



## **EPISODE 1: 2008: LAURA**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: THE APOLOGY**

#### **ACTIVITY 1: LAURA'S APOLOGY**

Subthemes: Culture; Indigenous perspective; Politics

##### **Discover**

- Before viewing the clip, ask students to think about its title, 'The apology'. Have students 'think, pair, share' what they predict the clip might be about. Invite students to record their ideas on a 'graffiti wall'. Ask students to brainstorm the word 'apology' and list all the ideas and words that come to mind. Discuss the list and have students write a brief description of what they think an apology means to them.
- After viewing the clip, as a class, note down all the significant events that occurred. Ask students to share and discuss.
- Discuss Prime Minister Kevin Rudd's speech to Parliament, apologising for Australian laws and policies that caused Indigenous Australians to be mistreated, and especially for the removal of Indigenous children from their families and the continuing impact on people today. Part of the speech is screened during this clip. You could also look at R10332 'Kevin Rudd's apology speech 2008 - item 1 of 6'.
- Ask students to respond to the following questions:
  - 1 Who is Kevin Rudd apologising to?
  - 2 What is he apologising about?
  - 3 Why is he apologising?

##### **Reflect**

- During the speech, ask students to look at how the filmmaker uses Laura to draw attention to the way people are feeling in the room and also to focus on how Laura herself is feeling.
- View the whole episode from the beginning scene where Laura accidentally sinks Michaelis's boat. Ask students to consider what apology Laura needs to make. Who has she offended and what did she do wrong? Ask students to write an apology letter from Laura to Michaelis.

##### **Download**

- Student Activity Sheet E1.1: I'm sorry

## **ACTIVITY 4: EMOTIVE LANGUAGE**

Subthemes: Culture; Language and scripting

### **Discover**

- Replay the scene in the *My Place* clip showing Prime Minister Kevin Rudd delivering his speech. Ask students to note any words or phrases he uses that particularly resonate or 'stick in their heads'. Some examples might be 'fellow Australians', 'pain', 'suffering and hurt', 'Stolen Generations', 'indignity', 'degradation' and 'we say sorry'.
- As a class, discuss the impact these words and phrases have on the audience in the clip. Ask students:
  - 1 How do these words make you feel?
  - 2 What was the intention of the Prime Minister when choosing these words?
  - 3 Are these words successful in stressing the intent and meaning of his apology? Why or why not?
- Discuss responses and have students define key words and phrases and the impact these words have on the listener.
- Using a transcript of the speech, ask students to highlight other interesting and emotive words that are used. Refer them to R10332 'Kevin Rudd's apology speech 2008 - item 1 of 6'.
- Look also at the use of repetition of the phrase 'we are sorry'. Discuss why the speech writer uses this phrase in the speech; does this repetition add or detract from the power of the speech? Why or why not?

### **Reflect**

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

### **Download**

- Student Activity Sheet E1.4: Choosing your words

## **ACTIVITY 5: THE OLD FELLA**

Subthemes: Culture

- The ancient Moreton Bay fig tree provides a quiet place for Laura and her Aunty Bev, who was taken away from her family and is a member of the Stolen Generations. Laura sits close to her as she tells her poignant story.

### **Discover**

- Ask the students to find out more about these magnificent trees. The image of the Moreton Bay fig is a constant feature of the *My Place* episodes. Have students investigate these trees to find out if they originate from Australia, where they got their name and any other interesting information. Ask the students to present their findings as a report to the class.



- Additionally, take the students on a nature walk within the school grounds to explore native trees. List which ones they find with their species name. Collect sample leaves to make a botanical journal of information, samples and drawings.

### **Reflect**

- Have the students write a haiku poem about their chosen tree/s.

### **Download**

- Student Activity Sheet E1.5: The ancient fig tree

## **EPISODE 8: 1938: COLUM**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: THE DOLE INSPECTOR**

#### **ACTIVITY 1: HARDSHIP**

Subthemes: Culture; Historical events; Social order and education

#### **Discover**

- Following a screening of the clip, ask the class to list the main events which occur in this story, identifying the key characters and the story focus.
- Use the following questions as prompts for further class or group discussion:
  - 1 What are the main difficulties for Colum's family and for his friends?
  - 2 What is the meaning of the term 'dole'?
  - 3 Why do you think Colum's family are on the dole?
  - 4 Why are these families raising chickens and growing vegetables in their backyards? What benefits would this have for them?
  - 5 What would happen to people on the dole if they were caught raising 'chooks'? Why?
  - 6 Do you think it is fair to stop a family's dole payments for doing this?

