



## **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](http://www.mcg.org.au)

#### **Download**

- 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.

### **Download**

- 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.

### Download

- 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.

### **Download**

- 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.

### **Download**

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.

### **Download**

- 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>



## Download

- 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.

## Download

- 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>

### Download

- 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](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](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](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 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.

<b>Author/website</b>	<b>Resource title</b>

<b>Year</b>	<b>Contribution</b>



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

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

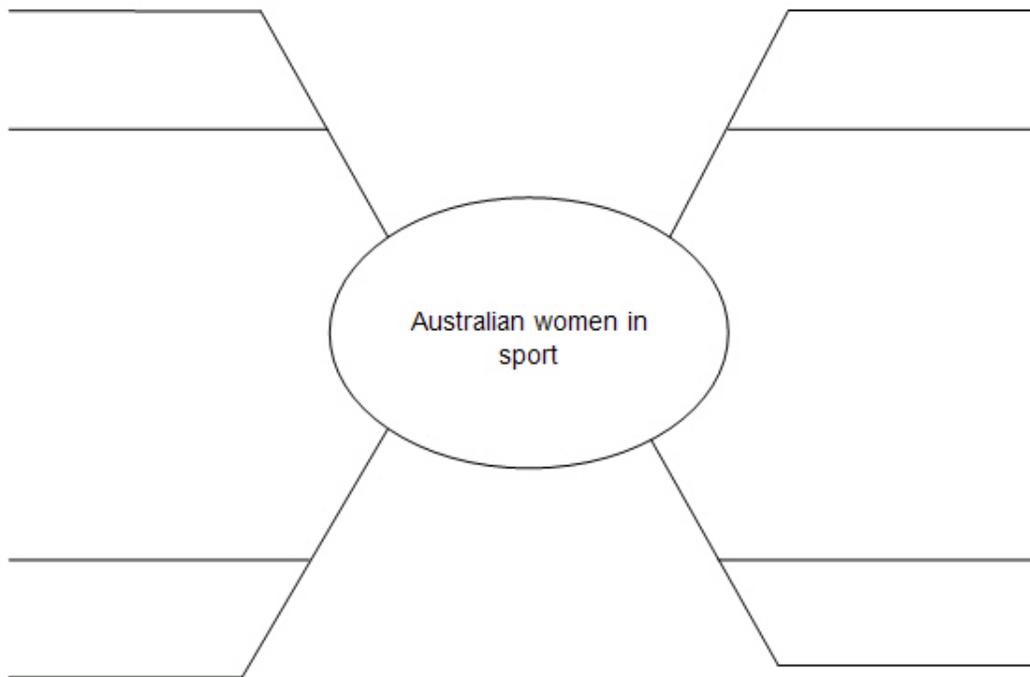
Episode 2: 1998: Mohammed  
Clip: Discrimination

## 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: \_\_\_\_\_

Student Activity Sheet H5.7, page 1 of 2  
Activity 7: The swinging '60s

Episode 5: 1968: Sofia  
Clip: Conscription

### 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?

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b What do you play it on?

---

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c What different sizes and forms do records have?

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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, page 2 of 2  
Activity 7: The swinging '60s

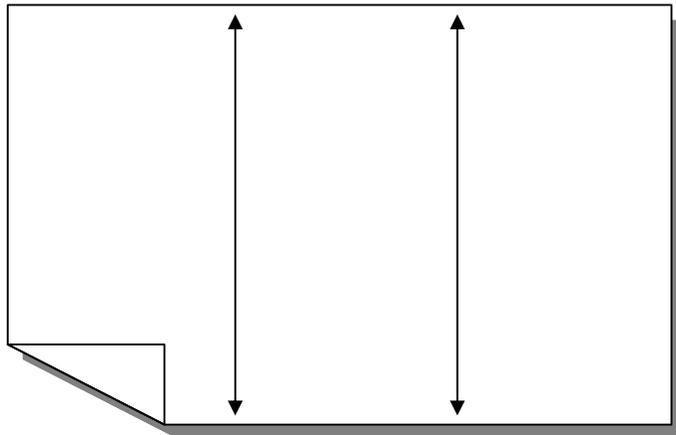
Episode 5: 1968: Sofia  
Clip: Conscription

