

## EPISODE 2: 1998: MOHAMMED

### History: teaching strategies

Unit focus: Australian History

Year level: Years 3–6

#### The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 will be developed around four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past
- 3 How did people live in other places?
- 4 How has the past influenced the present?

#### Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skill which include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers, and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication.

Reproduced with permission of the Australian Curriculum, Assessment and Reporting Authority (ACARA) from *Shape of the Australian Curriculum: History*, 2009, pp. 6, 8, [http://www.acara.edu.au/news\\_media/publications.html](http://www.acara.edu.au/news_media/publications.html). Further information, including any updates, is available at <http://www.acara.edu.au>

## **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 Australian 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

### Useful resources from The Le@rning Federation

R3169 Visit of Australian cricketers to the USA, 1913

R3910 Lillee batting off Nawaz, 1976

R7429 Bodyline, 1984: It's not cricket

R9050 'Portrait of Nunnultera, a young Poonindie cricketer', 1854

R10000 Mark Taylor discusses leadership, 2008

R10845 That's Cricket, c1931: 'The love of cricket'

R10999 Sir Donald Bradman and Rick Scheeren, Canberra, 1963

## **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

#### **Useful resources from The Le@rning Federation**

R4437 Australian women cricketers, 1937 - asset 1  
R4438 Australian women cricketers, 1937 - asset 2  
R4503 Poster for women's Test cricket, 1937

## EPISODE CLIP: RAMADAN

### ACTIVITY 4: CULTURE CLASH

#### Subthemes: Beliefs; Culture

Ramadan falls on the ninth month of the Islamic lunar calendar. During this holy month, Muslims focus on spiritual purification through self-sacrifice, prayer and by fasting from sun-up to sundown. Refer to the following SBS website: World News Australia,

<http://www.sbs.com.au/news/article/1075597/Muslims-gear-up-for-Ramadan>

#### Discover

- Ask students to research the significance of Ramadan. The websites below are suitable as teacher references. Discuss the position of Ramadan in Australian culture. Consider how the requirements of Ramadan might affect its followers' ability to participate in everyday activities.
  - 1 Ramadan Awareness Campaign, <http://www.ramadan.com.au>
  - 2 University of Melbourne: University Library Digital Repository, '*Muslim Australians: Their Beliefs, Practices and Institutions* by Professor Abdullah Saeed 2004', <http://dtl.unimelb.edu.au>
  - 3 Asia Education Foundation: <http://www.asiaeducation.edu.au/default.asp>

#### Reflect

- Ask students to record their discoveries about Ramadan. Use Student Activity Sheet H2.4 to write information on the 'Describing wheel'. A describing wheel is a graphic organiser that encourages students to describe facts and ideas relating to a topic. The wheel has a place for the topic in the centre, surrounded by spokes in which students can record facts and ideas.
- Invite a spokesperson from the Islamic community to speak about how Ramadan is observed in Australia.

#### Download

- Student Activity Sheet H2.4: Ramadan facts

#### Useful resources from The Le@rning Federation

R7386 Compass - Islam on Parade, 2005: On being young and Muslim in Australia

R11137 Members of the Perth Islamic community at prayer, 1990

### ACTIVITY 5: FASTING

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

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



### **Discover**

- Encourage students to find out more about the special foods prepared for Ramadan. Ask them to research recipes and list the ingredients. Find the origin of any unknown ingredients and if they are used by any other cultures for special occasions.
- Discuss 'fasting' and its effects on people, particularly young people. Ask the class if they know of other religions and cultures that observe fasting.
- List other Islamic customs. Some suggestions could be women wearing a veil, pilgrimages to Mecca, and praying rituals. Compare these with practices from other cultures.

