

EPISODE 5: 1968: SOFIA

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 skills, 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. Further information, including any updates, is available at <http://www.acara.edu.au>

EPISODE CLIP: SPEAKING THE LANGUAGE

ACTIVITY 1: MULTICULTURALISM

Subtheme: Multiculturalism

'Australianisation' is often used to describe the way an immigrant assimilates into the Australian way of life. Many immigrants find it difficult to assimilate because the language, values and way of life are very different to what they are used to.

Discover

- Use the website 'Making Multicultural Australia' at <http://www.multiculturalaustralia.edu.au> to start a discussion on what multiculturalism means in Australia today.

Reflect

- Ask students to complete a Y chart on the topic 'Multiculturalism in Australia today'.
- The focus questions for the Y chart are:
 - 1 What does multiculturalism look like?
 - 2 What does multiculturalism sound like?
 - 3 What does multiculturalism feel like?
- Ask students to compare and contrast by completing the Y chart activity, using the clip to prompt their responses. They can compare the differences in perspective on multiculturalism between Australia in 1968 and Australia today.

Download

- Student Activity Sheet H5.1: Multiculturalism: Y chart

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

ACTIVITY 3: WHY IS IT SO?

Subtheme: Historical events; Inventions and electronic media

Discover

- At the beginning of the clip, Sofia and her friend are watching Julius Sumner Miller's television science show, *Why is it so?* This was a popular children's show in 1968. View some of the episodes of this show on the ABC website at <http://www.abc.net.au/science/features/whysisitso>
- Ask students to do internet research on scientific and technological advances made in the 1960s. A useful website to start with is Novelguide, 'The 1960s: Science and Technology: Overview', http://www.novelguide.com/a/discover/adec_0001_0007_0/adec_0001_0007_0_02478.html
- List students' findings in chronological order or on a timeline.

Reflect

- Each student should elect to research one scientific or technological event. Ask students to address the following questions in their report:
 - 1 What was the invention or event?
 - 2 When did it happen?
 - 3 Who was involved?
 - 4 Why was it important to the world?
 - 5 What awards did it win?
 - 6 What aspect of this invention is relevant today?
- Students should also source images to highlight the key aspects of the report.

Download

- Student Activity Sheet H5.3: Discovery

ACTIVITY 4: THE CULTURAL DIVIDE

Subthemes: Language and scripting; Multiculturalism

When Janice meets Sofia's mother and grandmother, she needs Sofia to translate the conversation. Sofia deliberately tells each party the wrong translation.



Discover

- Ask students to suggest common words and phrases that they would speak almost every day. For example, words and phrases such as:
 - 1 Hello
 - 2 Goodbye
 - 3 How much?
 - 4 Thank you
 - 5 Very good
 - 6 Where do you live?
 - 7 What is your name?
 - 8 How old are you?
 - 9 Where do you go to school?
 - 10 Can I eat that food?
- Ask the class to research what the translation of these words and phrases would be in Greek and two other languages. Compare the words and the sounds.

Reflect

- Ask students to design a postcard that Sofia would send to Janice from Greece. On one side should be an image of a famous site in Greece, and on the other side a greeting in both Greek and English.

Download

- Student Activity Sheet H5.4: Postcard from Greece

EPISODE CLIP: CONSCRIPTION

ACTIVITY 5: THE BIRTHDAY BALLOT

Subthemes: Australians at war; Historical events

The *National Service Act 1964* required 20-year-old men to serve for two years in regular army units. From 1965, they served overseas. The men were chosen by ballot according to their birthdays. Birthdates were placed on small balls and put in a barrel. The balls were individually selected and birthdates were called out.

Discover

- Ask students to discuss the impact of a conscription ballot on people today. Brainstorm students' opinions on the issue of conscription and collate their ideas on a poster or electronic whiteboard.
- For background, visit 'Australia and the Vietnam War', <http://vietnam-war.commemoration.gov.au>

Reflect

- Using Edward de Bono's Six Thinking Hats, the students respond to the statement, 'Countries use conscription to help grow their armed forces and be ready for war.' See the Edward de Bono website, <http://www.edwdebono.com> for information on using the Six Thinking Hats.
- Using the Six Thinking Hats, split the class into the following groups:
 - 1 Questions (white)**
Use only the information available. What are the facts?
 - 2 Emotions (red)**
Provide a gut reaction or statements of emotional feeling (but not any justification).
 - 3 Bad points judgement (black)**
Apply logic to identifying flaws or barriers; seek mismatch.
 - 4 Good points (yellow)**
Apply logic to identify benefits; seek harmony.
 - 5 Creativity (green)**
Provide statements of provocation and investigation. See where a thought goes.
 - 6 Thinking (blue)**
Think about thinking.
- Ask each group to respond with a series of points supporting their allocated 'thinking hat' description and then share their views with the class.

Download

- Student Activity Sheet H5.5: Thinking about conscription

ACTIVITY 6: A SOLDIER'S LIFE

Subthemes: Australians at War; Culture

Many Australians were opposed to involvement in the Vietnam War and even more objected to the use of conscripts. The first conscript to die in Vietnam was Errol Noack from South Australia. Groups such as the Campaign for Peace in Vietnam vigorously rejected conscription, with thousands joining the protest marches. Many young men refused to register for the draft.