**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.

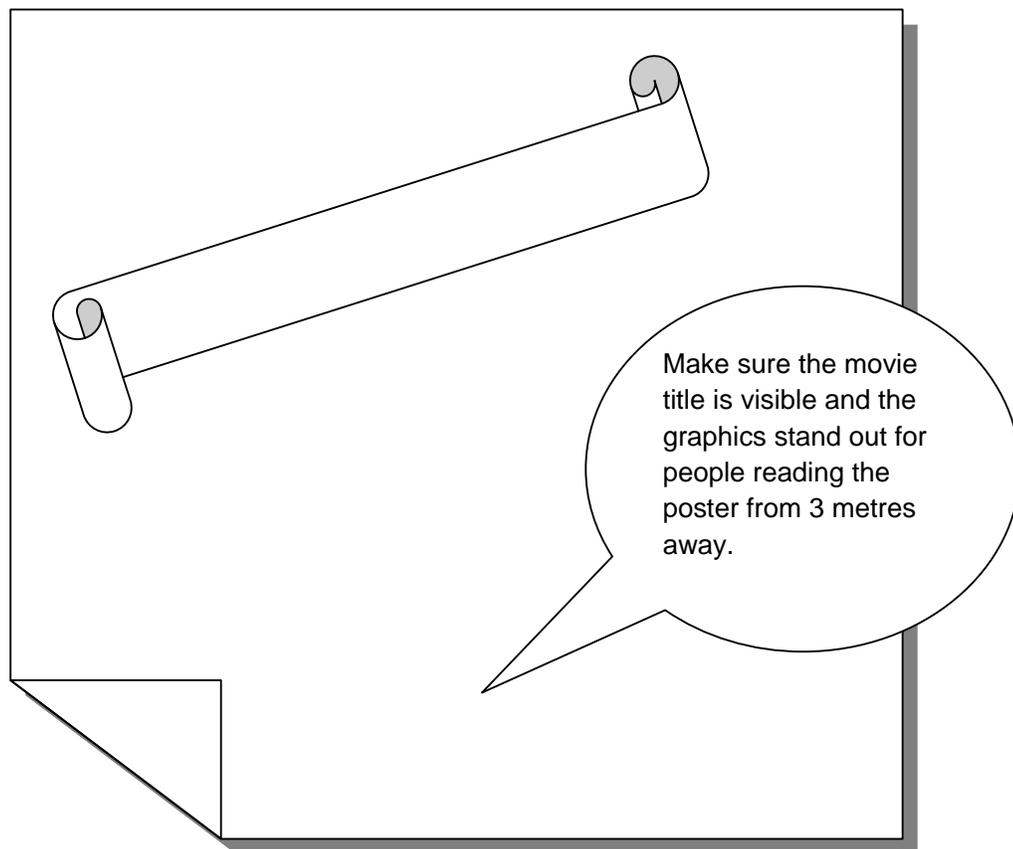


Divide the card into thirds. Fold the left side and right side over the centre to create a front cover.

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?

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

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- 3 How do you think these sounds were created?

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- 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?

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

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- 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?

---

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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.

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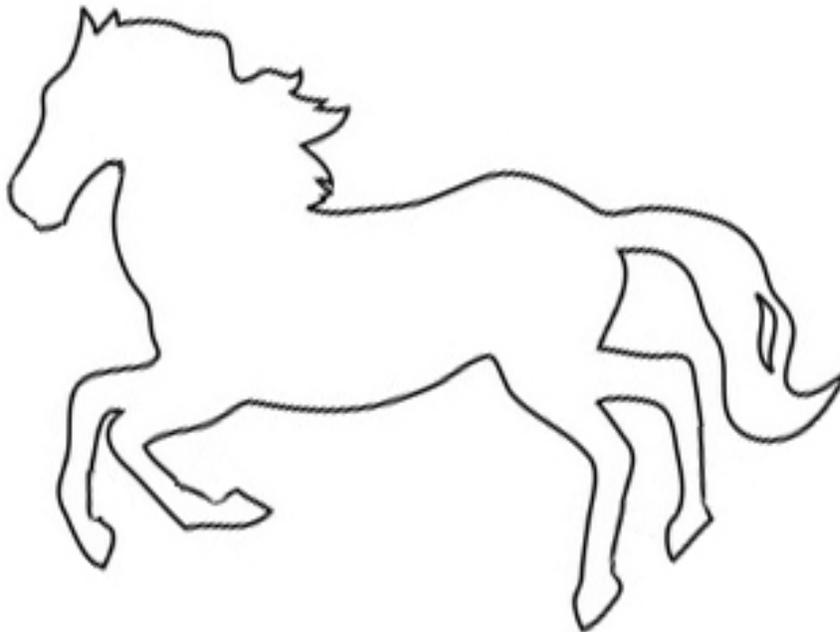
Name: \_\_\_\_\_

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:

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Back:

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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?

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---

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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?

