



EPISODE 2: 1998: MOHAMMED

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:

- 1 Language:** Knowing about the English language ...
- 2 Literature:** Understanding, appreciating, responding to, analysing and creating literature ...
- 3 Literacy:** Growing a repertoire of English usage ...

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EPISODE CLIP: DISCRIMINATION

ACTIVITY 1: 'FULLY DISCRIMINATED!'

Subthemes: Entertainment and games; Gender roles and stereotypes

Discover

- When Danielle isn't permitted to play cricket with the boys' team, she says she is 'fully discriminated'. Ask students to discuss:
 - 1 what Danielle means (and what she should have said)
 - 2 the definition of the word 'discrimination' and its meaning in the context of this story.
- Examine students' responses and have them think about and share other situations where this kind of discrimination occurs.
- As a class, discuss reasons why girls might not be allowed to play a so-called 'boys' sport'. Use questions such as: Should boys be allowed to play 'girls' sports'? Why or why not? Ask students to research the rules of mixed sport for the most popular sports in their school, for example, football, cricket, netball, softball or rounders, and Newcomb or volleyball. What do students think of these rules? Are they fair? Why? Why not?

Reflect

- Having discussed whether boys and girls should be permitted to play each others' sports, ask students to prepare to debate their position by writing an argument 'for' or 'against' the proposition. They should include reasons to support their arguments.

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- Student Activity Sheet E2.1: Discrimination in sport

ACTIVITY 2: MOHAMMED'S FAMILY

Subthemes: Multiculturalism; Relationships

Discover

- This short clip gives the audience a considerable amount of information about Mohammed and his family. Have students note down as much as they can remember about all the people in Mohammed's family.
- Students can discuss their notes and then make a list of the main characters. Have them consider how the filmmaker conveys information about the characters to the audience, for example, by their clothes, their way of speaking, what they say, and how they relate to each other.
- Emma, Mohammed's mother, tells Mrs Benson they will play their music softly.
 - 1 What does this say about her as a person?
 - 2 What do Emma's clothes, including her headscarf, indicate to the audience?
 - 3 The whole family plays cricket with their landlord, Michaelis. What does this tell us?

Reflect

- Discuss what the neighbour Mrs Benson might think about the family. Have students write a letter from Mrs Benson to a member of her own family describing the new neighbours and what she thinks of them. For example, what is Mrs Benson's opinion of Emma wearing a headscarf?
- Next, ask students to consider a different point of view. Have them write a letter from either Mohammed's mother, Emma, or his father, Omar, to a relative or friend, describing their new home, the neighbourhood and the people they have met so far.

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- Student Activity Sheet E2.2: Family and neighbours

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: DISCRIMINATION

ACTIVITY 4: RAMADAN

Subthemes: Beliefs; Celebrations; Multiculturalism

Discover

- As a class, discuss the meaning of 'Ramadan' and consider what the audience finds out about it from the clip. Complete a Think, Pair, Share activity to gain an idea of students' prior knowledge.



This activity involves giving the students a minute to *think* of their own answer, then *pair* with another student to discuss their ideas, then *share* those ideas with the rest of the class. Following this, identify further questions that students have and organise these into a list to guide research into the topic.

- Ask students to find out more about beliefs and customs relating to the Muslim holy month of Ramadan. Invite a guest speaker to visit the class and give a talk on being Muslim in Australia, with particular attention to the traditions of Ramadan and how children participate in them.
- As a class, compare the fasting tradition of Ramadan with similar traditions in other religions. For example, some Christians renounce certain foods during the Lenten period.

Reflect

- Find some stories or prayers from Ramadan celebrations and read these to the class. Many of the stories illustrate values and ethics that guide Muslims on how to live their lives. Ask students to think about a day in the life of Mohammed (the boy in the clip) as he participates in Ramadan, then write a diary entry from Mohammed about his day.

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- Student Activity Sheet E2.4: Mohammed's Ramadan diary

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

Aligned resources:

Asia Education Foundation, <http://www.asiaeducation.edu.au/default.asp>

Ramadan Awareness Campaign, <http://www.ramadan.com.au>

Saeed, Professor Abdullah 2004, Muslim Australians: Their Beliefs, Practices and Institutions, Department of Immigration and Multicultural and Indigenous Affairs and Australian Multicultural Foundation in association with The University of Melbourne, Digital Repository, University of Melbourne Library, <http://dtl.unimelb.edu.au>

Useful resources from The Learning Federation

L944 Cricket talk



Discrimination in sport

1 Danielle isn't allowed to play cricket with the boys' team, and she says she is 'fully discriminated'.

a What does Danielle mean? What should she have said?

b What is the meaning of the word 'discrimination'?

2 Use your research to respond to the following:

a List some reasons why girls might not be allowed to play a 'boys' sport'.

b Should boys be allowed to play 'girls' sports'? Why or why not?

3 Research the rules for a 'mixed' sport popular in your school. Some examples could be football, cricket, netball, softball or rounders. What do you think of these rules? Are they fair? Why or why not?

4 Prepare an argument 'for' or 'against' permitting boys and girls to play each others' sports for a debate. List reasons to support your arguments.



Family and neighbours

- 1 Watch the clip about Mohammed and his family. Then list the names and the relationships of the people in Mohammed's family.

Name	Relationship	Name	Relationship

- 2 Emma, Mohammed's mother, tells Mrs Benson they will play their music softly. Respond to the following questions:

a What does this tell you about her as a person?

b What do Emma's clothes, including her headscarf, suggest?

c The whole family plays cricket with their landlord Michaelis. What does this tell us about them?

- 3 Using a sheet of lined paper, write a letter from Mrs Benson to a member of her family describing the new neighbours and what she thinks of them. For example, what does Mrs Benson think about Emma wearing a headscarf?
- 4 Then write a letter from Mohammed's mother, Emma, or his father, Omar, to a relative or friend, describing their new home, the neighbourhood and the people they have met so far.



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.



Mohammed's Ramadan diary

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

Dear Diary,



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