Discover

- Ask students to discuss the impact that conscription had on young men and their families in the 1960s. Have them interview family members who were involved in the Vietnam War or who remember the political atmosphere of the era. Use the websites below to find information:
 - 1** Australia and the Vietnam War, <http://vietnam-war.commemoration.gov.au>
 - 2** Digger History, <http://www.diggerhistory.info>
 - 3** Returned and Services League, <http://www.rsl.org.au>
- Students can research the conditions set out by law for those who claimed to be conscientious objectors. What happened to objectors and how were they treated by society in the 1960s? Ask students to create a mind map of the information they have collected.



Reflect

- Ask students to locate a picture of Michaelis as a soldier in uniform from the *My Place* 'Stills gallery'. The picture will be used in a storyboard they will create to document a soldier's journey to the Vietnam War.
- Instruct students to write a short story about Michaelis's life as a soldier. They can write it as a journal entry or a creative piece, based on Michaelis's journey to Vietnam. Ask students to research the following key points before beginning the storyboard:
 - 1 How were soldiers deployed to Vietnam?
 - 2 How long did they have to spend in Vietnam?
 - 3 What types of duties were carried out by soldiers in Vietnam?
 - 4 What uniform regulations did they need to abide by?
 - 5 What were conditions like in Vietnam?
 - 6 Where in Vietnam did they serve? Show on a map.
 - 7 Who was decorated with a Victoria Cross during the Vietnam War?
- Each of these statements can be unpacked in a class discussion prior to drafting the storyboard.

Download

- Student Activity Sheet H5.6: A soldier's journey

ACTIVITY 7: THE SWINGING '60S

Subthemes: Art, music and literature; Culture; Entertainment and games

Michaelis asks Sofia to look after his record collection. She is the only one who is allowed to touch it and play his music.

Discover

- Instruct students to research what records are, what they are played on and what forms they take. Ask them to find images of record players from the 1960s and create a chart of the technology available for records during this era.

Reflect

- Ask students to:
 - 1 research the type of music played in Australia during the 1960s
 - 2 list the popular bands, singers and musicians
 - 3 find out which ones were the most successful in the Top 40 charts.
- In their research, they should find examples of record covers.
- Ask students to make a list of 12 popular songs from the 1960s for a compilation album. They can design the cover for the album and complete a mock-up to display in the classroom.

Download

- Student Activity Sheet H5.7: What's a record?

EPISODE CLIP: THE GOODBYE

ACTIVITY 8: LEAVING HOME

Subtheme: Relationships

Saying goodbye to a loved one who is going to war is never easy. In this clip we see the family fearful for Michaelis as he leaves for his national training.

Discover

- Ask students to watch the clip carefully and name all the people Michaelis has to say goodbye to before he leaves. Make a list on the board before beginning the lotus-diagram activity below.

Reflect

- A lotus diagram is a graphic organiser based on developing higher-order thinking when observing a scene from a movie. The lotus diagram in Student Activity Sheet H5.8 provides students with scope to tease out ideas on what they observe.
- The lotus diagram used in this activity asks students to observe the characters in the clip and how they react to Michaelis leaving for war. It allows students to delve deeper into each character's thoughts, feelings and motivations.

Download

- Student Activity Sheet H5.8: A lotus diagram

ACTIVITY 9: WAR POSTERS

Subthemes: Art, music and literature; Australians at War; Inventions and electronic media

Australia's involvement in the Vietnam War secured its allegiance to the United States and showed the world that it could be an independent and strong defensive nation. In comparison to the First and Second World Wars, Australia's involvement in the Vietnam War did not have widespread support, and Australian troops were withdrawn by 1972.

Discover

- Propaganda posters are wonderful examples of how governments encouraged people to support the war effort. Posters were also used by other groups to protest against the horrors of war.
- Ask students to research the websites listed below and discuss the differences between war poster designs from the First and Second World Wars and the Vietnam War.
 - 1 Australia and the Vietnam War, <http://vietnam-war.commemoration.gov.au>
 - 2 Anzac Day, <http://www.anzacday.org.au>
 - 3 World War Pictures, <http://www.world-war-pictures.com>
 - 4 National Archives of Australia, <http://www.naa.gov.au>
 - 5 First World War, <http://www.firstworldwar.com>



- Ask students to research the war posters produced by Vietnamese artists during the 'American War'. Ask them to evaluate the different messages from each side that the posters portray.

Reflect

- Ask students to design and construct a poster commemorating all of the wars that Australians have fought in. This design could highlight propaganda for or against war.

Download

- Student Activity Sheet H5.9: Propaganda posters

ACTIVITY 10: SYMBOLS OF PEACE

Subthemes: Art, music and literature; Australians at War

Janice reminds Michaelis to take the peace-symbol badge off his slouch hat before he arrives at the military base.

Discover

- Ask students to find other symbols of peace recognised around the world.

Reflect

- Ask students to write a letter of protest to the local newspaper on behalf of Michaelis's family, asking for the war in Vietnam to be stopped and the troops sent home. In the letter, students should outline their concerns about the validity of the war and its cost to the Australian people. Have students sign the letter with a symbol of peace.
- Alternatively, ask students to write a poem or song lyrics protesting the war in Vietnam.
- They should share their work with the class.

