

EPISODE 1: 2008: LAURA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE APOLOGY

ACTIVITY 3: AUNTY BEV'S STORY

Subthemes: Indigenous perspectives; Language and scripting; Politics

Discover

- Aunty Bev tells Laura a little about the story of how she was taken from her mother when she was so young she can no longer remember her. As a class, discuss how Aunty Bev feels about this now and what impact this story might have on Laura. Ask students how they feel about this story.
- Play the clip from R10333 'Kevin Rudd's apology speech, 2008 - item 2 of 6' to the class. Focus on the story of one woman, Nanna Nungala Fejo. Ask students to note any information that they think is important in the story. Have students read the story of Nanna Nungala Fejo in the transcript from this resource.

Reflect

- In small groups, discuss and compare this story to that of Aunty Bev.
- Have students draft a letter to the Prime Minister describing how they feel about this situation and what it means to them.
- You could show students selected clips from the film *Rabbit-Proof Fence* for more insight into the way children were taken from their families. Clips from the film with teachers' notes are available from australianscreen, 'Rabbit-Proof Fence (2002)', <http://australianscreen.com.au/titles/rabbit-proof-fence>
- Please note that *Rabbit-Proof Fence* is rated PG (parental guidance) and permission should be gained from parents and the school principal before viewing. It is recommended that teachers view all film content before introducing it to students to ensure that it is appropriate for the class.

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- Student Activity Sheet E1.3: Dear Prime Minister

ACTIVITY 4: EMOTIVE LANGUAGE

Subthemes: Culture; Language and scripting

Discover

- Replay the scene in the *My Place* clip showing Prime Minister Kevin Rudd delivering his speech. Ask students to note any words or phrases he uses that particularly resonate or 'stick in their heads'. Some examples might be 'fellow Australians', 'pain', 'suffering and hurt', 'Stolen Generations', 'indignity', 'degradation' and 'we say sorry'.



- As a class, discuss the impact these words and phrases have on the audience in the clip. Ask students:
 - 1 How do these words make you feel?
 - 2 What was the intention of the Prime Minister when choosing these words?
 - 3 Are these words successful in stressing the intent and meaning of his apology? Why or why not?
- Discuss responses and have students define key words and phrases and the impact these words have on the listener.
- Using a transcript of the speech, ask students to highlight other interesting and emotive words that are used. Refer them to R10332 'Kevin Rudd's apology speech 2008 - item 1 of 6'.
- Look also at the use of repetition of the phrase 'we are sorry'. Discuss why the speech writer uses this phrase in the speech; does this repetition add or detract from the power of the speech? Why or why not?

Reflect

- Drawing on this information, ask students to discuss the elements they think are important in a good speech or public speaking. Using this as a guide, ask students to write a one-minute speech on a topic of their choice and present it to the class.

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- Student Activity Sheet E1.4: Choosing your words

Useful resources from The Le@rning Federation

R10332 Kevin Rudd's apology speech 2008 - item 1 of 6

EPISODE 2: 1998: MOHAMMED

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: DISCRIMINATION

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.

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- Student Activity Sheet E2.3: Multiculturalism

EPISODE CLIP: RAMADAN

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.

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- 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.

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

EPISODE 3: 1988: LILY

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE BICENTENARY

ACTIVITY 4: USING PREFIXES

Subtheme: Language and scripting

Discover

- In this clip the class is constructing a banner to celebrate Australia's 200th year since colonisation. The 1988 Bicentennial celebrations were an integral part of the Australian school curriculum in this era. Students were immersed in activities relating to the re-enactment of the 1788 First Fleet in Sydney Harbour.
- Create a word splash with students adding words around the main topic, 'The Bicentenary'. Ask students to define what the word 'bicentenary' means. Have students explore other words that are associated with the prefix 'bi', such as 'weekly', 'annual' and 'plane'.

Reflect

- Organise the students into small groups and ask them to create a separate list of words with the prefix 'bi'. Ask them to find as many words starting with 'bi' as they can. Once they have completed their list, each group should nominate their best speller. Conduct a spelling bee about the Bicentenary.

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- Student Activity Sheet E3.4: The prefix in 'bicentenary'

ACTIVITY 5: BOTANY BAY

Subthemes: Historical events; Language and scripting

Discover

- Ask students to imagine what Australia was like in 1788. Have students visualise and then brainstorm what Aboriginal people may have experienced when the First Fleet sailed into Botany Bay. Ask students to research different points of view on the First Fleet.
- Read and look closely at the picture book, *The Rabbits*, by John Marsden and Shaun Tan (1998). Discuss this portrayal in comparison with the version enacted by Lily's classmates.
- Refer to:
 - 1 Video clip 3 from australianscreen, 'My Survival as an Aboriginal' (1978), <http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip3>
 - 2 Video clips from SBS, 'First Australians', <http://www.sbs.com.au/firstaustralians>
 - 3 R6798 Painting of the First Fleet in Sydney Cove, 1938
 - 4 R6799 'Founding of Australia', 1937

Reflect

- Ask students to imagine the arrival of the First Fleet as seen from the shore by an Aboriginal person at the time. Ask students to create a storyboard depicting what they imagine Australia would have been like in 1788, in particular focusing on the arrival of the First Fleet from an Aboriginal person's perspective. Students must label and caption researched information to present these storyboards to the class.

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- Student Activity Sheet E3.5: Imagine 1788

Useful resources from The Le@rning Federation

R6798 Painting of the First Fleet in Sydney Cove, 1938

R6799 Founding of Australia, 1937

EPISODE CLIP: FIRST DAY

ACTIVITY 8: REFUGEES

Subthemes: Language and scripting; Politics

Discover

- Lily's neighbour Mrs Benson remarks, 'You know there are laws against turning your house into a refugee camp.' As a class, discuss this comment and what it means. Ask students why they think Mrs Benson made this statement. What might she be afraid of? Introduce the term 'prejudice' and discuss its meaning with the class.



- Ask students to consider and respond to the following question: What is a refugee camp?
- Explain to the class that there are still many refugees in immigration detention centres in different parts of Australia waiting to be processed.

Reflect

- Ask students to find a variety of newspaper articles regarding recent Australian reports about asylum seekers, legal and illegal refugees, and detention centres. Students should read a selection of these articles and list them and their references including date and place of publication. The students are to nominate if they feel the article is for or against asylum seekers coming to Australia. As a group, they are to present a brief report to the class, describing one event that made national headlines in Australia about refugees.

