



EPISODE 2: 1998: MOHAMMED

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: RAMADAN

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



EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE GOODBYE

ACTIVITY 9: PEACE AND SYMBOLISM

Subthemes: Australians at war; Beliefs

Discover

- Janice draws attention to the badge on Michaelis's hat. Ask students if they know what the badge means and, if necessary, explain that it is a peace symbol. Discuss the peace badge; what does it mean? Draw attention to the way the filmmaker has used the camera to keep the audience focused on the badge in this sequence.
- Ask students to respond to the following questions:
 - 1 Why does Janice advise Michaelis to remove the badge?
 - 2 What does this badge tell the audience about Michaelis's views about war?
 - 3 Why is this important to the story?

Reflect

- The slouch or digger hat is an important Australian symbol. Ask students to research the history of the slouch hat and find out when was it incorporated into the Australian army uniform?
- The peace symbol is universally recognised. Asks students to find out who designed it and what the symbolic elements of this design are. Ask students to find other symbols of peace and compare the symbolism of each.
- Ask students to design a symbol of their own. The symbol or logo could represent peace, environmental protection, reconciliation, unity or any other issue they may wish to explore.

Download

- Student Activity Sheet E5.8: Symbols

EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE CHRISTENING

ACTIVITY 8: TRADITIONS AND BELIEFS

Subthemes: Beliefs; Celebrations; Currency

Discover

- At baby Sophia's christening, Michaelis's father asks him, 'Do you feel Greek now?' Ask the class what they think was meant by this question. Do students think Michaelis feels Greek now? Why or why not?
- Have students list and discuss some of the Greek customs relating to the christening that are shown in the clip. Some suggestions could include throwing coins and Greek dancing.
- Introduce the term 'christening' to the class and clarify what it means. Have students identify and discuss other cultural practices for welcoming a baby into the family, the community, or the world. Use examples such as a naming ceremony or first birthday party. Have students ask their families for information about any ceremonies that might have been held for them as babies and to share these with the class.
- Discuss the importance of food in celebrations and have students write about a special occasion in their own family and what food they would enjoy at this occasion. Read the book *Let's Eat!* by Ana Zamorano, illustrated by Julie Vivas, to find out about the importance of sharing a meal together in a Spanish family.

Reflect

- Ask the students to design a special naming ceremony for someone or something important to them. This could be a pet, a person or a special toy. Students should include a speech, saying why this person or object is special and what they would wish for its future. Create a menu of food and drinks to celebrate the occasion.

Download

- Student Activity Sheet E6.5: Celebrating special occasions



EPISODE 7: 1948: JEN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE PICTURES

ACTIVITY 2: HEROES

Subthemes: Beliefs; Relationships

Discover

- Jen and her friends spend a lot of time discussing heroes, and they are quite clear about who they think is a hero. As a class, identify the people the girls see as heroes. Do students agree or disagree with the girls' thinking? Ask them to explain why or why not.
- Discuss the complexities of Jen's situation further with the class, using the following questions as discussion prompts:
 - 1 Why do you think Jen is comparing her father to Prince Phillip and American movie stars?
 - 2 How do her feelings tie in with heroes?
- Discuss the concept of heroes by using a Y-Chart to list the qualities students feel are important in heroes. Ask students to reflect on people seen as heroes in our community today.
- Ask students to look through newspapers and magazines for ideas about heroes and compile a list of candidates. Students could then write the reasons they consider their selections to be heroes. Once this list is complete, have students review it and compare it to the choices of heroes made by Jen and her friends in the clip. Discuss the idea of celebrities as heroes, and ask students to consider whether people become confused about the difference between celebrities and heroes.

Reflect

- Have students work individually, or in pairs, to develop a definition of a hero and then provide their criteria. Ask them to list heroes who match the criteria. For example, Lance Armstrong could be classified as determined and Jane McGrath as courageous.
- Part of the girls' discussion revolves around whether heroes need to be nice or handsome. Ask students to respond to the following questions:
 - 1 Do you think a hero has to be a good or nice person?
 - 2 Do you think being handsome is better than good or nice?