Download

- Student Activity Sheet H5.10: I protest!

Aligned resources

ABC, 'Why is it so?', <http://www.abc.net.au/science/features/whyisitso>

Anzac Day, <http://www.anzacday.org.au>

Australia and the Vietnam War, <http://vietnam-war.commemoration.gov.au>

Digger History, <http://www.diggerhistory.info>

Edward de Bono, <http://www.edwdebono.com>

First World War, <http://www.firstworldwar.com>

Making Multicultural Australia, <http://www.multiculturalaustralia.edu.au>

Museum Victoria,

— 'Journeys to Australia: 1940s–1960s', http://museumvictoria.com.au/journeys/1940_60s.asp

— 'Origins', <http://museumvictoria.com.au/origins>

National Archives of Australia, <http://www.naa.gov.au>

Novelguide, 'The 1960s: Science and Technology: Overview',

http://www.novelguide.com/a/discover/adec_0001_0007_0/adec_0001_0007_0_02478.html

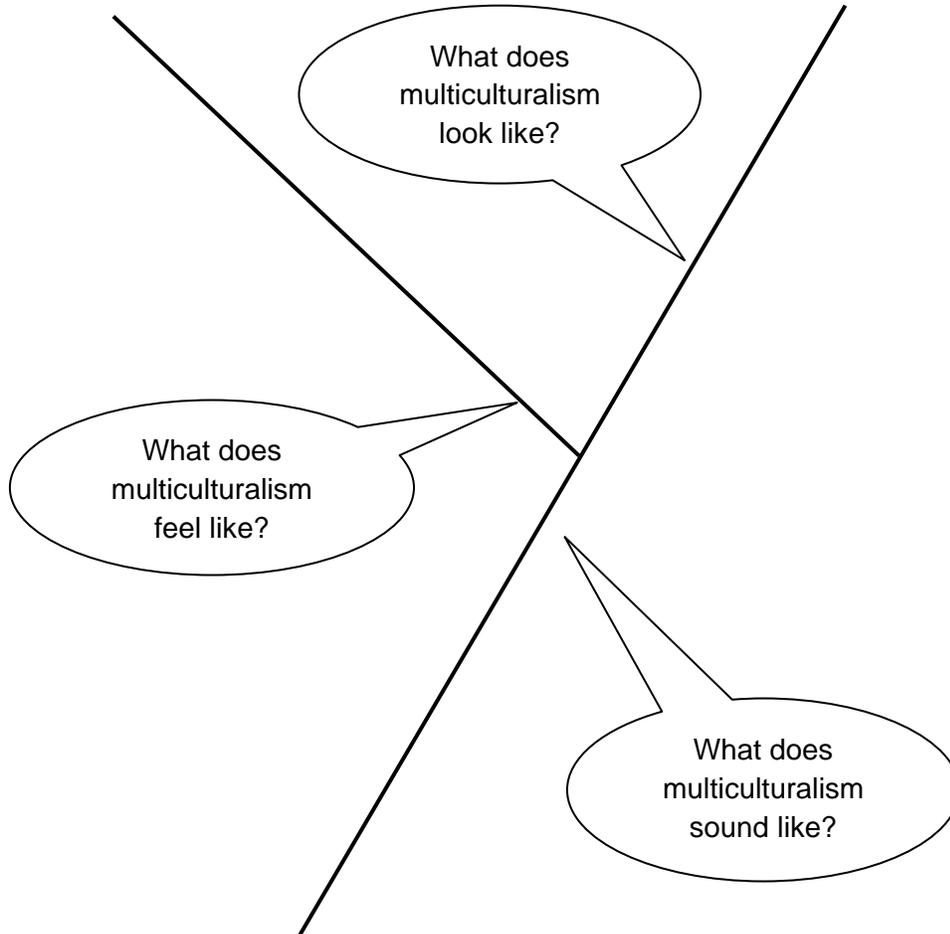
Returned and Services League, <http://www.rsl.org.au>

World War Pictures, <http://www.world-war-pictures.com>



Multiculturalism: Y chart

- 1 Think about multiculturalism within your school and community when responding to the questions on the Y chart.



- 2 Compare the differences in perspective on multiculturalism between Australia in 1968 and Australia today.



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



Discovery

- 1 Fill out the chart with a chronology of scientific and technological discoveries during the 1960s.

Year	What	Where	Who
1969	Occupied space flight in Apollo 13 for the first walk on the Moon	USA	Neil Armstrong, Buzz Aldrin, Michael Collins

- 2 Research one scientific or technological event. Complete a report and include images. Then answer the following:

a What was the invention or event?

b When did it happen?

c Who was involved?

d Why was it important to the world?

e What awards did it win?

f What aspect of this invention is relevant today?



Postcard from Greece

1 Find the translation for these words and phrases in Greek and two other languages.

Phrases/words	Greek translation translation translation
Hello			
Goodbye			
How much?			
Thank you			
Very good			
Where do you live?			
What is your name?			
How old are you?			
Where do you go to school?			
Can I eat that food?			