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- Student Activity Sheet E3.8: The law and refugees

ACTIVITY 10: WORDS AND FEELINGS

Subthemes: Language and scripting; Relationships

Discover

- Create a list of words that best describe the emotions and feelings of the boat people in Phoung's story. Encourage students to use descriptive adjectives.

Reflect

- In small groups, students use a thesaurus to add to the list of words. When they have completed their lists, they can share them with the class.
- As a class, discuss this list of words and explain how words can convey levels of feeling to the reader or listener. Some words are more emotionally powerful than others and will have a stronger impact on the reader or listener, such as the difference between 'concerned' and 'terrified'. Discuss this with students and look at how 'concerned' has a lower emotional impact than 'terrified'. Look at the list of words and identify some other examples of high and low emotional impact.
- Copy and distribute the combined list of words to the class and have students sort them into levels, from low emotional impact words through to the highest emotional impact.
- For further background activities see L6184 'Super stories: The Abandoned House: nouns and adjectives' and L3456 'Online news: Perfect Pets'.
- Explain how writers make careful choices to decide how they want their words to impact on the reader. As a modelled writing activity, demonstrate this using the same sentence structure, beginning with a bland, low emotional impact version and then ramping up the emotion to try to make it as terrifying as possible. For example:
 - 1 The **ugly, old** pirates **carefully** boarded the **little fishing** boat and the refugees were **worried**.
 - 2 The **armed, brutal** pirates **aggressively** boarded the **violently rocking** boat and the refugees were **terrified**.
 - 3 The choice of action verbs is also important here in building drama.

- 4 Using this process as a guide, ask students to write a short, imaginative story describing the attack on Phoung's boat by the pirates, and how the passengers managed to trick them and escape safely. The goal is to create maximum emotional impact on the reader through the careful choice of words.

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- Student Activity Sheet E3.10: Making an impact

Useful resources from The Le@rning Federation

L3456 Online news: Perfect Pets

L6184 Super stories: The Abandoned House: nouns and adjectives

EPISODE 4: 1978: MIKE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: PERFORMANCE CARS

ACTIVITY 1: CARS

Subthemes: Language and scripting; Transport

The muscle cars of the 1960s and 1970s were flamboyant racing machines that attracted a large number of enthusiasts.

Discover

- In Episode 4, the young character Mike is very interested in cars 'with muscle'.
- Ask students to define what cars could be classed as muscle cars. Ask them to listen to the cars named in the first clip and compile a class list .For example MG; Kingswood; and 1971 Ford XB 351-GT may be included in the list. What does it all mean? To a car enthusiast, it all makes sense.
- As a class, discuss the information given in the clip as well as what students understand from the dialogue about the cars. Ask students to write their own definition of muscle cars and share this with the class.

Reflect

- Ask students to investigate one of the muscle cars of the 1960s and 1970s, then write a persuasive editorial piece (with words and images) that includes the following elements:
 - 1 Why would they like to own this car?
 - 2 What are the main features of the car?
 - 3 What makes this car special?
- Students can present their editorial electronically using a publishing program, or on a small poster to share with the class.



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- Student Activity Sheet E4.1: Cars with muscle

ACTIVITY 2: 'REV HEAD'

Subthemes: Language and scripting; Transport

- There is specific vocabulary and many terms associated with muscle cars. Some of these are mentioned throughout the clip and the episode. These terms include carburettor; air filter; 'GT stripe'; 'She's ready to go!' and 'non-rev head'.

Discover

- Brainstorm a class list of car-related terms. Ask each student to select ten words of interest, to find out their meaning and, if relevant, locate an image of the car part or car.

Reflect

- Ask students to create a mini-dictionary of muscle car terms from the list. The mini-dictionary must include pictures and meanings relating to the term, or word. If possible develop this information into a website, and upload it to the school server.
- Start a blog to communicate with other students who may also be interested in muscle cars.

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- Student Activity Sheet E4.2: Mini-dictionary of muscle car terms

EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: SPEAKING THE LANGUAGE

ACTIVITY 1: LOST IN TRANSLATION

Subthemes: Customs and traditions; Language and scripting: Multiculturalism

Discover

- After watching the clip, ask students to list the main events in this part of the story, thinking about what happened, why and to whom. Have students share their responses and discuss, listing the main ideas for further reference.
- Focus the discussion on the scene in the lounge room when Sofia tricks Janice, her mother and Yaya by changing what they say when she is interpreting for them. Ask students to think about the following questions:
 - 1 What is the purpose of Sofia's actions here?
 - 2 Why do you think she is behaving in this way?



- Discuss the possible reasons why Sofia does not like Janice. Have students consider what Sofia wants for her brother.
- Ask students who they think has the power in this scene and why. How is Sofia able to control this situation the way she does? List her techniques. This is an important aspect of critical literacy. Have students draw on other ways that people hold power over others: physically, emotionally, and psychologically.
- Look at how the filmmaker helps the audience understand the jokes and what is happening in this scene. Discuss the way each actor's body language is used to convey a lot of the meaning. Look closely at the attitudes towards Janice and how they change over the course of the conversation. What is the purpose of the subtitles here? As a class, discuss why the Greek language spoken in the rest of the clip is not translated like this.
- Ask students to imagine what the Greek exchanges are when Sofia answers the door and there are no subtitles. Replay the scene to see if there are any clues. Have students write some possible exchanges between mother and daughter in this scene, knowing what Sofia is capable of from the conversation later in the lounge room. Refer students to read the script for Episode 5: 1968: Sofia, where the script writers planned the exchange between Janice and Sofia. Explain that it isn't exactly as the scene was shot, but is very close.
- As a class, discuss the layout of this script extract, pointing out that the instructions in the script are called the 'big print' in script writing. The dialogue is what the characters say to each other. The big print gives directions to the director about how the characters in the scene are to act and relate to each other, for example, 'SOFIA sees JANICE as her nemesis'. What does the term 'nemesis' mean? Students should look up the word in the dictionary and then work out what it means in the context of this exchange between Sofia and Janice.
- Discuss the advantages of being bilingual. Find out what languages students in the class speak at home and discuss. Have students think about how Janice feels in the situation when she is in the lounge room with Sofia and the Greek ladies.

Reflect

- Have students discuss and find out more information from the library and from interviewing family and community members around the following questions:
 - 1 What are the disadvantages of being monolingual?
 - 2 Why do Australian schools teach second languages?
 - 3 What are the benefits of learning a second language?

