



EPISODE 4: 1978: MIKE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE TIPPY

ACTIVITY 6: WAR AND TRAUMA

Subtheme: Australians at war

Discover

- Encourage students to view and discuss the scene in Episode 4 where Michaelis explains that the Tippy wants to be on his own because of what happened to him during the war. As a class, discuss how Michaelis explains the Tippy's situation. Is Michaelis speaking as someone who knows what the Tippy is going through?

Reflect

- Many returned soldiers from the Vietnam War experienced non-physical problems following their deployment, but these were not recognised for a long time. One common stress-related disorder is called post-traumatic stress disorder (PTSD). Encourage the students to research this illness and in particular what it means for people who suffer from it. Ask them to consider ways to help those affected by it.
- Post-traumatic stress disorder has afflicted a number of Australian service people deployed in recent wars, and older soldiers are thought to have suffered from it too. Encourage students to find at least five facts on post-traumatic stress disorder and how the condition affects returned service people. Ask students to present their research as a poster for Mental Health Week.

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- Student Activity Sheet E4.6: Effects of war



EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

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.

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- Student Activity Sheet E5.4: A lucky draw

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.

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- 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?

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- 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.

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- Student Activity Sheet E5.8: Symbols

EPISODE 10: 1918: BERTIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: ON 'TICK'

ACTIVITY 3: THE HOMELAND EFFORT

Subthemes: Australians at war; Relationships

Discover

- Prior to viewing the clip, talk with students about the era in which this episode was set. It was the time of the First World War (1914–18). Create a list of their responses and understandings using these headings: Who, What, Where and When. As an extension of this discussion, students could consider what started this war and how war affected the lives of those who fought and those who stayed at home.

Reflect

- Ask students to examine the role women played during the war effort. In this clip we find out that Bertie's mother and his sister Evelyn are nurses. Ask students to list what other roles women took on during the war. Have them examine one of these roles and prepare a profile of a female character who could have existed during this time. Conduct a freeze-frame exercise, in which the teacher walks around the group and taps the shoulder of each student in turn. When they are tapped, they introduce their character, tell their age and occupation and speak in character about a day in their life.



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- Student Activity Sheet E10.3: Wartime roles

ACTIVITY 9: CONSEQUENCES OF WAR

Subthemes: Australians at war; Character

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

Discover

- List the main characters in the episode and discuss how they are each directly affected by the war. For example:
 - 1 Mother: her husband was killed in the war; her son is an injured soldier; she is working as a nurse
 - 2 Bertie: father was killed in the war; his brother is injured
 - 3 Sid: lost his eye in the war
 - 4 Evelyn: her father and her friend Freddie Miller are killed; her brother is injured; she is working as a nurse
 - 5 Miss Miller: her brother and her nephew were killed in the war
 - 6 Eddie: lost his leg in the war; his father was killed.
- Arrange a visit to the local war memorial to enhance understanding and to encourage further investigation and discussion on this topic.

Reflect

- Have students write a report describing the impact of the war on this small neighbourhood, relating the stories of some of the characters and considering how they might feel about all that has happened to them. Conclude with a statement giving their own opinion of the impact of war.

Download

- Student Activity Sheet E10.8: The effects of war

ACTIVITY 10: SYMBOLS

Subthemes: Australians at war; Beliefs

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

Discover

- Ask students to consider what objects are important throughout the episode. Some objects that appear at different times are the glass eyes, the rabbit, the camel key ring and the prosthetic legs. Discuss how these objects seem to be in the background at the beginning of the episode but become more important as the story unfolds. Ask students why they think the filmmaker has done this. What impact might these symbols have on the viewer and what would the episode be like if they were removed? How important do they think symbols like this are?
- Watch again the scene in the clip 'On "tick"' where Bertie goes into Mr Watson's shop. Look closely for the introduction of these symbols. What are the background objects that the filmmaker makes sure we see and how is this achieved? Two examples are the glass eyes and the



prosthetic legs. The rabbit also becomes an object of some significance in the story, along with the magic book. The shop was described as being like Merlin's cave. Who was Merlin? What link does he have to this story?

- As the episode continues, look carefully to see how these objects become more significant. Ask students: What is the glass eye leading to in the story? Why is there a focus on the rabbit in this early scene? How does the rabbit help to establish the story and add depth to the production?

Reflect

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

Download

- Student Activity Sheet E10.9: Significant objects

ACTIVITY 11: CONSCIENTIOUS OBJECTION

Subthemes: Australians at war; Customs and traditions

This activity relates to the complete episode instead of an individual clip.

Discover

- Ask students to consider the First World War from the perspective of a young conscientious objector who refused to train as a soldier. View 'Boy Soldiers' from the Australian Children's Television Foundation *More Winners* series. This telemovie is set during the same period, but is based on the atmosphere surrounding the conscription issue in Australia in 1914. A 1910 law required all boys aged between 14 and 17 years to register for military training. Subsequently, between 1911 and 1915 over 30,000 Australian boys were prosecuted for not obeying this law.