### **Reflect**

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

### **Download**

- Student Activity Sheet H2.5: Fasting during Ramadan

## **EPISODE 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

### Useful resources from The Le@rning Federation

R8474 Cathy Freeman, 2005

R8475 Lauren Jackson, 2006

R8477 Patrick Rafter, Davis Cup, 2000

R10766 Dawn Fraser at the Melbourne Olympics, 1956

R11034 Evonne Goolagong, 1972

## ACTIVITY 7: VCR

### Subthemes: Inventions and electronic media; Historical events

In this clip we see Mohammed and his grandmother reliving the game at Old Trafford during the 1993 Ashes series. They have watched the game many times before. Recording great sporting moments from movies and television shows became possible with the invention of the VCR, or a video cassette recorder. It was a revolutionary device at the time.

### Discover

- Ask students to investigate the development of electronic technology that captures moving image and sound. For example, students could look at the evolution of technology that captures images from the camera to be stored on film video cassettes, DVDs, compact discs or other digital files. Use a timeline to plot significant developments so that students can assess the rate of change in more recent times. Discuss how technology impacts on the way we live. Ask students to consider the environmental effects of technological advances.

### Reflect

- Ask students to investigate technologies that were available to households in 1898, 1948 and 1998. They are to compare how available technology would have affected the lives of children in each of these years. Ensure students include the invention of the VCR in their research. The information can be presented electronically or on a poster.

### Download

- Student Activity Sheet H2.7: Technology through time



## Aligned resources

Asia Education Foundation, <http://www.asiaeducation.edu.au/default.asp>  
Australian Women's Register, <http://www.womenaustralia.info>  
Cricket Australia, <http://cricket.com.au>  
Melbourne Cricket Ground, <http://www.mcg.org.au>  
Museum Victoria, 'Origins', <http://museumvictoria.com.au/origins>  
——'Talking Faiths', <http://museumvictoria.com.au/talking-faiths>  
Ramadan Awareness Campaign, <http://www.ramadan.com.au>  
SBS World News Australia, 'Muslims Gear up for Ramadan',  
<http://www.sbs.com.au/news/article/1075597/Muslims-gear-up-for-Ramadan>  
Screen Australia Digital Learning, 'Women and Sport in Australia',  
<http://dl.screenaustralia.gov.au/module/1494/#about>  
The Creek, 'Why a Cricket Ball Swings', <http://www.wccc.org.au/xtracover/whyballswings.htm>  
University of Melbourne: University Library Digital Repository, '*Muslim Australians: Their Beliefs, Practices and Institutions* by Professor Abdullah Saeed 2004', <http://dtl.unimelb.edu.au>

## Useful resources from The Le@rning Federation

R3169 Visit of Australian cricketers to the USA, 1913  
R3910 Lillee batting off Nawaz, 1976  
R4437 Australian women cricketers, 1937 - asset 1  
R4438 Australian women cricketers, 1937 - asset 2  
R4503 Poster for women's Test cricket, 1937  
R7386 Compass - Islam on Parade, 2005: On being young and Muslim in Australia  
R7429 Bodyline, 1984: It's not cricket  
R8474 Cathy Freeman, 2005  
R8475 Lauren Jackson, 2006  
R8477 Patrick Rafter, Davis Cup, 2000  
R9050 'Portrait of Nunnultera, a young Poonindie cricketer', 1854  
R10000 Mark Taylor discusses leadership, 2008  
R10766 Dawn Fraser at the Melbourne Olympics, 1956  
R10845 That's Cricket, c1931: 'The love of cricket'  
R10999 Sir Donald Bradman and Rick Scheeren, Canberra, 1963  
R11034 Evonne Goolagong, 1972  
R11137 Members of the Perth Islamic community at prayer, 1990







## Indigenous Australian cricketers

- 1 Choose an era in Australian 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