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- Student Activity Sheet E5.1: Translation trickery



EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE CHRISTENING

ACTIVITY 6: THE 'WOG'

Subthemes: Art, music and literature; Character; Language and scripting

Discover

- Discuss what Janice means when she tells Michaelis, 'I don't think you're a wog.' Do students think this is a compliment or an insult? Discuss the term 'wog' with the class, what it means and how people feel about it. Discuss reasons why this term and other derogatory names are sometimes given to people of other cultural backgrounds. Ask students what they think about this practice.
- Discuss how Michaelis might respond to being called a 'wog'. In small groups, have students produce a poem describing Michaelis's feelings about this term and about Janice telling him she thinks he isn't a 'wog'. The form could be a cinquain, haiku or ballad; it could be rhyming or free form.
- Read students some extracts from the book *They're a Weird Mob* by Nino Culotta. In the story, an Italian immigrant who has recently arrived in Australia tells what it is like trying to make sense of the Australian way of life. Explain to students that Nino Culotta is actually the pseudonym of the author John O'Grady. This novel and the subsequent film were very popular. The story outlines the problems Nino has as he struggles to understand the English spoken by the Australian working class of the 1950s and 1960s. View and discuss the three clips from the 1996 film found on the australianscreen website, <http://australianscreen.com.au/titles/theyre-weird-mob>

Reflect

- Ask students to design a poster that could be used to welcome immigrants to Australia. Alternatively, design and construct a booklet of advice for people who have recently arrived in Australia.

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- Student Activity Sheet E6.3: Immigrants



EPISODE 8: 1938: COLUM

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE DOLE INSPECTOR

ACTIVITY 4: RHYMING SLANG

Subtheme: Language and scripting

Discover

- The Australian language is notorious for using rhyming slang to evoke a more colourful and humorous connection to the meaning of a word or phrase. As an example, Colum's family call the dole inspector, Mr Geraghty, 'Mr Blake' which is a play on words for 'Joe Blake' or 'snake'. Discuss why Colum's family would imply he was a 'snake'.
- Discuss the tradition of rhyming slang, one that is still embedded in Australian culture, and ask students to find out more about it. Where did rhyming slang originate? Ask students to find other phrases such as 'China plate' (mate), 'meat pies' (eyes).

Reflect

- Ask students to find at least five different examples of rhyming slang that they can contribute to a class list. Identify key features of rhyming slang to create a guide for making up new rhyming slang. Ask students to use this as a model to write their own rhyming slang for a selection of terms commonly used today. Ask students to develop two new rhyming slang expressions and illustrate them with words and pictures.

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- Student Activity Sheet E8.4: Talking in code

EPISODE CLIP: THE SHADOW

ACTIVITY 5: WORKING FOR A LIVING

Subthemes: Chores, business and employment; Language and scripting; Relationships

Discover

- Discuss with the class the situation in the clip where Colum and Thommo earn some extra cash working for the shopkeeper Mr O'Sullivan. Discuss the work of Mr O'Sullivan (the shopkeeper and SP bookmaker) and what students think is involved in his work and his attitude towards it. Discuss the fact that SP bookies were illegal and consider what this might mean for the involvement of the two boys.

- Have students create a list of the tasks the boys had to do. Have students consider the reasons why they think Colum and Thommo were doing this job. What might have been the risks? Discuss why they were willing to take such risks.
- Revisit the clip where the two boys run down the lane on their return from collecting bets and bump into the policeman. Ask students to identify and discuss the possible ramifications for the boys from this encounter. What the boys are doing is illegal and they are truanting from school.
- Students work in small groups to devise ideas for ways in which children can earn money today that are safe and legal.

Reflect

- Ask students to think about how they would feel if they were in this situation and were caught by the policeman. Have students draw this scene as a three-frame comic strip. They should draw the boys, using facial expressions and action, with thought captions to show their feelings as the situation unfolds, for example, 'Oh no, this can't be happening? Will he tell mum?'

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- Student Activity Sheet E8.5: Not strictly legal

ACTIVITY 6: MONEY FOR JAM

Subthemes: Currency; Language and scripting; Relationships

Discover

- Discuss what the audience learns about the currency used in 1938 through watching this clip. Ask students to note all the information they can about money, and what messages the clip conveys about it. Look closely for clues in the dialogue and action. Have students name the coins and the slang used for money, for example, what does 'a couple of bob' mean? Ask students to find out what a bob is worth today.
- Invite students to interview older people, for example grandparents, to see what they can find out about money before decimal currency. Have students research pre-decimal money to find out why the names 'shilling', 'bob', 'sixpence' and so on were used.

Reflect

- Encourage students to find examples of old currency to bring to class and compare with today's coins. Have students research the comparative value of the old currency and today's money. They should list the prices of everyday items (for example, milk, a newspaper, lollies, a loaf of bread) today and in 1938.
- Ask students to create two newspaper advertisements for a basic commodity. The first advertisement should be designed to be published in 1938 and the second design should be for a newspaper publication today.

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- Student Activity Sheet E8.6: A couple of bob



EPISODE CLIP: PUNTING

ACTIVITY 9: THE MELBOURNE CUP

Subthemes: Historical events; Language and scripting

Discover

- As a class, discuss the way this episode is set at the time of the running of the 1938 Melbourne Cup. Brainstorm what the class knows about the Melbourne Cup and discuss why it is called 'The race that stops a nation'. List all the facts and ideas that come forward.
- As a class, revisit the list and divide it into either 'for' (positive) or 'against' (negative): what is good about the Melbourne Cup and what is bad about it?

Reflect

- Ask students to select a side in the debate and develop their argument for or against. Once the students have completed a 1–2 minute persuasive text, organise a class debate/s on the topics 'Horse racing should be banned' or 'The Melbourne Cup is harmless fun'.

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- Student Activity Sheet E8.8: The great debate

ACTIVITY 11: SAYINGS AND PUNISHMENT

Subthemes: Customs and traditions; Language and scripting

Discover

- As a class, look at some of the colloquial expression or 'sayings' used in this clip, for example, a 'grandfather of a hiding'. Read the script for Episode 8: 1938: Colum to find other examples. Discuss the meaning of these.