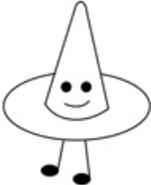
2 Design a postcard that Sofia would send to Janice from Greece. On one side illustrate a famous site in Greece and on the other write the greeting in both Greek and English.



Thinking about conscription

Use Edward de Bono's Six Thinking Hats to respond to the following statement:
Countries use conscription to help grow their armed forces and be ready for war.

1 Fill the box below with ideas and opinions from your group discussion.

Thinking hat	Ideas and opinions
	

a Questions (white)

Use only the information available. What are the facts?

b Emotions (red)

Provide a gut reaction or statements of emotional feeling
(but not any justification).

c Bad points judgement (black)

Apply logic to identifying flaws or barriers; seek mismatch.

d Good points (yellow)

Apply logic to identify benefits; seek harmony.

e Creativity (green)

Provide statements of provocation and investigation.
See where a thought goes.

f Thinking (blue)

Think about thinking.

2 Report back to the class and share your views.



A soldier's journey

- 1** Locate a picture of Michaelis as a soldier in uniform from the *My Place* 'Stills gallery'. The picture will be used as part of a storyboard.
- 2** Your story will be about Michaelis going to the Vietnam War as a soldier. It can be written as a journal entry or a creative piece.
- 3** Research the following key points before beginning the storyboard:
 - a** How were soldiers deployed to Vietnam?
 - b** How long did they have to spend in Vietnam?
 - c** What types of duties were carried out by soldiers in Vietnam?
 - d** What uniform regulations did they need to abide by?
 - e** What were the conditions like in Vietnam?
 - f** Where in Vietnam did they serve? Show on a map.
 - g** Who was decorated with a Victoria Cross during the Vietnam War?
- 4** Draft your text and create a brief outline of the pictures and diagrams you will use to help tell your story. Have this checked by your teacher before moving on to your final storyboard.



Student Activity Sheet H5.6
Activity 6: A soldier's life

Episode 5: 1968: Sofia
Clip: Conscription

Below is a template of a storyboard and an example of how to begin.

<p>My name is Michaelis and I am getting ready to say goodbye to my family. I will leave for the Vietnam War in two days.</p>		



What's a record?

1 Before he leaves for the Vietnam War, Michaelis asks Sofia to look after his record collection while he is away.

a What is a record?

b What do you play it on?

c What different sizes and forms do records have?

2 Find images of record players from the 1960s and create a chart of the technology available at the time.

3 Research the type of music played in Australia during the 1960s and list the popular bands, singers and musicians. Find out which ones were the most successful in the Top 40 charts. Find examples of record album covers.

'60s bands	'60s singers	'60s musicians



Name: _____

Student Activity Sheet H5.7
Activity 7: The swinging '60s

Episode 5: 1968: Sofia
Clip: Conscription

4 Make a compilation album of 12 popular songs from the 1960s. Design a cover for the album.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	



A lotus diagram

Observe the characters in the clip and how they react to Michaelis leaving for war. Assign each character a number in the lotus diagram and then use the boxes around the character to add words that describe them and their actions during the farewell scene.

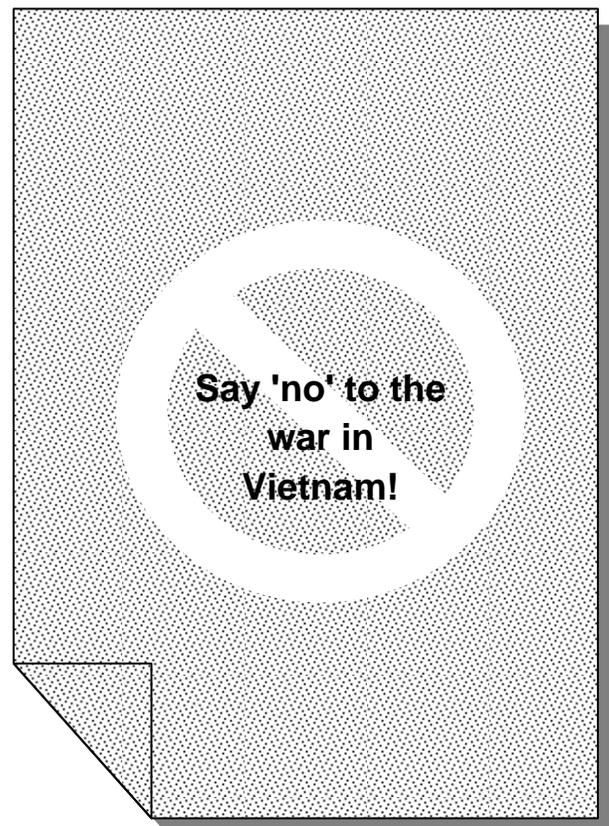
	Character 8			Character 1			Character 2	
			Character 8	Character 1	Character 2			
	Character 7		Character 7	Michaelis	Character 3		Character 3	
			Character 6	Character 5	Character 4			
	Character 6			Character 5			Character 4	



Propaganda posters

Design and construct a poster commemorating all the wars that Australians have fought in. This design could highlight propaganda for or against war. Following the examples below, the poster could either:

- 1 Promote joining the war effort.
- 2 Reflect anti-war sentiment.





I protest!

- 1 Find symbols of peace that are recognised around the world. List them and find images for them.