#### **Reflect**

- Ask students to find out what resources are available for unemployed people and families today, for example, Centrelink and unemployment benefits. Compare this with the situation of Colum's family in 1938. Ask students to write a report outlining which system they think is fairer and the reasons why.
- Discuss ways in which students might be able to help save money or contribute to the household if things were tough for their family. Brainstorm a class list of ideas. Have students write a letter to their family outlining what contributions they could make to help the family in a time of economic need.

#### **Download**

- Student Activity Sheet E8.1: Tough times



## **EPISODE 9: 1928: BRIDIE**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: CHILDREN'S CHORES**

#### **ACTIVITY 4: ADAPTING TEXT TO SCREEN**

Subtheme: Culture; Relationships

##### **Discover**

- Discuss the family's ethnic origin. How do we know the family is Irish?
- Replay the clip and have students look carefully at all the information in the setting for clues that help build up a picture of this family and their background. Freeze the frame occasionally to examine sets in more detail.
- Then have students look at the pages about Bridie (1928) in the picture book *My Place*.

##### **Reflect**

- Ask students to list the clues they can gather about the family's cultural and religious practices from the illustrations and text in the book, and then to do the same with the film clip.
- Students should compare the list of clues from the clip and from the book and evaluate how the television adaptation has borrowed from the original book source.

##### **Download**

- Student Activity Sheet E9.4: Comparing clues

### **EPISODE CLIP: THE FUNERAL**

#### **ACTIVITY 8: BURIALS AND RITUALS**

Subthemes: Beliefs; Culture

##### **Discover**

- As a class, explore different cultural beliefs about what happens when we die. Ask students to research and reflect on what aspects of Christian funerals are evident in this clip, for example, the pine coffin, the flowers, the black clothes worn by the mourners.
- Ask students to discuss how people can help those left behind when someone dies. They could:
  - 1 List some of the traditions for aiding a family that has lost someone, for example, writing a sympathy letter, sending a card, sending flowers, going to the funeral, cooking meals.
  - 2 Discuss the ways their family and community remember people who have died.



- 3 Consider the meaning and importance of photographs, memorials, tombstones, shrines, plaques, statues and place names. Go for a walk around the local community to find examples.

### Reflect

- In small groups, students should research information about non-Christian funeral ceremonies, for example, Hindu, Jewish, Muslim and traditional Indigenous Australian ceremonies. Each group should report their findings to the class. The report could be a multimedia presentation or poster.
- Discuss the concept of learning to cope with the loss of a loved one and how others can help. Have students write a sympathy letter to either Bridie or Kath with a condolence message suitable for the death of a young person and some advice on how the girls could cope with the loss of their friend.

### Download

- Student Activity Sheet E9.8: Showing sympathy

## ACTIVITY 9: FURTHER READING AND VIEWING

### Subthemes: Culture; Customs and traditions

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

### Discover

- To explore the topic of death and loss further, students could read a comparative literary text that deals with the sudden and surprising death of a significant child character, for example:
  - 4 *Bridge to Terabithia* by Katherine Paterson (for older students)
  - 5 *Seven Little Australians* by Ethel Turner (first published in 1894).
- As a class, either read sections from these books or watch excerpts from the films and discuss the effect that the character's death had on her friends and family. Talk about the feelings that can result from a sudden death, such as guilt and blame.

### Reflect

- Students should design and plan a memorial for Lorna. They should consider Lorna's accomplishments, her character and her legacy. Ask students to indicate what the memorial would say, where they would place it and why.

### Download

- Student Activity Sheet E9.9: Creating a memorial



## **EPISODE 11: 1908: EVELYN**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: CHORES AND PUNISHMENT**

#### **ACTIVITY 9: PUNISHMENT**

Subthemes: Chores, business and employment; Culture; Relationships

##### **Discover**

- Evelyn is pressured to complete her chores while Edward taunts her with the prospect of punishment by her father. As a class discuss what punishment is anticipated in this scene. Also consider what would have been usual punishments for girls and boys of this era and how they compare to punishments handed out by parents today.