Reflect

- Ask students to discuss the concept of 'corporal' punishment. What is the origin of this term and what is involved in corporal punishment? Ask students to jot down other terms that mean the same as 'a hiding'. As a class, evaluate if 'a grandfather of a hiding' is better or worse than another sort of hiding. Ask students, 'Do you think people still view corporal punishment today as they did in 1938? Why or why not?'
- Another saying used is 'Not a word to your mother.' Ask students to discuss the context in which this is used and what it means. Have students think of sayings of a similar nature, such as 'Mum's the word.', 'Keep it under your hat.', 'Don't tell a living soul.' and 'Sit on it.'
- Ask students to create an ongoing 'sayings' file where they list the phrases with their meanings. Students could read through the *My Place* scripts to find examples more quickly.

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- Student Activity Sheet E8.10: Ways of saying



EPISODE 9: 1928: BRIDIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE FUNERAL

ACTIVITY 7: DEATH AND TRAGEDY

Subthemes: Language and scripting; Relationships

Discover

- Explore the way in which Miss Miller tries to help the girls, particularly Kath, to come to terms with Lorna's death. Ask students to discuss the following questions:
 - 1 What does Miss Miller say to Kath?
 - 2 What does Kath think about this?
 - 3 How do we know?
 - 4 Why do you think she feels like this?
 - 5 How do you think Bridie feels and why?
- Ask students to look at the ways in which the filmmaker shows us the girls' feelings without them needing to say anything. As a class, talk about how Kath and Bridie each respond to the tragedy of Lorna's drowning. Ask students to discuss the following topics:
 - 1 How does death affect people in different ways?
 - 2 Is our reaction influenced by how well we knew the person and how close we were to them? Some students may wish to talk about a loss they have experienced and how they felt.
 - 3 What are some ways people learn to cope with the loss of a loved one?
 - 4 How can words describe feelings? Students should list as many words as they can that could be used to describe 'sad' emotions. Then they could explore some of these words further using a thesaurus and dictionary.

Reflect

- Encourage students to talk or write about a loss they have experienced of someone or something they have loved. Ask them to write a five-line poem about this.
- Students could research the poems of Australian writers dating from the period of the clip (late 1920s), including Kenneth Slessor, David Campbell, AD Hope, Gwen Harwood and Judith Wright.

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- Student Activity Sheet E9.7: Expressing feelings



ACTIVITY 10: STORY DIFFERENCES

Subthemes: Art, music and literature; Language and scripting

(Note: This activity and worksheet relate to the complete episode rather than an individual clip.)

Discover

- Introduce or revisit the pages about Bridie (1928) in the picture book *My Place*.
- Identify the differences between the film and book version of the story. Ask students to discuss the following questions:
 - 1 What is in the book, but not in the film version?
 - 2 What is in the film version, but not in the book?
 - 3 Why might the changes in the film version have been made?

Reflect

- Students could develop a short picture book (4–6 pages) based on the television episode about the story of Bridie, her sister Kath, and their friend Lorna. They should use text and images to construct the story.

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- Student Activity Sheet E9.10: Adapting a story to a different media

EPISODE 10: 1918: BERTIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: ON 'TICK'

ACTIVITY 2: THE UNLIKEABLE CHARACTER

Subthemes: Character; Language and scripting

Discover

- As a class, brainstorm a list of unlikeable characters (villains) in literature and films. Some examples are Malfoy in the Harry Potter series or the Ice Queen in *The Lion, the Witch and the Wardrobe*. For each character, give examples of ways in which the filmmaker or author makes the audience dislike the character. As a class, discuss the reasons these characters were created in this way. What is their purpose in the story? What devices have been used to portray these characters as 'unlikeable'?

Reflect

- Have students take the unlikeable character Mr Watson and rewrite this scene, making him a nicer person. Focus their attention on the dialogue and directions for acting needed to convey this message to the audience. Have students present their reworking of the scene to the class.



- Compare the different versions produced by students and discuss the techniques used to change the audience response to Mr Watson.

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- Student Activity Sheet E10.2: Making characters likeable or unlikeable

ACTIVITY 4: COLLOQUIALISMS

Subthemes: Language and scripting

Discover

- In this clip, Bertie asks Mr Watson to advance him credit for the present he is purchasing for his brother Eddie. The conversation between the two reveals many Australian colloquialisms or slang. Other words and phrases commonly used during this time can be heard in the clips 'Impact of war' and 'Armistice'. Ask students to begin a language journal that can be used to record unusual words from the series. Students should write down the words or phrases with their meanings.

Reflect

- Have students read the script for this clip. After the first reading, ask them to list and discuss the meaning of unfamiliar words and expressions in the text. Some possible examples are: 'on tick', 'shillings', 'ha'penny', 'sixpence', 'pound', 'diggers', 'Keep your mitts off', 'do the honours', 'Strewth!', 'The shop is like Merlin's cave', 'Praying for a miracle' and 'wag'. They could also compare the language of characters in this episode to that of characters in the later episodes.
- Bertie goes to the repatriation hospital to see his mother. As they talk Bertie answers a question with 'Yep.' His mother corrects him and refers to herself as 'Mother'. Ask students to discuss why Bertie's mother insisted he use her more formal title and that he use the correct English for 'yes'. Ask them to find the words for 'mother' in at least five different languages and to develop a list of pet names that could refer to their mother, father, grandmother and grandfather.

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- Student Activity Sheet E10.4: Unfamiliar expressions

EPISODE CLIP: IMPACT OF WAR

ACTIVITY 5: THE TELEGRAM

Subthemes: Inventions and electronic media; Language and scripting

Bertie and Sid rush back to Bertie's house when they hear the bell on the postman's bicycle bell as he delivers a war telegram to Bertie's sister Evelyn. She is devastated by the news of Freddie's death (her friend, neighbour and Miss Miller's nephew). It comes after the family had already received the traumatic news of the death of their father in the war.



Discover

- After viewing the clip, ask students to describe what is happening in this scene, using evidence from the text to support their explanations. What clues have been given previously that will help the viewer to understand what is happening here? Focus on the opening scene with the telegram boy and discuss what this signals to the viewer. Have students think about how this makes them feel. Ask them to look carefully to find out what the filmmaker is drawing viewers' attention to in this scene, how this is achieved and the possible reasons why.
- It may be necessary to give students some background about telegrams and their critical role in communication in times before it was common for people to have telephones in their homes. It is important to highlight the significance of a telegram received during wartime. Viewers must appreciate this if the scene is to have the intended impact. There may be some students whose grandparents have kept telegrams from the past, for example, wedding telegrams. Look at the format of a telegram. The message was conveyed in as few words as possible, with words such as articles omitted.
- Discuss why telegrams were abbreviated, and find out the cost of sending a telegram. Discuss how telegrams are similar to SMS text messages. What other text formats have replaced the telegram?