Symbols of peace	Images

- 2 Compose a poem or song lyrics protesting the war in Vietnam.

Alternatively, write a letter of protest to the local newspaper on behalf of Michaelis's family, asking for the war in Vietnam to be stopped and the troops to be sent home. In the letter, outline your concerns about the validity of the war and its cost to the Australian people. Sign the letter with your favourite symbol of peace.



EPISODE 5: 1968: SOFIA

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:

Language: Knowing about the English language ...

Literature: Understanding, appreciating, responding to, analysing and creating literature ...

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. Further information, including any updates, is available at <http://www.acara.edu.au>



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?

Download

- Student Activity Sheet E5.1: Translation trickery

ACTIVITY 2: LOUNGE ROOM TELEVISION

Subthemes: Customs and traditions; Inventions and electronic media

Discover

- As a class, discuss the role of the television set in this clip. Ask students to respond to the question, 'What information can you learn about television at this time from what you can see?' An example answer would be that the set is black and white and has a small screen.
- Ask students to compare the role of the television set in this clip with the role of the set in the clip 'Greek School' from Episode 6. They should respond to the following questions:
 - 1 What is different about the way television is portrayed in these two scenes, ten years apart? What has happened?
 - 2 Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? Compare the differences. (Sofia has a television in her lounge room, Michaelis has to watch a neighbour's set through binoculars.)
 - 3 What does the television in the lounge room say about Sofia's family now, compared with how it was for Michaelis?
 - 4 What has changed? (televisions are cheaper and more readily available, and Michaelis and Sofia's parents probably have more money to spend on a set than they did ten years previously.)
- As a class, discuss the television show *Why is it so?* hosted by Professor Julius Sumner Miller, which Sofia is watching. Have students brainstorm what style of show it is from what they can see and hear in the clip.

Reflect

- Ask students to research this show further on the internet and present their findings to the class. They could also research what other Australian television shows were popular in the 1960s. *Skippy: the bush kangaroo*, for example, went to air for the first time in 1966 Ask students to compare *Why is it so?* with *The Adventures of Robin Hood*, which Sofia's brother Michaelis was watching ten years earlier. Ask students if they think *The Adventures of Robin Hood* was an Australian television show?
- Discuss:
 - 1 where *The Adventures of Robin Hood* originated
 - 2 the nature of television production and how expensive it is
 - 3 the development in Australian television production in the ten years between 1958 and 1968.



- Ask students to interview their grandparents and older relatives to find out what television shows they watched in the 1960s and why. List the information brought back by students, looking for similarities and common themes. Identify which shows are listed the most? Discuss why.

Download

- Student Activity Sheet E5.2: Television evolves

ACTIVITY 3: YAYA

Subtheme: Character

Discover

- Look at the composition of the family in this clip: Sofia, her brother Michaelis, their mother, Christina and grandmother, Yaya. Brainstorm the concept of family and look at a variety of ways it could be defined. Survey the class to find out if any children have grandparents or members of their extended family living with them. Discuss the advantages and disadvantages for Sofia of having an extended family.
- Discuss the words used to name grandmother and grandfather in different languages, for example, in Greek it is 'baba' for grandfather and 'yaya' for grandmother. Create a wall chart showing the different words and the language they come from. Have students research this further across other languages to extend the list.

Reflect

- Grandparents play an important part in the stories of *My Place*. These characters support the family and guide the children in their actions, providing comfort and advice. Ask students to compare the role of grandmother in each of the *My Place* episodes. They should develop a character profile for each grandparent across all episodes where this character appears.
- In small groups, have students work collaboratively to plan and run a 'Grandparents and special elders' day at school or for their class. Students plan the program including a menu and activities for their guests. Ask students to write a letter to their grandmother or a special older friend or relative, inviting them to this celebration.
- Following this event, students can write a report for the school newsletter or the local paper, describing when the event took place, reasons for it and some of the highlights, and including captioned photographs.

Download

- Student Activity Sheet E5.3: Character profile

EPISODE CLIP: CONSCRIPTION

ACTIVITY 4: WHY DO YOU HAVE TO GO TO WAR?

Subthemes: Australians at war; Historical events

Discover

- If possible, screen this clip without mentioning the context of the Vietnam War. Following the screening have students write down what they think this clip was about. What are the main points of the story? How do they know? Students report their 'reading' of the clip to the class, giving examples from the text to back up their ideas.
- If it hasn't come up in the discussion, introduce the Vietnam War and brainstorm what students know about it. List what they know and look for gaps in the students' knowledge. Create a class list of questions about what the students need or want to know about the war. Refer students to 'Australia in the 1960s' in the 'Decade timeline' for more information.
- As a class, look at a map of Vietnam in relation to Australia. Talk about the size of the country, the distance from Australia, its people and customs. Discuss the reasons why Australian soldiers were sent to Vietnam and why Australia was involved in this war.

Reflect

- Revisit the questions in the list developed previously. In small groups, have each student take responsibility for finding out about one of the knowledge gaps established in the 'Discover' activity. Using the jigsaw method, one student from each group works with students from the other groups on the same question to research their topic and to collect and share their information before reporting back to the home group as the expert.
- Each home group compiles the expert information brought back and prepares a report for the class.