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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](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/diydoco>

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

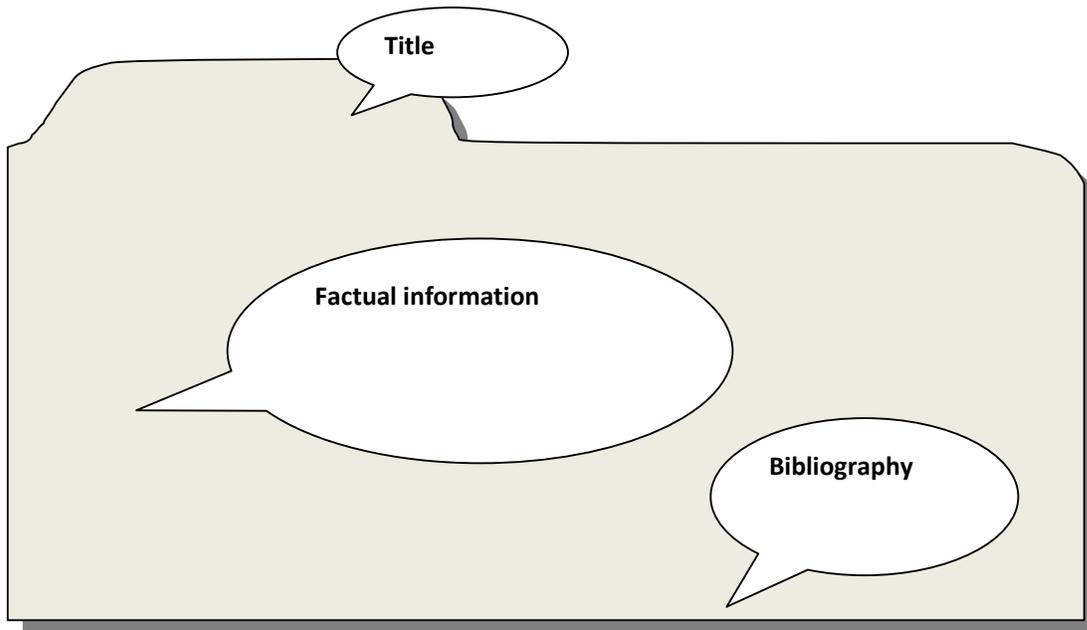
Episode 11: 1908: Evelyn  
Clip: Games from India

## 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 H13.1  
Activity 1: Comparing games

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

## Comparing games

Think of as many different games as you can and add these to the table.

Traditional games	Contemporary games



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.

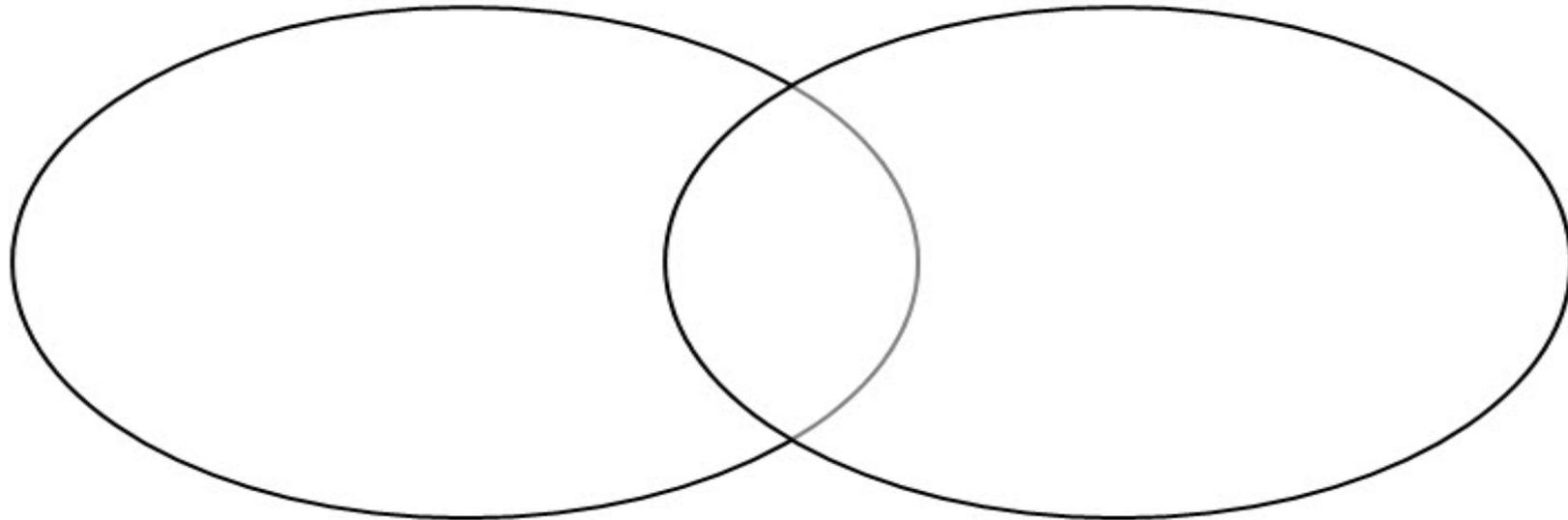
Questions	Game 1	Game 2	Game 3
Why were contemporary games invented?			
How inclusive are these games?			
When and where can these games be played?			
Why do these games stand the test of time			

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.



**Traditional games**

**Contemporary games**