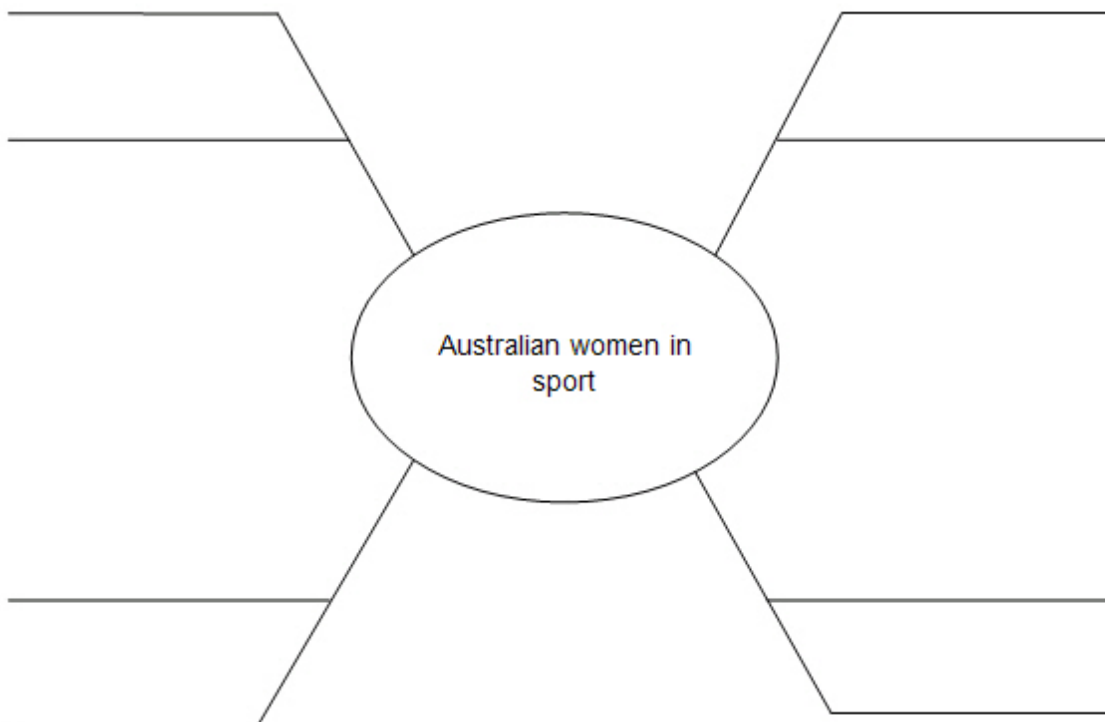


## Australian women in sport

- 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.