Reflect

- Ask students to use the worksheet to analyse the impact of this clip. List the sounds heard in one column and the vision in the other, and note what they consider to be significant. The audio of the bicycle bell comes first, a piercing noise which precedes the image, immediately focusing attention on the bicycle and the boy. Other factors colouring the tone of this scene are the demeanour of the boy on bicycle and the symbolism of the uniform, both designed to create particular meaning for the viewer.
- Have students look closely at the way this opening scene is edited, with the montage of shots cutting back and forth between Bertie and Sid, and others. Ask students:
 - What is the purpose of this? What is the filmmaker trying to make you feel?
 - How does it make you feel?
 - How does the filmmaker use this technique to help tell the story?

Download

- Student Activity Sheet E10.5: Delivering news

ACTIVITY 6: PREJUDICE

Subthemes: Language and scripting

Discover

- Consider how Sid, an Aboriginal soldier, is portrayed in this clip, and discuss the meaning of 'prejudice'. Ask students to suggest some ways in which people can treat others in a prejudiced manner. How does the filmmaker portray the prejudice that Sid encounters, for example, Sid's discomfort at entering the backyard, and Mr Watson's and his daughter's treatment of Sid?



- Think about how Sid and Bertie relate to each other, and then how Mr Watson relates to them. Discuss the differences, and think about the reasons why the filmmaker has portrayed these relationships in this way.

Reflect

- Ask students to consider how Sid felt when Mr Watson made him stay outside his shop. What could be the reasons for the difference in Mr Watson's treatment of Sid and Bertie? Use the Student Activity Sheet E10.6 to respond to the questions. Teachers can give students some context about the conditions that Indigenous people returned to after fighting in the First World War. They did not receive the same government benefits as non-Indigenous soldiers and did not even have the right to vote at the time.

Download

- Student Activity Sheet E10.6: Sid

EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

EPISODE CLIP: 1,000 GOOD DEEDS

ACTIVITY 1: ESTABLISHING TIME AND PLACE

Subtheme: Language and scripting

Discover

- Before viewing the clip, explain to students that this is the opening scene of the episode. As a class, discuss the purpose of the opening scene in a film text, or the opening chapter or paragraphs in a novel or short story. What does the storyteller as filmmaker, or author, usually do at the beginning of their story?
- Make a list of key elements that students see as important in setting the scene at the beginning of a story. They could include character introductions, location, time, and objects of significance to the story. Encourage students to give examples from familiar texts where possible.

Reflect

- Brainstorm a class list of ways a filmmaker might provide information to the viewer, including camera, dialogue, acting, costumes, lighting, props and location. Explain to students that the activity focus is not on the characters and the overall story, but on how the filmmaker has created the time of day, era or historical period, and the setting or place for the story.

Download

- Student Activity Sheet E12.1: The opening scene



EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: VICTORIA'S FAMILY SUPPER

ACTIVITY 4: FORESHADOWING

Subthemes: Customs and traditions; Language and scripting

Discover

- As a class, view the clip and pause it after Victoria's father says, 'I'm the luckiest man alive to have a daughter like you.'
- Ask students to think about the most important pieces of information given by the filmmaker in this clip so far. Have students predict what might happen next, and give reasons based on clues or information from the text: 'I think X is going to happen because Y.'
- Have students look up 'foreshadowing' in the dictionary. What does it mean? As a class, discuss this literary device and how writers and filmmakers use foreshadowing to suggest and tune readers into events that have yet to occur.

Reflect

- Ask students to think of examples of foreshadowing in a variety of texts: television shows, novels, picture storybooks. The opening scene of a television show often foreshadows what is to come, with hints given in many different ways. Look again at what students have highlighted in their predictions and how they have supported them with evidence from the text.
- Remember that two key elements in the story of Victoria are superstitions and the money problems of Victoria's father. Ask students to discuss the purpose of this foreshadowed information and have them answer the questions on Student Activity Sheet: E13.3.
- Have students write an outline of what they think will happen next in the story. This should include these foreshadowed elements.

Download

- Student Activity Sheet E13.4: Predictions



EPISODE CLIP: THE HORSE AND CARRIAGE

ACTIVITY 8: PUNS

Subthemes: Language and scripting

Discover

- The Irish tradesman makes a pun about Miss Müller being 'bewitching' when Victoria asks if she is a witch. A pun is a play on words. Discuss puns and have the students research well-known puns such as 'fuelling flames', 'greasing wheels' and 'under the pump'. Some useful websites are:
 - 1 Wikipedia, 'Pun', <http://en.wikipedia.org/wiki/Pun>
 - 2 Worsley School, 'Puns', <http://www.worsleyschool.net/socialarts/puns/pun.html>

Reflect

- Encourage students to find examples of puns, or jokes based on puns. You could look at the television series *Round the Twist*, Episode 9: Series 2: Ice Maiden, where Bronson's ice sculpture begins to melt and Pete says 'I think your horse has got the runs.' You can purchase this series from Australian Children's Television Foundation (ACTF): Learning Centre, 'Round the Twist' http://www.actf.com.au/learning_centre/title_pages/rtt_tp.php
- Students should add unfamiliar words and phrases from the episode to their language journal and find out the meaning and origin of the words.

Download

- Student Activity Sheet E13.8: Pun intended

EPISODE CLIP: TREASURED OBJECTS

ACTIVITY 12: WHAT HAPPENS NEXT?

Subtheme: Language and scripting

Discover

- This episode has an unresolved ending as the viewer isn't shown if the children's father is able to keep the house he built. In the next episode a new family has moved into the house.

Reflect

- Discuss with students possible endings to Victoria's story. What might happen next to her family? Ask students to write a short story or film script, which is set two years into the future, in 1890. What has happened to Victoria's family? Where might they be now?

Download

- Student Activity Sheet E13.12: Into the future



EPISODE 5: 1968: SOFIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: SPEAKING THE LANGUAGE

ACTIVITY 2: LANGUAGE BARRIERS

Subthemes: Language and scripting; Multiculturalism; Social order and education

According to the 2006 Australian Government census, the Greek community is the seventh largest ethnic group in Australia. The Greek language is the fourth most common language in Australia (after English, Chinese and Italian). Many students study another language in school or outside school hours. Some students study a language that is the native tongue of their parents.

