



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.

Download

- 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?

Download

- 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.

Download

- 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?

Download

- 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?

Download

- 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.

Download

- 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.

Download

- Student Activity Sheet E13.9: Hidden treasures



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?

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

 - c 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.