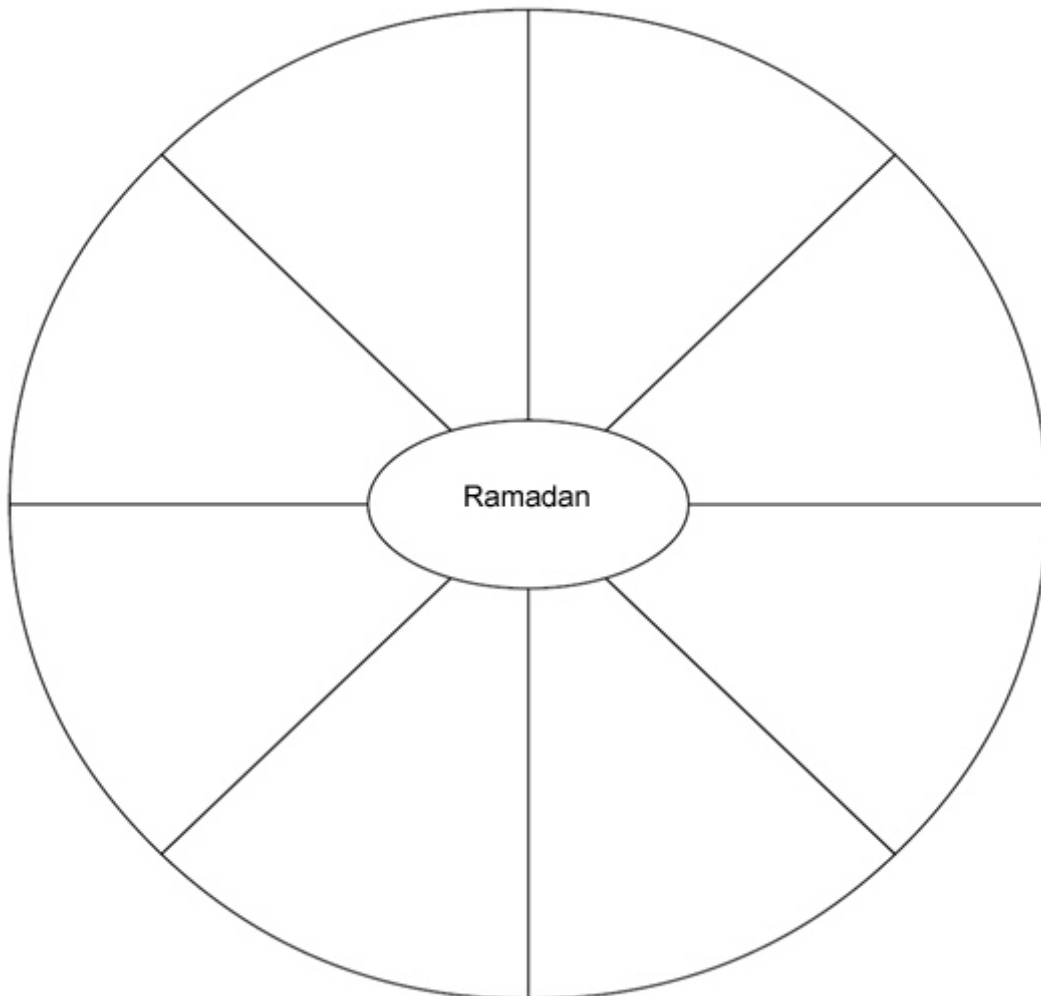


## Ramadan facts

- 1 Research and discover more about the traditions of Ramadan. Use the internet and books to find your information and then add keywords that describe the topic to the spokes on the wheel below.

### Describing wheel

Add your keywords between the spokes.





## **Fasting during Ramadan**

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

**a** What types of foods are eaten during Ramadan?

---

---

**b** Who prepares the food for Ramadan?

---

---

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

---

---

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

---

---

---

**e** How do families celebrate the end of Ramadan?

---

---

---



## **'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.



## Technology through time

- 1 Investigate the types of technology that were available to households in 1898, 1948 and 1998. You will need to compare these and consider what life was like for a child in each of these years and how technology affected their everyday life.
- 2 Make sure you include the invention of the VCR in your research. The information can be presented electronically or on a poster. Use the template below to collate your research notes and pictures.

	Technology in 1898	Technology in 1948	Technology in 1998
<b>Household appliances</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Outdoor devices</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Pictures</b>			





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

### **English: teaching strategies**

Unit focus: English

Year level: Years 3–6

#### **The Australian curriculum: English**

The national English curriculum is based on three interrelated strands:

- 1 Language:** Knowing about the English language ...
- 2 Literature:** Understanding, appreciating, responding to, analysing and creating literature ...
- 3 Literacy:** Growing a repertoire of English usage ...

Reproduced with permission of the Australian Curriculum, Assessment and Reporting Authority (ACARA) from *Shape of the Australian Curriculum: English*, 2009, p. 6, [http://www.acara.edu.au/news\\_media/publications.html](http://www.acara.edu.au/news_media/publications.html). Further information, including any updates, is available at <http://www.acara.edu.au>

## **EPISODE CLIP: DISCRIMINATION**

### **ACTIVITY 1: 'FULLY DISCRIMINATED!'**

Subthemes: Entertainment and games; Gender roles and stereotypes

#### **Discover**

- When Danielle isn't permitted to play cricket with the boys' team, she says she is 'fully discriminated'. Ask students to discuss:
  - 1 what Danielle means (and what she should have said)
  - 2 the definition of the word 'discrimination' and its meaning in the context of this story.
- Examine students' responses and have them think about and share other situations where this kind of discrimination occurs.
- As a class, discuss reasons why girls might not be allowed to play a so-called 'boys' sport'. Use questions such as: Should boys be allowed to play 'girls' sports'? Why or why not? Ask students to research the rules of mixed sport for the most popular sports in their school, for example, football, cricket, netball, softball or rounders, and Newcomb or volleyball. What do students think of these rules? Are they fair? Why? Why not?