Discover

- Ask students if they speak a language other than English at home or if they have relatives that speak another language. List these languages. Ask students if they were the first generation in their family born in Australia. If so, they would be classified as 'first generation'. If not, what generation are they?

Reflect

- Ask students to create a data chart on languages other than English spoken at home. The chart can be completed electronically or as a poster for display.
- Ask students to survey other students within the school to gather information about the languages spoken. Create a chart of information gathered about the whole school cohort.
- Ask students to determine which cultures form the make-up of the school.

Download

- Student Activity Sheet H5.2: Languages other than English



Name: _____

Student Activity Sheet E1.3
Activity 3: Aunty Bev's story

Episode 1: 2008: Laura
Clip: The apology

Dear Prime Minister

Draft a letter to the Prime Minister describing how you feel about his apology to the Stolen Generations.

Dear Prime Minister,

Yours sincerely,



Name: _____

Student Activity Sheet E1.4
Activity 4: Emotive language

Episode 1: 2008: Laura
Clip: The apology

Choosing your words

- 1 After viewing the clip of Prime Minister Kevin Rudd delivering his apology speech, note any words or phrases he uses that are emotive or descriptive in the table below. Find out what these words or phrases mean. Do you think that they have an impact on the listener?

Words or phrases	Meaning

a How do these words or phrases make you feel?

b What was the intention of the Prime Minister when choosing his words?

c Are these words or phrases successful in stressing the intent and meaning of his apology? Why or why not?

- 2 Look also at the use of repetition of the phrase 'we are sorry'. Why did the Prime Minister use the repetition of these words in the speech? Does this repetition add or detract from the power of the speech? Why or why not?
-
-

- 3 Write a one-minute speech on a topic of your choice and present it to the class.



Name: _____

Student Activity Sheet E2.3
Activity 3: Michaelis

Episode 2: 1998: Mohammed
Clip: Discrimination

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.



Name: _____

Student Activity Sheet E2.5
Activity 5: What's in a name?

Episode 2: 1998: Mohammed
Clip: Ramadan

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



Student Activity Sheet E2.6

Activity 6: Cricket passion

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

Research a sport or hobby

- 1 Research a sport or hobby you are passionately interested in. Then create a presentation for the class about the activity and your achievements in it.
 - 2 Include specialist language and terms; information on favourite or well-known players or participants; titles of books on the subject; statistics; and reasons why people like the activity.



The prefix in 'bicentenary'

In this clip the class is constructing a banner to celebrate Australia's 200th year since colonisation. The 1988 Bicentennial celebrations were an integral part of the Australian school curriculum in this era. Students were immersed in activities relating to the re-enactment of the 1788 First Fleet in Sydney Harbour.

- 1 What does the word bicentenary mean?

- 2 Create a list of words with the prefix 'bi'. Some examples are 'biannual' and 'biplane'.



Name: _____

Student Activity Sheet E3.5
Activity 5: Botany Bay

Episode 3: 1988:Lily
Clip: The Bicentenary

Imagine 1788

Imagine what Australia was like in 1788. Visualise what Aboriginal people may have experienced when the First Fleet sailed into Botany Bay. Research different points of view of the First Fleet. Refer to:

- Video clip 3 from australianscreen, 'My Survival as an Aboriginal' (1978),
<http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip3/>
 - Video clips from SBS, 'First Australians',
<http://www.sbs.com.au/firstaustralians>
 - R6798 Painting of the First Fleet in Sydney Cove, 1938
 - R6799 'Founding of Australia', 1937
- 3** Imagine you are seeing the arrival of the First Fleet from an Aboriginal person's point of view. Create a storyboard depicting what you imagine Australia would have been like in 1788, in particular focusing on the arrival of the First Fleet.



Name: _____

Student Activity Sheet E3.8
Activity 8: Refugees

Episode 3: 1988: Lily
Clip: First day

The law and refugees

- 1 Lily's neighbour Mrs Benson remarks, 'You know there are laws against turning your house into a refugee camp.' Why do you think Mrs Benson made this statement? What is she afraid of?

- 2 What is a refugee camp?

- 3 What is meant by the word 'prejudice'?

- 4 Where are the Australian immigration detention centres?

- 5 Research newspaper articles on asylum seekers coming to Australia. Note the date they were published, the title and the name of the news-media outlet. Do you think the article is for or against asylum seekers coming to Australia?

Date	Article title	Publication	For or against



Making an impact

- 1 Create a list of words that best describe the emotions and feelings of the boat people in Phoung's story. Think of descriptive adjectives.

- 2 Write a short, imaginative story describing the attack on Phoung's boat by the pirates and how the passengers managed to trick them and escape safely. The goal is to create an emotional impact on the reader through the careful choice of words.

For example, here are two sentences, the first using low emotional impact and the second using high emotional impact:

- a The **ugly, old** pirates **carefully** boarded the **little, fishing** boat and the refugees were **worried**.
- b The **armed, brutal** pirates **aggressively** boarded the **violently rocking** boat and the refugees were **terrified**.

Remember that your description is aiming at high emotional impact.



Cars with muscle

The muscle cars of the 1960s and 1970s were flamboyant racing machines that attracted a large community of enthusiasts.

- 1 What is meant by the term 'muscle car'?

2 Compile a list of muscle car names such as MG; Kingswood; and 1971 Ford XB 351-GT.

- 3 Investigate the muscle cars of this era and write a persuasive editorial piece (with words and images) including the following elements:

- c Why would you like to own one of these cars?
- d What are their main features?
- e What makes these cars special?

Present your editorial using a publishing program, or on a small poster to share with the class.



Name: _____

Student Activity Sheet E4.2
Activity 2: Rev head

Episode 4: 1978: Mike
Clip: Performance cars

Mini-dictionary of muscle car terms

Using words and terms from the list compiled during your classroom discussion create a mini-dictionary of muscle car terms from the list. The mini-dictionary must include pictures and meanings relating to the term, or word. Below is a template for one page of your mini- dictionary.

Word	
Meaning	



Name: _____

Student Activity Sheet E5.1
Activity 1: Lost in translation

Episode 5: 1968: Sofia
Clip: Speaking the language

Translation trickery

After viewing the clip 'Speaking the language', answer the following questions:

- 1 What is the purpose of Sofia's actions to falsely translate the conversation?