ACTIVITY 5: THE BALLOT

Subthemes: Australians at war; Historical events

Discover

- Focus attention on the scene where Michaelis tells Sofia why he has to go to war. He says that his birth date came up on the television ballot. As a class, discuss what this means and what Michaelis says are the consequences if he doesn't enlist. Also, ask the class to find out what dates were drawn out from the ballot and how many ballots were held?
- As a class, introduce the term 'conscription' and discuss what it means. Look back in Australian history to see when, where and why it was introduced. Refer to 'Australia in the 1960s' in the 'Decade timeline'. Survey the class to ascertain if students feel this method of selection was fair. Ask students to find out what exemptions were given to avoid conscription. Ask students to imagine that they are 20 years of age. Hold a class ballot of 15 birth dates to see who would be conscripted.

- Discuss the concept of conscientious objection. Ask students to list reasons why they feel that to be an objector was fair. Research Australian history about what happened to objectors during the Vietnam War.

Reflect

- Ask students to find out who the Australian prime minister was in 1968 and write a fictional letter to him. They should explain their feelings about conscription, why they think it was a fair or unfair system and their reasons. Additionally, they could design a protest poster as a conscientious objector.

Download

- Student Activity Sheet E5.4: A lucky draw

ACTIVITY 6: RECORD COLLECTION

Subthemes: Art, music and literature; Customs and traditions; Entertainment and games

Discover

- Michaelis asks Sofia to look after his record collection. As a class, discuss what this means. Look at the idea of records and why they are collected. For a background study, look at the opening scene of 'Greek Garden' in Episode 6 where the record player is in the foreground of the opening shot, playing Greek music, as a young Michaelis and his father work in the garden. Consider Michaelis as a young adult and how he now treasures his music.
- Have students research popular music from the 1960s. Ask students to compile a list of songs from 1968 that would be essential to Michaelis's record collection. Ask them to list artists and songs and perhaps find some examples of these to listen to.
- As a class, examine the culture of pop music in the 1960s. Ask students to discover what countries influenced Australian music and whether international artists were ever banned from radio broadcasts. Find out who was the most popular Australian artist of the time.
- Match music trends and fashion of the 1960s. Ask students to consider how music and fashion followed similar trends. Ask them to compare music and fashion today and see if they can correlate the cultures. Ask students to nominate a 1960s cultural look for their group.

Reflect

- Students are invited to dress up as a character from the 1960s. The character could be a popular musician, a fashion designer, a teenager, a radio announcer, or any other typical identity from the era. Organise hot seat role-plays where students answer questions from the class while in character:
 - 1 Students write five questions they would like to ask one of the characters from the pop culture scene (music or fashion) of the 1960s. They research the answers and use the information to fill out their character.
 - 2 A student volunteers for the 'hot seat' which is placed at the front of the classroom.



- 3 The teacher asks initial questions such as:
 - a Who are you?
 - b What are you wearing?
 - c What is your favourite colour?
- 4 The teacher encourages students to challenge answers given by the student in the hot seat. (This may be because the answers are factually wrong or because it is a matter of differing interpretations).
- 5 When questions start to become exhausted the teacher brings the hot seat role-play to a close.
- 6 The class debriefs with questions such as:
 - a What was it like to be in the hot seat?
 - b How do you feel the student in the hot seat performed?
 - c How could it have been better?
 - d Did you agree with that student's interpretation of the character? Why or why not?
- 7 In order to synthesise their understandings about their character, students can complete a hall of fame nomination form. Students may need to conduct further research in order to complete the form.
- 8 Responses can be used to explore the characters in further detail, if desired.

Download

- Student Activity Sheet E5.5: Music of the '60s

ACTIVITY 7: THE HAIRCUT

Subthemes: Australians at war; Customs and traditions

Discover

- As a class, view the scene where Michaelis is having his hair cut. Discuss the possible significance of this event in the story. As background, explain the fashions of the time and the symbolism of long hair gaining cultural currency as the new fashion for young men in the 1960s and 1970s. Ask students to examine and find examples of fashions from this time.
- In this context, discuss what cutting his hair might have meant to Michaelis (especially in an era where longer hair was 'cool'.) Discuss the ways in which the filmmaker has used the camera in this scene.
- As a class, discuss:
 - 1 Why did the filmmaker use close-up shots of the haircut with the focus on Sofia's eyes in the background, and through the mirror?
 - 2 What does this add to the story?
 - 3 What role does sound, for example the sound of the electric clippers, play in this scene in the barber shop?
 - 4 Describe the mood of the music used and what it is used for.



- Focus attention on the way the story segues from Michaelis asking Sofia if she wants an ice-cream to the immediate follow-on shot in the barber shop. How has the filmmaker connected the two different scenes? Discuss possible reasons why.

Reflect

- Ask students to write an additional scene with action and dialogue where Sofia and Michaelis go to the ice-cream shop. Questions they need to consider include:
 - 1 How do they get there? Look again at how the shot of Michaelis and Sofia in the lane ends before the ice-cream.
 - 2 What happens between Sofia and Michaelis in the shop? This could be an opportunity for Michaelis to tell Sofia some more about the Vietnam War, bringing in further information that students have found in their research.