#### **Reflect**

- Having discussed whether boys and girls should be permitted to play each others' sports, ask students to prepare to debate their position by writing an argument 'for' or 'against' the proposition. They should include reasons to support their arguments.

#### **Download**

- Student Activity Sheet E2.1: Discrimination in sport

### **ACTIVITY 2: MOHAMMED'S FAMILY**

Subthemes: Multiculturalism; Relationships

#### **Discover**

- This short clip gives the audience a considerable amount of information about Mohammed and his family. Have students note down as much as they can remember about all the people in Mohammed's family.
- Students can discuss their notes and then make a list of the main characters. Have them consider how the filmmaker conveys information about the characters to the audience, for example, by their clothes, their way of speaking, what they say, and how they relate to each other.
- Emma, Mohammed's mother, tells Mrs Benson they will play their music softly.
  - 1 What does this say about her as a person?
  - 2 What do Emma's clothes, including her headscarf, indicate to the audience?
  - 3 The whole family plays cricket with their landlord, Michaelis. What does this tell us?

### **Reflect**

- Discuss what the neighbour Mrs Benson might think about the family. Have students write a letter from Mrs Benson to a member of her own family describing the new neighbours and what she thinks of them. For example, what is Mrs Benson's opinion of Emma wearing a headscarf?
- Next, ask students to consider a different point of view. Have them write a letter from either Mohammed's mother, Emma, or his father, Omar, to a relative or friend, describing their new home, the neighbourhood and the people they have met so far.

### **Download**

- Student Activity Sheet E2.2: Family and neighbours

## **ACTIVITY 3: MICHAELIS**

**Subthemes: Character; Language and scripting**

### **Discover**

- Focus students' attention on the character Michaelis. Discuss his role in this clip, what sort of person he appears to be and how they know this. Read the script from this clip, looking closely at the exchange between Mohammed's father, Omar, and Michaelis as they move the furniture into the house.
- Ask students what Omar means when he says 'Wogs play soccer'. Discuss the term 'wog' and what it means in this context. Why does Michaelis argue that 'wogs' play cricket? What do students think this tells the audience about attitudes in Australia? Discuss the term 'multiculturalism' and have students find and write down the dictionary definition.
- Explain that the character Michaelis provides a strong narrative link across multiple episodes of the television series *My Place*, connecting many decades in the house. To follow the story of Michaelis, screen and discuss the following: Episode 6: 1958: Michaelis; Episode 5: 1968: Sofia; 'The Tippy' from Episode 4: 1978: Mike; and 'Food and chores' from Episode 3: 1988: Lily.

### **Reflect**

- Have students write a brief report on multiculturalism in Australia, based on the life of Michaelis. Focus on contributions made by immigrants in the areas of language, food, sport and culture.

### **Download**

- Student Activity Sheet E2.3: Multiculturalism

## **EPISODE CLIP: DISCRIMINATION**

### **ACTIVITY 4: RAMADAN**

**Subthemes: Beliefs; Celebrations; Multiculturalism**

### **Discover**

- As a class, discuss the meaning of 'Ramadan' and consider what the audience finds out about it from the clip. Complete a Think, Pair, Share activity to gain an idea of students' prior knowledge.



This activity involves giving the students a minute to *think* of their own answer, then *pair* with another student to discuss their ideas, then *share* those ideas with the rest of the class. Following this, identify further questions that students have and organise these into a list to guide research into the topic.

- Ask students to find out more about beliefs and customs relating to the Muslim holy month of Ramadan. Invite a guest speaker to visit the class and give a talk on being Muslim in Australia, with particular attention to the traditions of Ramadan and how children participate in them.
- As a class, compare the fasting tradition of Ramadan with similar traditions in other religions. For example, some Christians renounce certain foods during the Lenten period.

### **Reflect**

- Find some stories or prayers from Ramadan celebrations and read these to the class. Many of the stories illustrate values and ethics that guide Muslims on how to live their lives. Ask students to think about a day in the life of Mohammed (the boy in the clip) as he participates in Ramadan, then write a diary entry from Mohammed about his day.