- 2 Why do you think she is behaving in this way?

- 3 Why doesn't Sofia like Janice?

- 4 Why is Sofia able to control this situation the way she does? List her techniques.

- 5 What is the purpose of the subtitles here?

- 6 Sofia sees Janice as her nemesis. What does the term 'nemesis' mean? Refer to the script for Episode 5: 1968: Sofia.

- 7 What are the disadvantages of being monolingual?

- 8 Why do Australian schools teach second languages?

- 9 What are the benefits of learning a second language?



Name: _____

Student Activity Sheet E6.3
Activity 6: The 'wog'

Episode 6: 1958: Michaelis
Clip: The christening

Immigrants

- 1** Why do people sometimes use derogatory terms when referring to immigrants or to people from different cultural backgrounds? What do you think about this?

- 2** Write a poem describing Michaelis's feelings when Janice tells him she thinks he isn't a 'wog'. It could be a cinquain, haiku or ballad; rhyming or free form.

- 3** Design a poster that could be used to welcome immigrants to Australia. Or design and produce a booklet of advice for people who have recently arrived in Australia.



Student Activity Sheet E8.4
Activity 4: Rhyming slang

Episode 8: 1938: Colum
Clip: The dole inspector

Talking in code

- 1 Rhyming slang is embedded in Australian culture. Where did it originate?

- 2 Find five examples of rhyming slang.

Rhyming slang	Meaning
China plate	mate
meat pies	eyes

- 3 Develop two new rhyming slang expressions and illustrate them in words and pictures.

Rhyming slang	Meaning



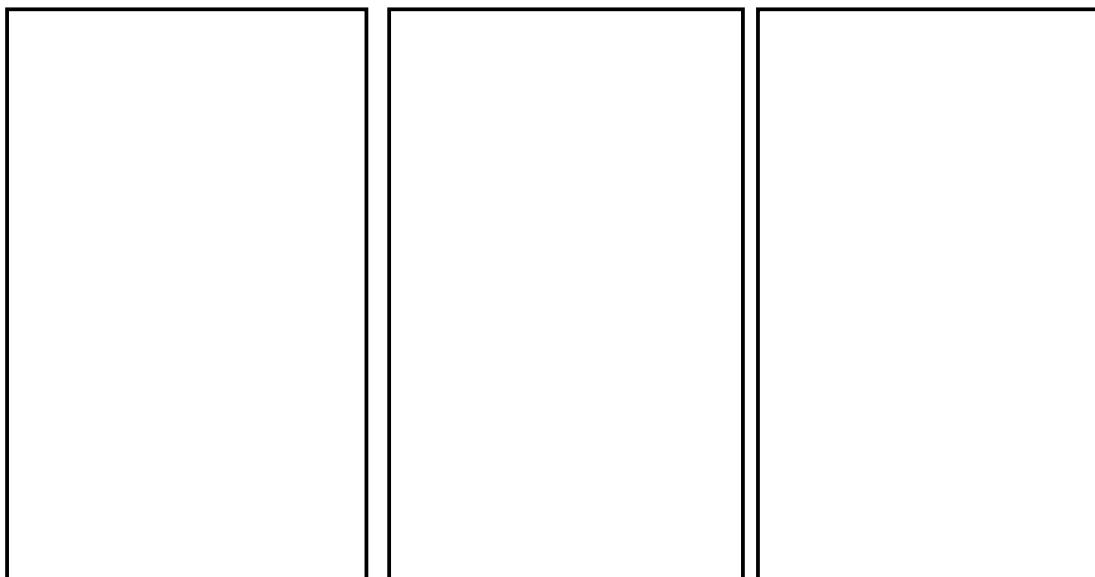
Not strictly legal

- 1 Create a list of the tasks that Colum and Thommo had to complete for the shopkeeper Mr O'Sullivan.

- 2 Why were Colum and Thommo doing this job? What were the risks?

- 3 What ways can children earn money today that are safe and legal?

- 4 Draw the scene with the policeman as a three-frame comic strip using facial expressions and action. Add thought captions to show the boy's feelings as the situation unfolds, for example, 'Oh no, this can't be happening? Will he tell mum?'





Name: _____

Student Activity Sheet E8.6
Activity 6: Money for jam

Episode 8: 1938: Colum
Clip: The Shadow

A couple of bob

- 1 Find out as much information you can about pre-decimal money and the names of coins and notes. Identify any slang terms, for example, 'a couple of bob' which means 'a few shillings'.

Imperial currency	Slang terms	Decimal value
halfpenny		
penny		
shilling		
guinea		
pound		
sovereign		

- 2 Equate the value of everyday items in 1938 to the price of these commodities today.

Commodity	1938 prices	Today's prices
bread		
butter		
newspapers		
lollies		
milk		
Soap		

- 3 Create two newspaper advertisements for the same basic commodity. The first advertisement should be designed to be published in 1938 and the second design should be for a newspaper publication today.

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Name: _____

Student Activity Sheet E8.8
Activity 9: The Melbourne Cup

Episode 8: 1938: Colum
Clip: Punting

The great debate

Select a side in the debate and develop your argument 'for' or 'against'. You will present this argument in a one to two minute speech as part of the class debate. The topics are:

- 1 Horse racing should be banned.
 - 2 The Melbourne Cup is harmless fun.
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Name: _____

Student Activity Sheet E8.10
Activity 11: Sayings and punishment

Episode 8: 1938: Colum
Clip: Punting

Ways of saying

- 1** What is the meaning of 'corporal' punishment? What is the origin of this term?

- 2** Do you think people still view corporal punishment today as they did in 1938?
Why or why not?

- 3** Find other sayings and what they mean. Look at *My Place* scripts or note down expressions you have heard.

Sayings	Meanings
grandfather of a hiding	
Not a word to your mother.	
Don't tell a living soul.	
Mum's the word.	
Keep it under your hat.	



Expressing feelings

- 1 Explore the way in which Miss Miller tries to help the girls, particularly Kath, come to terms with Lorna's death. Respond to the following questions:

a What does Miss Miller say to Kath?

b What does Kath think about this?

c How do we know?

d Why do you think she feels like this?

e How do you think Bridie feels and why?

f How does death affect people in different ways?

- 2 Think about how Kath and Bridie each respond to the tragedy of Lorna's drowning. Then respond to the following questions:

a How does death affect people in different ways?

b Is our reaction affected by how well we know a person and how close we are?

c What are some ways people learn to cope with the loss of a loved one?

d List as many words as you can think of that describe 'sad' emotions.