Download

- Student Activity Sheet E5.6: Short back and sides

EPISODE CLIP: THE GOODBYE

ACTIVITY 8: LEAVING

Subtheme: Australians at war; Relationships

Discover

- As a class, discuss the emotional context of the scene and respond to these questions:
 - 1 What mood does the scene create for the viewer?
 - 2 How does the filmmaker do this? Look at the use of the camera and the body language to construct the feelings as everyone says goodbye to Michaelis.
 - 3 Discuss how students think the adults are feeling in this scene, particularly Michaelis's mother and Janice.
 - 4 What is the fear of people going off to fight a war? Listen to the background sounds and discuss the purpose of the emergency sirens heard.
 - 5 Why do you think the filmmaker added these sounds to the scene?
 - 6 What does sound contribute to the emotional context here?
- As a class, discuss the music in the scene as the taxi drives away and describe the mood.

Reflect

- Drawing on information gained from earlier research on the Vietnam war, have students write a letter from Michaelis to his family after he has arrived in Vietnam. They should use visual imagery to describe the country. Have students think about the following questions in writing this letter:
 - 1 How would Michaelis be feeling?
 - 2 What sort of things would he want to share with his family to make them feel he was happy and safe?

Download

- Student Activity Sheet E5.7: Saying 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

Aligned resources

Frank, Anne 2000, *The Diary of a Young Girl*, Penguin, London.

Maruki, Toshi 1982, *Hiroshima No Pika*, Lee & Shepard Books, New York.

McEwan, Ian and Innocenti, Roberto 2004, *Rose Blanche*, Random House, London.

Enotes, 'Anne Frank: The Diary of a Young Girl: Introduction', <http://www.enotes.com/anne-frank>

First Run Features, 'Hiroshima No Pika & First Run Features',

<http://www.firstrunfeatures.com/hiroshimanopika.html>

Get Price, 'Rose Blanche', http://www.getprice.com.au/Rose-Blanche-Gpnc_304--40783301.htm



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 E5.2
Activity 2: Lounge room television

Episode 5: 1968: Sofia
Clip: Speaking the language

Television evolves

1 Compare the role of the television in this clip with the role of the television in the clip 'Greek School' from Episode 6. Respond to the following questions:

a What is different about the way television is portrayed between these two scenes, ten years apart? What has happened?

b Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? (Sofia has a television in her lounge room, Michaelis had to watch a neighbour's television through binoculars.)

c What does the television in the lounge room say about Sofia's family now in comparison to what it was like for Michaelis?

d What has changed?

2 List four other Australian television shows that were popular in the 1960s:

3 Compare *Why is it so?* with *The Adventures of Robin Hood*, which was watched by Sofia's brother Michaelis in 1958. Find out:

a where this television show originated

b how television shows are produced and how expensive production is

c how Australian television production developed between 1958 and 1968.

4 Interview your grandparents and older relatives to find out what television shows they watched in the 1960s and why.



Name: _____

Student Activity Sheet E5.3
Activity 3: Yaya

Episode 5: 1968: Sofia
Clip: Speaking the language

Character profile

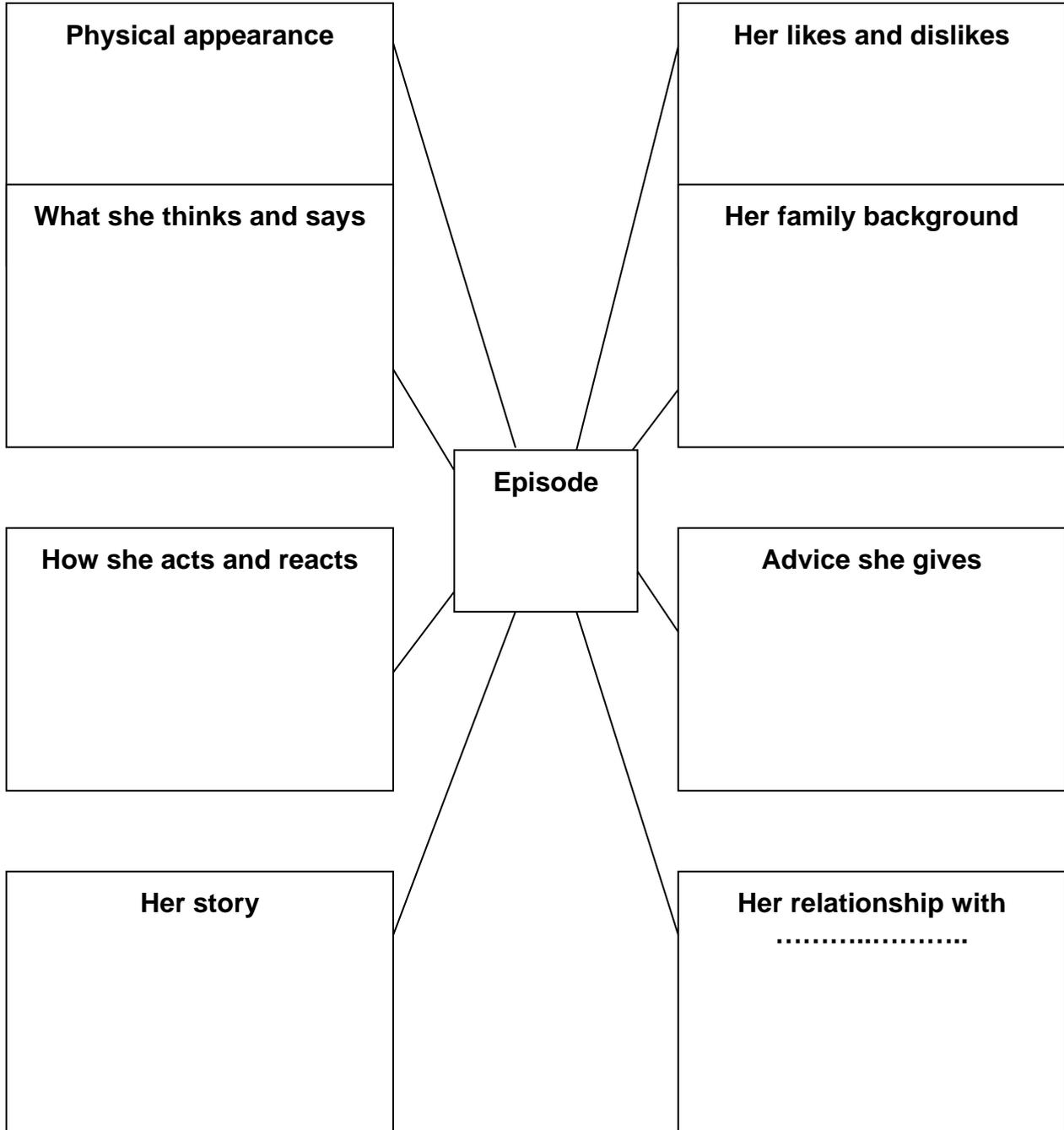
Look at the composition of the family in this clip: Sofia, her brother Michaelis, their mother Christina and grandmother Yaya. They can all speak two languages: Greek and English. Some members can speak one language better than the other.

