian cinema 1980–2010





Name: _____

Student Activity Sheet H8.4
Activity 4: Radio

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

The Shadow: questions and answers

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

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

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

- 3 How do you think these sounds were created?

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

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

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



Name: _____

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

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

Write your own radio play

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

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

1 Where to start:

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

2 Write some ideas below.



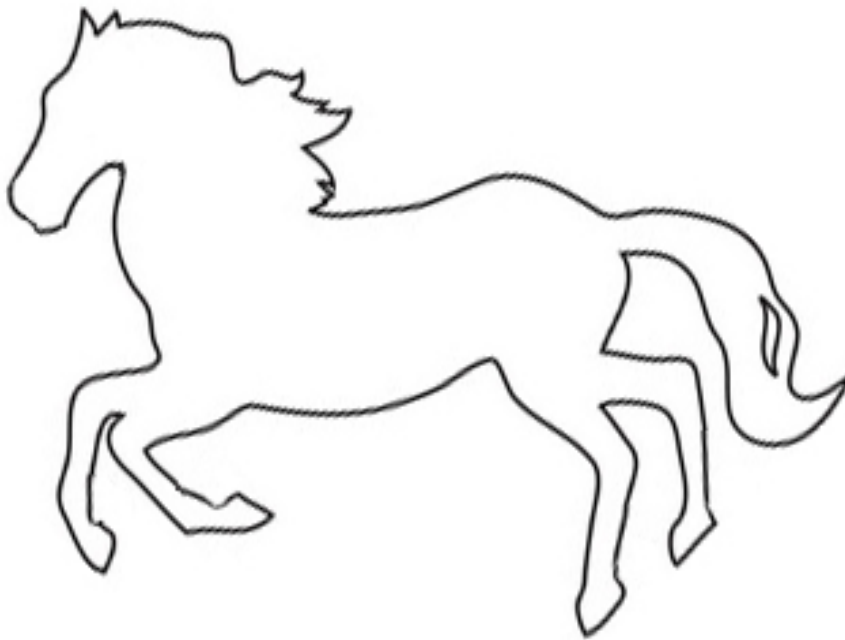
Name: _____

Student Activity Sheet H8.7
Activity 7: The Melbourne Cup

Episode 8: 1938: Colum
Clip: Punting

Horses

- 1 Investigate information about the Melbourne Cup using a variety of websites and books. List as many facts you can find about the history, people and special events relevant to the Melbourne Cup. You could visit the following websites:
 - Australian Government Culture Portal, 'Melbourne Cup',
<http://www.cultureandrecreation.gov.au/articles/melbournecup>
 - Melbourne Cup 150, 'Melbourne Cup Carnival 2010',
<http://www.melbournecup.com>
 - Victorian Racing Club, 'About the Melbourne Cup',
<http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>
- 2 Present your facts on a series of horse templates, like the one below.





Name: _____

Student Activity Sheet H8.8
Activity 8: Winners and losers

Episode 8: 1938: Colum
Clip: Punting

Horse brochure

Imagine you are the owner of a horse that has won the Melbourne Cup and design a brochure about the horse. List its name, nature, characteristics, including height and stature, its owner and their history with horses and success in racing, its trainer and their success and expertise.

- 1 Include information about the colours the horse races in and what symbolism is attached to these 'silks'. Also include information about the jockey.
- 2 Draft some ideas in the space below.

Front:

Back:



Name: _____

Student Activity Sheet H8.9
Activity 9: Aussie icon

Episode 8: 1938: Colum
Clip: Punting

Identifying icons

1 Answer the following questions:

a What is an icon?

b Devise a list of Australian icons and organise them into the categories below.

Historical	Custom	Sport	Food	People

c Why are these icons revered in Australia?

2 Select one icon from the list and work in a small group to devise an advertisement for selling the icon to an overseas audience. This can be an actual enactment of filmed advertisement. Refer to the websites and resources below:

a Australian Children's Television Foundation website for the Learning Centre's 'Live Action Kit', http://www.actf.com.au/learning_centre/title_pages/lia_tp.php

b Screen Australia Digital Learning, 'DIY Doco', <http://www.screenaustralia.gov.au/learning/diymoco>

