



EPISODE 4: 1978: MIKE

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: 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 the 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.

Download

- 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.

Download

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

EPISODE CLIP: THE CARD COLLECTION

ACTIVITY 3: CARD COLLECTING

Subthemes: Customs and traditions; Entertainment and games

Discover

- Mike has a card collection that is important to him. As a class, discuss the reasons why Mike might be interested in collecting cards. Ask the students to consider:
 - 1 What does this tell the audience about the character of Mike?
 - 2 What could be the reasons the filmmaker included this information in the story?

Reflect

- Conduct a class survey of the things students collect and present these findings as a pictorial representation such as a bar graph, or with text and images. Evaluate and assess the most popular collections and describe the reasons given by students for collecting these items.
- As an extension activity, students can survey members of their family (parents, grandparents and siblings to find out what they collected when they were young). Encourage students to collate this information on a graph, electronic spreadsheet, or record it manually on paper.
- The survey results can be presented to the class, showing the differences and similarities in collections over the years. As a class, discuss the variety of objects collected over different generations and highlight the differences in objects collected today compared to in the past.
- Encourage students to bring example collections to the classroom to share and compare.

Download

- Student Activity Sheet E4.3: Card collecting

ACTIVITY 4: MUSIC AND FASHION

Subthemes: Art, music and literature; Fashion; Relationships

Discover

- Music is used by the filmmaker to introduce Mike's young aunt Sofia as she plays records in her bedroom with her friend. As a class, discuss why the filmmaker chose to use music to introduce



this scene and focus on Sofia when she held a record in her hand as music was played. Was this to indicate her interest in music?

Reflect

- Ask students to create a character profile of Sofia that answers the following questions:
 - 1 How is Sofia dressed?
 - 2 What type of fashion are her clothes representative of for the era?
 - 3 What could have influenced her style?
 - 4 What style of music is she listening to?
 - 5 What are her likes and dislikes?
 - 6 What are her hobbies and interests?
- The character profile can be created using the template from Student Activity Sheet E4.4.

Download

- Student Activity Sheet: E4.4: Character profile on Sofia

ACTIVITY 5: PLAYLISTS

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Ask students to think about Sofia playing a favourite record in her room with her friend and relate it to the activity called 'Record Collection' in the clip 'Conscription' ten years earlier in 1968. There Sofia was ten years old and asked to look after Michaelis's precious record collection of LPs (Long Playing records).

Reflect

- Ask students to find out more information about records and the format of singles and EPs in the 1960s and 1970s. Ask students to draw up a list of the ways music is played in the twenty-first century. Students can then compile a list of popular artists and songs of the era and create a 1970s playlist to share with the class.
- From the list, ask students to select a group that is unknown to them and research information on the group. Ask students to design a record cover for an album by the group. It could be an album that was produced, or an imaginary one. The album cover should list eight and ten songs the group were known for.

Download

- Student Activity Sheet E4.5: Create a musical playlist from the 1970s.

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 inflicted 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.

Download

- Student Activity Sheet E4.6: Effects of war

ACTIVITY 7: I'M DIFFERENT

Subthemes: Gender roles and stereotypes; Relationships

Discover

- As a class, discuss the way Mike is feeling, particularly when he tells his father 'People don't like me either.' Ask students to reflect carefully on this conversation and in particular what might Michaelis mean when he says, 'Being popular is not such a great thing.'
- Focus the students' attention on how Mike is portrayed in this scene. The clip ends with him standing alone as an outsider, even within his own family. Discuss reasons why the filmmaker chose to represent Mike in this way.
- Michaelis, Mike's dad, tells his son he needs a 'true friend'. Discuss this with the class and ask students to write a wish list of what they think is the criteria of a 'true friend'. Ask them to rate both Ben and the Tippy as genuine friends of Mike.
- Refer students to books about loners, loneliness and making friends such as:
- *Woolvs in the Sitee* by Margaret Wild and Anna Spudvilas and *Way Home* by Libby Hathorn and Greg Rogers.



Reflect

- Ask students to write a wish list for their criteria of a 'true friend'. Have students compare similarities and differences of the main characters from the *My Place* series and nominate four characters who they would want to be friends with out of Laura, Mohammed, Lily, Mike, Sofia, Michaelis, Jen, Colum, Bridie, Bertie, Evelyn, Rowley and Victoria. Ask students to write down why they would choose these characters as friends.

Download

- Student Activity Sheet E4.7: What makes a true friend?

Aligned resources

Wild, Margaret, Spudvilas, Anna (ill) 2008 *Woolvs in the Sitee*, Puffin Books, Camberwell.

Hathorn, Libby, Rogers, Gregory 2003, *Way Home*, Anderson Press, UK.

ACTF, Learning Centre, 'Winners – Top Kid',

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

australianscreen, three clips from 'Winners – Top Kid', <http://aso.gov.au/titles/tv/winners-top-kid/clip1>



Name: _____

Student Activity Sheet E4.1
Activity 1: Cars

Episode 4: 1978: Mike
Clip: Performance cars

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:

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

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



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 E4.3
Activity 3: Card collecting

Episode 4: 1978: Mike
Clip: The card collection

Card collecting

- 1 Conduct a survey with members of your family, including your parents, grandparents and older friends or siblings, to find out what types of objects they collected when they were young.

Name	Object	Length collected	Reason	Number

- 2 You can then collate this information and present it on a graph or chart showing the most popular to the least popular in the space below.



Name: _____

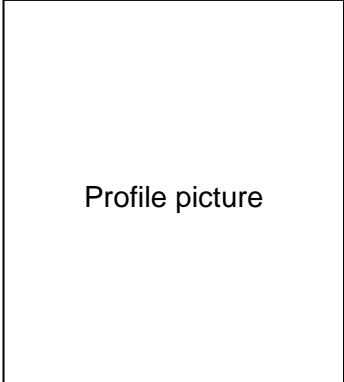
Student Activity Sheet E4.4
Activity 4: Music and fashion

Episode 4: 1978: Mike
Clip: The card collection

Character profile on Sofia

Using your notes from Episode 4, create a character profile on Mike's Aunt Sofia.

Use the template below to help sort your information on Sofia.

	Name

	Age

	Family background

Likes	

Dislikes	

Hobbies	

Musical tastes	

Fashion favourites	



Name: _____

Student Activity Sheet E4.5
Activity 5: Playlists

Episode 4: 1978: Mike
Clip: The card collection

Create a musical playlist from the 1970s

Discover more about popular music from the 1970s. Locate music websites and books with information on music of the era. Make a list of at least ten songs from varied artists. Create your own 1970s playlist in the table.

Song title	Artist	Genre
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



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 E4.7
Activity 7: I'm different

Episode 4: 1978: Mike
Clip: The Tippy

What makes a true friend?

- 1 In Episode 4, Mike's dad tells him that he needs a 'true friend'. Have a discussion with other students and then compile a list of qualities that you would like in a friend. Write your list below.

	Qualities of a true friend
1	
2	
3	
4	
5	
6	
7	

- 2 Examine the main characters from the *My Place* series and list their similarities and differences. Nominate the top five characters you would like to be friends with. Choose from Laura, Mohammed, Lily, Mike, Sofia, Michaelis, Jen, Colum, Bridie, Bertie, Evelyn, Rowley and Victoria. Write down why you would choose these characters to be your friends.

Top five favourite characters	
Character	What you like about them
1	
2	
3	
4	
5	