Download

- Student Activity Sheet E7.2: What makes a hero?



EPISODE 9: 1928: BRIDIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE FUNERAL

ACTIVITY 8: BURIALS AND RITUALS

Subthemes: Beliefs; Culture

Discover

- As a class, explore different cultural beliefs about what happens when we die. Ask students to research and reflect on what aspects of Christian funerals are evident in this clip, for example, the pine coffin, the flowers, the black clothes worn by the mourners.
- Ask students to discuss how people can help those left behind when someone dies. They could:
 - 1 List some of the traditions for aiding a family that has lost someone, for example, writing a sympathy letter, sending a card, sending flowers, going to the funeral, cooking meals.
 - 2 Discuss the ways their family and community remember people who have died.
 - 3 Consider the meaning and importance of photographs, memorials, tombstones, shrines, plaques, statues and place names. Go for a walk around the local community to find examples.

Reflect

- In small groups, students should research information about non-Christian funeral ceremonies, for example, Hindu, Jewish, Muslim and traditional Indigenous Australian ceremonies. Each group should report their findings to the class. The report could be a multimedia presentation or poster.
- Discuss the concept of learning to cope with the loss of a loved one and how others can help. Have students write a sympathy letter to either Bridie or Kath with a condolence message suitable for the death of a young person and some advice on how the girls could cope with the loss of their friend.

Download

- Student Activity Sheet E9.8: Showing sympathy



EPISODE 10: 1918: BERTIE

Unit focus: English

Year level: Years 3–6

ACTIVITY 10: SYMBOLS

Subthemes: Australians at war; Beliefs

- The activities and worksheet relate to the complete episode instead of an individual clip.

Discover

- Ask students to consider what objects are important throughout the episode. Some objects that appear at different times are the glass eyes, the rabbit, the camel key ring and the prosthetic legs. Discuss how these objects seem to be in the background at the beginning of the episode but become more important as the story unfolds. Ask students why they think the filmmaker has done this. What impact might these symbols have on the viewer and what would the episode be like if they were removed? How important do they think symbols like this are?
- Watch again the scene in the clip 'On "tick"' where Bertie goes into Mr Watson's shop. Look closely for the introduction of these symbols. What are the background objects that the filmmaker makes sure we see and how is this achieved? Two examples are the glass eyes and the prosthetic legs. The rabbit also becomes an object of some significance in the story, along with the magic book. The shop was described as being like Merlin's cave. Who was Merlin? What link does he have to this story?
- As the episode continues, look carefully to see how these objects become more significant. Ask students: What is the glass eye leading to in the story? Why is there a focus on the rabbit in this early scene? How does the rabbit help to establish the story and add depth to the production?

Reflect

- Ask students to explore the following questions:
- Why does the filmmaker keep Bertie's present for Eddie a secret until the end of the film?
- Think about the concept of dramatic tension. How does the 'secret' help build dramatic tension in the story as the viewer is kept wondering. Look at the clues that lead to the final revelation when Bertie discovers Eddie has lost a leg.
- Have students think about and identify the point in the story when all the elements finally come together for them. Explain why this happened.

Download

- Student Activity Sheet E10.9: Significant objects



EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: TREASURED OBJECTS

ACTIVITY 11: OBJECT SYMBOLISM

Subtheme: Beliefs

Discover

- View the whole episode and observe what objects the children hide in the house and garden. Ask students to list who hides each object, why they chose that object and what value they place on it. Discuss why the children feel they need good luck.
- As a class, list objects that could relate to creating a magic spell to ward off misfortune. Name some cultural superstitions and the objects that represent them, such as black cats for bad fortune, blue birds for happiness, or red and green for luck in Chinese culture.

Reflect

- Luck and good fortune are represented by different symbols, or objects, in different cultures. Have students name the symbol or object associated with luck in various cultures.

Download

- Student Activity Sheet E13.11: Good luck to you



Mohammed's Ramadan diary

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

Dear Diary,



Name: _____

Student Activity Sheet E5.8
Activity 9: Peace and symbolism

Episode 5: 1968: Sofia
Clip: The goodbye

Symbols

- 1 Janice draws attention to the badge on Michaelis's hat. What does it mean?