Reflect

- 'Boy soldiers' is a film in the *More Winners* series. Two sets of related teaching and learning activities can be found at the Australian Children's Television Foundation website Learning Centre. Have students complete both sets of activities.

'Boy soldiers',

http://www.actf.com.au/learning_centre/school_resources/productions/win/lesson_plans/boy_soldiers.htm

'Boy soldiers B',

http://www.actf.com.au/learning_centre/school_resources/productions/win/lesson_plans/boy_soldiersb.htm



EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

EPISODE CLIP: 1,000 GOOD DEEDS

ACTIVITY 3: PRACTISING FOR WAR

Subthemes: Australians at war; Historical events

Discover

- In this clip, the college students are marching to practice for real wars. At this time the British Empire was involved in numerous conflicts around the world, particularly in Africa, the South Pacific and South America.
- At the start of the Boer War (1899–1902), the Australian colonies offered troops as part of the British Empire contingent. Of the 16,000 Australians who served in the Boer War, 282 died in action or from wounds sustained in battle, 286 died from disease and another 38 died of accidents or other unknown causes. Six Australians received the Victoria Cross in South Africa and many others were decorated.
- A good source of information is the Australian War Memorial website, <http://www.awm.gov.au/atwar/boer.asp>

Reflect

- Look at the reasons for the Boer War and, as a class, discuss why Australians still believed they were more British than Australian at the time. Research some of the known identities, such as Breaker Morant and Captain Howse, who fought in this war.
- Ask students to write a short biography for a known or unknown soldier who fought in the Boer War. The story of this soldier should start from the practice march of the college students on the day that Rowley spied on them.

Download

- Student Activity Sheet E12.3: War heroes



Name: _____

Student Activity Sheet E4.6
Activity 6: War and trauma

Episode 4: 1978: Mike
Clip: The Tippy

Effects of war

Research and collect factual information on the stress disorder known as post-traumatic stress disorder. Many returned service people from the Vietnam War, and all wars that Australians fought in, suffer from this condition. Find at least five facts on post-traumatic stress disorder. Also, add some information on the symptoms that may lead to getting professional help.

Five facts about post-traumatic stress disorder	
1	
2	
3	
4	
5	
Symptoms of post-traumatic stress disorder include:	



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 E5.6
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 Page 1 of 2
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 E5.7 Page 2 of 2
Activity 8: Leaving

Episode 5: 1968: Sofia
Clip: The goodbye

Dear _____

From _____



Name: _____

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

Episode 5: 1968: Sofia
Clip: The goodbye

Symbols

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

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

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

 - c Why is this important to the story?

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

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

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



Name: _____

Student Activity Sheet E10.3
Activity 3: The homeland effort

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

Wartime roles

1 Research information about the First World War. Consider what started the war and how it affected the lives of those who fought and those who stayed at home.

a When?

b Where?

c Who?

d What?

e The impact of war on the lives of people who stayed at home.

2 To prepare for a freeze-frame exercise, examine the role women played during the war effort. In this clip we find out that Bertie's mother and his sister Evelyn are nurses. List other roles women took on during the war. Examine one of these roles and prepare a character profile about this person.

Roles of women during the First World War

A freeze-frame exercise involves the teacher choosing a student to talk in character about their life. When you are tapped on the shoulder by the teacher, introduce yourself as the character and speak about a typical day in your life during the war.



Name: _____

Student Activity Sheet E10.8
Activity 9: Consequences of war

Episode 10: 1918: Bertie

The effects of war

- 1 Consider the main characters in this episode and discuss how they are each directly affected by the war.

Characters	Effects of the war
Mother	
Bertie	
Evelyn	
Miss Miller	
Eddie	
Sid	

- 2 Write a report describing the impact of the war on this small neighbourhood, telling the stories of some of the characters and including how they might feel about what has happened to them. Conclude with a statement giving your opinion on the consequences of war.



Name: _____

Student Activity Sheet E10.9
Activity 10: Symbols

Episode 10: 1918: Bertie

Significant objects

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

Significant objects

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

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

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



Name: _____

Student Activity Sheet E12.3
Activity 3: Practising for war

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

War heroes

In this clip '1,000 good deeds', the college students are marching to practice for real wars. At this time the British Empire was involved in numerous conflicts around the world, particularly in Africa, the South Pacific and South America.

At the start of the Boer War (1899–1902), the Australian colonies offered troops as part of the British Empire contingent. Of the 16,000 Australians who served in the Boer War, 282 died in action or from wounds sustained in battle, 286 died from disease and another 38 died of accident or other unknown causes. Six Australians received the Victoria Cross in South Africa and many others were decorated.

A good source of information is the Australian War Memorial website,
<http://www.awm.gov.au/atwar/boer.asp>

1 Who was Breaker Morant?

2 Who was Captain Howse?

3 Write a short biography for a known or unknown soldier who fought in the Boer War. The story of this soldier should start from the practice march of the college students on the day that Rowley spied on them.