- 3 Write a five-line poem about losing someone close to you.



Adapting a story to a different media

Read Bridie's pages (1928) in the picture book *My Place*.

- 1 Respond to the following questions.

a What is in the book, but not in the film version?

b What is in the film version, but not in the book?

c Why might these changes have been made in the film version?

- 2 Plan a short picture book (4–6 pages) based on the TV episode about Bridie, her sister Kath, and their friend Lorna. Make a storyboard of the text and images you could use to construct the story.



Making characters likeable or unlikeable

- 1 List some unlikeable characters (villains) in books and films and give examples of ways in which the filmmaker or author makes the audience respond to them in this way.

Unlikeable book/film characters	Methods used to make audience dislike character

- 2 Look at the character of Mr Watson and rewrite this clip in order to make him a nicer character. Focus your attention on the dialogue and directions for acting to convey this message to the audience. Present your new version of the scene to the class.



Name: _____

Student Activity Sheet E10.4
Activity 4: Colloquialisms

Episode 10: 1918: Bertie
Clip: On 'tick'

Unfamiliar expressions

- 1 After viewing this episode and the three related clips, note any unusual words and their meanings in your *My Place* language journal.
- 2 Read the script from this episode and record any unfamiliar words and expressions.

Word	Meaning

- 3 Compare these with the language used by characters in the later *My Place* episodes: Episode 11: 1908: Evelyn; Episode 12: 1898: Rowley; and Episode 13: 1888: Victoria.

- 4 Find the words for 'mother' in at least five different languages. Make a list of 'pet' names that could refer to your mother, father, grandmother and grandfather.

'Mother' in other languages	
Language	Word for mother

Pet names	
Mother:	Grandmother:
Father:	Grandfather:



Name: _____

Student Activity Sheet E10.5
Activity 5: The telegram

Episode 10: 1918: Bertie
Clip: Impact of war

Delivering news

- 1 Describe what you think this scene is about, using evidence from the text to support your ideas. What clues have been given earlier that helped you understand what is happening?

- 2 Examine how the filmmaker has drawn attention to the action and events of this scene and try to understand why. Telegrams were an essential form of communication before it was common for people to have telephones in their homes. A telegram received during wartime usually conveyed bad news. Ask your parents or grandparents if they have an example of a telegram and examine its format.
 - a Why do you think the telegrams were abbreviated like this? What was the cost of sending a telegram?

 - b What text formats have replaced the telegram today?

-
- 3 After viewing the scene, list the sounds and the vision used in the table below. In the 'Purpose' column note what you see as significant in this scene.

Action	Sound	Vision	Purpose
Bicycle bell ringing	Piercing sound		Get attention, signal a bicycle is coming and clear the way.

- 4 Look closely at the way this opening scene is edited, with the montage of shots cutting back and forth between Bertie, Sid and others. With the class, discuss the following questions:
 - a What is the purpose of this? What is the filmmaker trying to make you feel?
 - b How does it make you feel?
 - c Discuss how the filmmaker uses this technique to help tell the story.



Name: _____

Student Activity Sheet E10.6
Activity 6: Prejudice

Episode 10: 1918: Bertie
Clip: Impact of war

Sid

- 1 View the clips 'On "tick"' and 'Impact of war'. Write a character profile of Sid based on the information the filmmaker presents.

a Who is Sid?

b What do you know about him?

c Describe how he relates to Bertie.

- 2 How does the filmmaker show that Sid is uncomfortable in Mr Watson's backyard?

- 3 Why do you think Mr Watson makes Sid and Bertie stand outside the shop?

- 4 Why do you think Mr Watson treats Sid and Bertie differently?



Student Activity Sheet E12.1.1
Activity 1: Establishing time and place

Episode 12: 1898: Rowley
Clip: 1,000 good deeds

The opening scene

- 1 What does the storyteller as filmmaker, or author, usually do at the beginning of their story?

- 2 List the key elements to setting the scene at the beginning of a story, for example, introducing characters, location, time, and objects.

- 3 List five ways a filmmaker might provide information to the viewer.



Name: _____

Student Activity Sheet E13.4
Activity 4: Foreshadowing

Episode 13: 1888: Victoria
Clip: Victoria's family dinner

Predictions

- 1 As a class, you will view the clip and pause it after Victoria's father says, 'I'm the luckiest man alive to have a daughter like you.' Predict what might happen next, and give reasons based on clues or information from the text.

I think _____ is going to happen

because

- 2 Look up the term 'foreshadowing' in the dictionary. What does it mean?

-
- 3 Two key elements in the first part of the clip are the superstitions about a dead cat and witches, and the knowledge that Victoria's father is facing problems.

- a Who is this information for? (Is it Victoria or the viewer?)

-
- b Why is this important?

-
- c What is this signaling to the viewer about the coming story?

-
- 4 Write an outline of what you think will happen next in the story. This should include foreshadowed elements.



Name: _____

Student Activity Sheet E13.8
Activity 8: Puns

Episode 13: 1888: Victoria
Clip: The horse and carriage

Pun intended

- 1 Look up the definition of 'pun'.

- 2 Find examples of puns, or jokes based on puns.

- 3 Invent two puns of your own.

- 4 Add unfamiliar words and phrases that you hear in this episode to your journal and find out the meaning and origin of them.



Student Activity Sheet E13.12
Activity 12: What happens next?

Episode 13: 1888: Victoria
Clip: Treasured objects

Into the future

This episode has an unresolved ending as the viewer isn't shown what happens to Victoria and her family. In the next episode, Episode 12: 1898: Rowley, a new family has moved into the house.

What might have happened next to Victoria's family? Write a short story or film script, which is set two years into the future, in 1890. What has happened to this family? Where might they be now?



Name: _____

Student Activity Sheet H5.2
Activity 2: Language barriers

Episode 5: 1968: Sofia
Clip: Speaking the language

Languages other than English

Investigate which languages other than English (LOTE) are spoken by your classmates. Do their parents also speak languages other than English at home?

Collect the data on the chart and then add your information to a data chart or graph.

Data chart: classmates				
Student's name	Generation Australian	LOTE spoken	LOTE spoken by parent 1	LOTE spoken by parent 2
Data chart: school mates				
Student's name	Generation Australian	LOTE spoken	LOTE spoken by parent 1	LOTE spoken by parent 2