- 2 Respond to the following questions:
 - a Why does Janice advise Michaelis to remove his badge?

 - b What does this badge tell the audience about Michaelis' views about war?

 - c Why is this important to the story?

- 3 The slouch or digger hat is an important Australian symbol. Research the history of the slouch hat. When was it incorporated into the Australian army uniform?

- 4 The peace symbol is universally recognised. Find out who designed it and what the symbolic elements of this design are. Find other symbols of peace and compare the symbolism of each.

- 5 Design a symbol of your own. The symbol or logo could represent peace, environmental protection, reconciliation, unity or any other issue you may wish to explore.



Name: _____

Student Activity Sheet E6.5
Activity 8: Traditions and beliefs

Episode 6: 1958: Michaelis
Clip: The christening

Celebrating special occasions

- 1 List the Greek customs in the clip that relate to the christening.

- 2 Identify other cultural practices for welcoming a baby into a family, the community, or the world.

- 3 Write about a special occasion in your own family and what food you might enjoy at this occasion.

- 4 Design a naming ceremony for someone or something special to you (this could be a pet, a person or a special toy). Write a speech saying why this person or object is important to you and what you want for its future. Create a menu of food and drinks to celebrate the occasion.



Name: _____

Student Activity Sheet E7.2
Activity 2: Heroes

Episode 7: 1948: Jen
Clip: The pictures

What makes a hero?

- 1 Who could be considered a hero in the Australian community today? Look through newspapers and magazines for ideas and make a list of 'heroes', then add reasons why you consider them to be heroes.

Hero	Reason

- 2 Read the following questions and write your answers in the space provided.

- a Is there a difference between a celebrity and a hero?

- b Should a hero be a good and nice person? Why or why not?

- c Is being handsome better than good and nice? Why or why not?



Name: _____

Student Activity Sheet E9.8
Activity 8: Burials and rituals

Episode 9: 1928: Bridie
Clip: The funeral

Showing sympathy

- 1 List the Christian funeral traditions you see in the clip.

- 2 Plan a presentation of the beliefs of some different cultures about what happens when we die. Write which culture or cultures you will use in your presentation and some ideas of what you would like to include.

- 3 List five ways people show sympathy to someone who is bereaved.

- 4 Write a sympathy letter to either Bridie or Kath with a condolence message and some advice on how they may cope with the loss of their friend.



Name: _____

Student Activity Sheet E10.9
Activity 10: Symbols

Episode 10: 1918: Bertie

Significant objects

- 1 Which objects have significant or symbolic meaning throughout the episode? Look at Mr Watson's shop for clues. Then discuss how each object helps establish the plot and adds depth to the production.

Significant objects

- 2 Why do you think the filmmaker focused on these objects? Discuss the impact these symbols might have on the viewer.

- 3 Mr Watson's shop was described as being like Merlin's cave. Who was Merlin? What link does he have to this story?

- 4 With a partner, answer the following questions on another sheet of paper:
- a Why does the filmmaker keep Bertie's present for Eddie a secret until the end of the film?
 - b How does the 'secret' help build dramatic tension in the story? Look at the clues that lead to the final revelation when Bertie discovers Eddie has lost a leg.
 - c Identify the point in the story when all the elements finally come together.



Name: _____

Student Activity Sheet E13.11
Activity 11: Object symbolism

Episode 13: 1888: Victoria
Clip: Treasured objects

Good luck to you

- 1 View the whole episode and observe what objects the children hid in the house and garden. List which child hides each object, why they chose that object and what value they place on it.

Character	Object and value	Hiding place	Why

- 2 List some objects you own that could be used to create a magic spell to ward off misfortune. Name some cultural superstitions and the objects that represent them. Ask your parents or friends to assist you here.

Object	Superstition

- 3 Luck and good fortune is represented in different cultures by different symbols or objects. Name the symbol or object associated with luck in these countries.

Australia	
Japan	
China	
Russia	
Egypt	