c L2844 Lights, camera, action: camera

d L2845 Lights, camera, action: editing

e L2846: Lights, camera, action: lighting

f L2847 Lights, camera, action: sound



Name: _____

Student Activity Sheet H9.2
Activity 2: Work

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

A child in 1928

historyface

Username: _____
Status: _____

Profile information

Groups and causes

Family information

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



Name: _____

Student Activity Sheet H11.1
Activity 1: Imaginary games

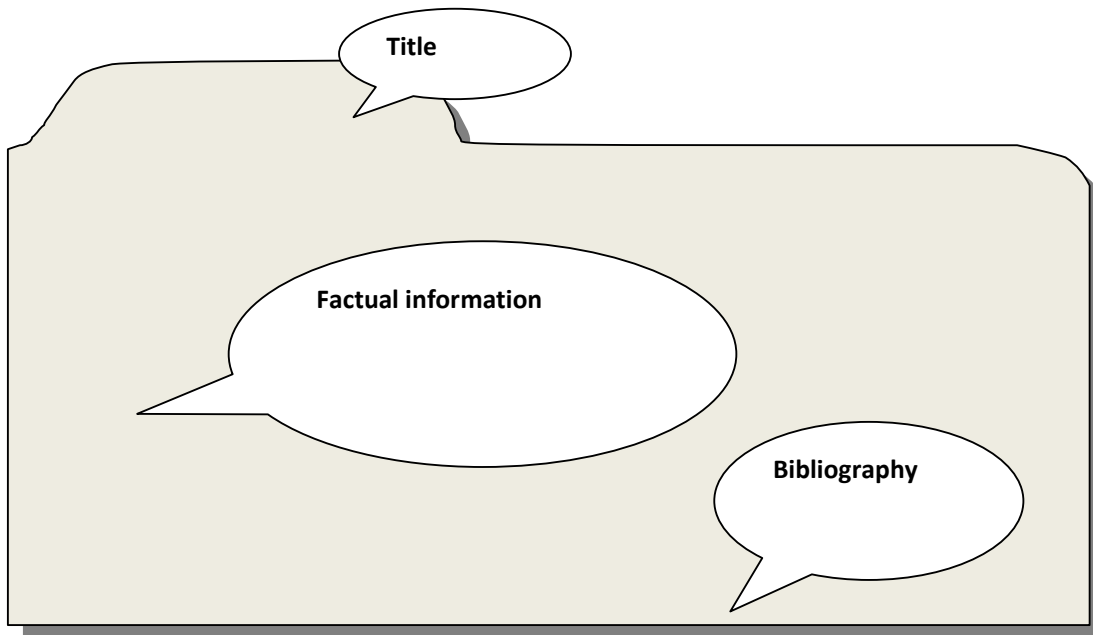
Episode 11: 1908: Evelyn
Clip: Games from India

Fact cards on British India

What is the connection between Great Britain and India in the early 1900s?

Find out more about the historical links between the two nations using the Internet and books from the school or local library. Find out as many interesting facts as you can and create four fact cards to share with the class.

Here is an example of a fact card.





Name: _____

Student Activity Sheet H11.2
Activity 2: Real games

Episode 11: 1908: Evelyn
Clip: Games from India

Create a board game

Create a board game based on the information you have found about Britain and India and their relationship to Australia in the early 1900s.

Outline of the board game:

- 1** Once you have completed the fact cards in Activity 1: Fact cards on British India, form a small group of four or five students.
- 2** As a group, design and construct a board game like snakes and ladders, Trivial Pursuit or Monopoly.
- 3** Create quiz cards with questions and answers from the fact cards you created.
- 4** Additional questions could be added that relate to tigers, 19th-century Australia, children's games, or the story and characters in this episode of *My Place*.
- 5** The graphics and pieces that go with the board game should reflect the images of that era.



Name: _____

Student Activity Sheet H13.2
Activity 2: Traditional games

Episode 13: 1888: Victoria
Clip 1: Children's games

Looking at traditional games

- 1 Choose three games from the list created on Student Activity Sheet H13.1 to answer the following questions relating to the topic traditional games.

Questions	Game 1	Game 2	Game 3
Can you find out who invented these traditional games?	Cat's Cradle	Rock Paper Scissors	Simon Says
Why do these still games exist?			
How inclusive are these games?			
When and where can these games be played?			
Why have these games stood the test of time			

- 2 Share and compare your answers with other students.



Name: _____

Student Activity Sheet H13.3
Activity 3: Contemporary games

Episode 13: 1888: Victoria
Clip 1: Children's games

Contemporary games

- 1 Choose three games from the list created on Student Activity Sheet H13.1 to answer the following questions relating to contemporary games.

Questions	Game 1	Game 2	Game 3
Why were contemporary games invented?			
How inclusive are these games?			
When and where can these games be played?			
Why do these games stand the test of time			

- 2 Share and compare your answers with other students.



Finding things in common

- 1 Write the features of traditional games and contemporary games in the appropriate shapes.
- 2 List the features common to traditional and contemporary games in the space where the shapes overlap.