### **Download**

- Student Activity Sheet E2.4: Mohammed's Ramadan diary

## **ACTIVITY 5: WHAT'S IN A NAME?**

**Subthemes: Language and scripting; Multiculturalism**

### **Discover**

- Mohammed has been named after the Prophet Mohammed. The name means 'praiseworthy' and is derived from the Arabic meaning 'to praise'. The Prophet Mohammed founded the Islamic religion in the 7th century. Since his time, 'Mohammed' has been a very popular name in the Muslim world. The name was borne by six sultans of the Ottoman Empire.
- Ask the class to list the names of other characters in this episode and find out their meanings. Ask students to consider whether the names of these characters reflect their personality and background story.

### **Reflect**

- Ask students to find the meanings of the names of their own family members.

### **Download**

- Student Activity Sheet E2.5: Names and their meanings



## **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

### **Aligned resources:**

Asia Education Foundation, <http://www.asiaeducation.edu.au/default.asp>

Ramadan Awareness Campaign, <http://www.ramadan.com.au>

Saeed, Professor Abdullah 2004, Muslim Australians: Their Beliefs, Practices and Institutions, Department of Immigration and Multicultural and Indigenous Affairs and Australian Multicultural Foundation in association with The University of Melbourne, Digital Repository, University of Melbourne Library, <http://dtl.unimelb.edu.au>

### **Useful resources from The Learning Federation**

L944 Cricket talk



## **Discrimination in sport**

**1** Danielle isn't allowed to play cricket with the boys' team, and she says she is 'fully discriminated'.

**a** What does Danielle mean? What should she have said?

---

---

**b** What is the meaning of the word 'discrimination'?

---

---

**2** Use your research to respond to the following:

**a** List some reasons why girls might not be allowed to play a 'boys' sport'.

---

---

**b** Should boys be allowed to play 'girls' sports'? Why or why not?

---

**3** Research the rules for a 'mixed' sport popular in your school. Some examples could be football, cricket, netball, softball or rounders. What do you think of these rules? Are they fair? Why or why not?

---

---

---

**4** Prepare an argument 'for' or 'against' permitting boys and girls to play each others' sports for a debate. List reasons to support your arguments.



## Family and neighbours

- 1 Watch the clip about Mohammed and his family. Then list the names and the relationships of the people in Mohammed's family.

Name	Relationship	Name	Relationship

- 2 Emma, Mohammed's mother, tells Mrs Benson they will play their music softly. Respond to the following questions:

a What does this tell you about her as a person?

\_\_\_\_\_

b What do Emma's clothes, including her headscarf, suggest?

\_\_\_\_\_

\_\_\_\_\_

c The whole family plays cricket with their landlord Michaelis. What does this tell us about them?

\_\_\_\_\_

\_\_\_\_\_

- 3 Using a sheet of lined paper, write a letter from Mrs Benson to a member of her family describing the new neighbours and what she thinks of them. For example, what does Mrs Benson think about Emma wearing a headscarf?
- 4 Then write a letter from Mohammed's mother, Emma, or his father, Omar, to a relative or friend, describing their new home, the neighbourhood and the people they have met so far.





## Multiculturalism

1 Read the script from the episode, looking closely at the exchange between Mohammed's father, Omar, and Michaelis as they move furniture into the house.

a What does Omar mean when he says 'Wogs play soccer'?

\_\_\_\_\_

b What is meant by the term 'wog'?

\_\_\_\_\_

c Why does Michaelis argue that 'wogs' play cricket?

\_\_\_\_\_

d What do you think this scene tells us about Australian attitudes?

\_\_\_\_\_

e What does the term 'multiculturalism' mean?

\_\_\_\_\_

2 Write a brief report about multiculturalism in Australia based on the life of Michaelis. Focus on the areas of language, food, sport and culture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Mohammed's Ramadan diary

Write a diary entry for a day in the life of Mohammed during Ramadan.

Dear Diary,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Names and their meanings**

Mohammed is named after the Prophet Mohammed, who founded the Islamic religion in the 7th century. The name means 'praiseworthy' and is derived from the Arabic 'to praise'. Find the meanings of the names of your family members.

Name	Meaning