- 1 In this clip, 'Baba' is the word for a Greek grandfather and 'Yaya' is the word for a Greek grandmother. Create a list of words from different languages that represent members of the family.

Words	Greek			
Mother				
Father				
Grandmother	Yaya			
Grandfather	Baba			
Sister				
Brother				

- 2 Compare the role of grandmother in each of the *My Place* episodes. Develop a character profile for each grandparent across all episodes where a grandmother character appears. A template for the character profile is on a separate page.

Character profile





Name: _____

Student Activity Sheet E5.4
Activity 4: The ballot

Episode 5: 1968: Sofia
Clip: Conscription

A lucky draw

1 What is meant by the term 'conscription'? When was it an issue for Australia?

2 What is a conscientious objector? Find the names of noted Australian conscientious objectors and record when they lived and what happened to them.

3 Write a fictional letter to the Australian prime minister at the time of the Vietnam War (John Gorton or William McMahon). Explain your feelings about conscription, why you think it was a fair or unfair system and your reasons.

Dear Prime Minister,

Yours sincerely,



Name: _____

Student Activity Sheet E5.5
Activity 6: Record collection

Episode 5: 1968: Sofia
Clip: Conscription

Music of the '60s

- 1 Compile a list of songs from 1968 that would be essential to Michaelis's record collection. List 10 artists and the songs.

1
2
3
4
5
6
7
8
9
10

- 2 Find out which countries influenced Australian music and whether international artists were ever banned from radio broadcasts. Who was the most popular Australian artist of the time?

- 3 Write five questions you would like to ask one of the characters from the pop culture scene (music or fashion) of the 1960s. Research the answers and use this information to take part in hot seat role-plays.

1
2
3
4
5



Name: _____

Student Activity Sheet E5.6
Activity 7: The haircut

Episode 5: 1968: Sofia
Clip: Conscription

Short back and sides

1 Respond to these questions about the clip, particularly the scene in the barber shop.

a Why did the filmmaker use close-up shots of the haircut, with the focus on Sofia's eyes in the background and through the mirror?

b What does this add to the story?

c What role does sound, for example the sound of the electric clippers, play in this scene in the barber shop?

d Describe the mood of the music used and what it is used for.

e How has the filmmaker connected the two different scenes? Discuss possible reasons.

2 Write an additional scene, with action and dialogue, where Sofia and Michaelis go to the ice-cream shop.



Name: _____

Student Activity Sheet E5.7
Activity 8: Leaving

Episode 5: 1968: Sofia
Clip: The goodbye

Saying goodbye

1 Respond to the following questions:

a What is the mood that the scene creates for the viewer?

b How does the filmmaker do this? Look at the use of the camera and body language to construct the feelings as everyone says goodbye to Michaelis.

c Discuss how students think the adults are feeling in this scene, particularly Michaelis's mother and Janice.

d What is the fear of people going off to fight a war? Listen to the background sounds and discuss the purpose of the emergency sirens heard.

e Why do you think the filmmaker added these sounds to the scene?

f What does this sound contribute to the emotional context here?

2 Write a letter from Michaelis to his family after he has arrived in Vietnam. Use visual imagery to describe the country. Think about the following questions in writing this letter:

a How would Michaelis be feeling?

b What sort of things would he want to share with his family to make them feel he was happy and safe?



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.