##### **Reflect**

- Ask students to take a position on one side of a debate. The topic for the debate is: 'Punishment is the most effective form of communication for parents in dealing with their children today'. Each student should include three effective points for or against the topic, giving examples to support their position.

##### **Download**

- Student Activity Sheet E11.9: A debate about punishment

## **EPISODE 12: 1898: ROWLEY**

Unit focus: English

Year level : Years 3–6

### **EPISODE CLIP: 1,000 GOOD DEEDS**

#### **ACTIVITY 2: EDUCATING BOYS**

Subtheme: Culture; Social order and education

##### **Discover**

- Rowley and Tom Müller are watching the college students practise marching with wooden rifles. They discuss the amount of money it costs to send boys to a college school and what they get for their money, for example, cricket equipment.
- As a class discuss the difference in education systems in 1898 and today. What opportunities for education existed then? Were there advantages in attending a private school? Who attended



these schools? View the clip and discuss the type of education available to Rowley and Tom. Also research how girls of that era were educated and what subjects they were taught.

### **Reflect**

- Ask students to research statistics on children's education in 1898 and compare this data to today's statistics. They should examine the number of children educated, and their age, gender and school level reached, among other facts. Findings can be presented as a number of graphs comparing data. Students could interpret these graphs in a report on 'The state of schooling today compared with 1898'.

### **Download**

- Student Activity Sheet E12.2: The state of education

## **EPISODE CLIP: FOUNDING THE ALP**

### **ACTIVITY 6: THE AUSTRALIAN LABOR PARTY (ALP)**

Subtheme: Culture; Currency; Politics

#### **Discover**

- Ask students to reflect on what they found out about the formation of the Australian Labor Party (ALP) from viewing the clip. They should respond to the following questions:
  - 1 What historical information was presented?
  - 2 How did the filmmaker present this information to the audience?
- Ask students to reflect on what they saw and heard in the clip, particularly the way the characters interact, and discuss pertinent issues.

#### **Reflect**

- As a class, discuss what point of view (POV) the clip presents regarding the actions of the ALP to support workers' rights.
- Ask students to pretend they are either a worker or an employer in 1898. Have them design and create a half-page flyer that advocates for or against workers' rights. They should use text and images to explain their POV. The episode stills could be useful for this activity.

#### **Download**

- Student Activity Sheet E12.6: A point of view



# EPISODE 1: 2008: LAURA

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: THE APOLOGY

### ACTIVITY 1: THE STOLEN GENERATIONS

Subthemes: Culture; Historical events; Indigenous perspectives

#### Discover

- Ask students to discuss the following questions:
  - 1 What are the Stolen Generations?
  - 2 Why is the apology significant in History?
- Refer to *Follow the Rabbit-Proof Fence* by Doris Pilkington Garimara. Students can also view the clip from the feature film at australianscreen, 'Rabbit-Proof Fence (2002)', <http://aso.gov.au/titles/features/rabbit-proof-fence/clip1>  
[Please note that the clip from *Rabbit-Proof Fence* is rated PG (parental guidance) and permission should be gained from parents and the school principal before viewing. It is recommended that teachers view all film content before introducing it to students to ensure that it is appropriate for the class.]
- As a class, review the following websites and the information contained within them about the Stolen Generations:
  - 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
  - 2 —'Bringing them home: The "Stolen Children" report (1997)' [http://www.hreoc.gov.au/social\\_justice/bth\\_report/index.html](http://www.hreoc.gov.au/social_justice/bth_report/index.html)
  - 3 —'Bringing them home education module' <http://www.hreoc.gov.au/education/bth/index.html>
  - 4 ReconciliACTION Network, <http://reconciliaction.org.au>
- If possible, invite a local Indigenous Elder to the school to talk about reconciliation.
- Ask students to create a graphic organisational chart (a KWL Chart) about the Stolen Generations. A KWL Chart enables students to classify information based on prior knowledge. It will help students to organise information as they gather it and disseminate the data at the end of their research. The three basic areas of classification are:
  - 1 What I Know
  - 2 What I Want to know
  - 3 What I Learned.

#### Reflect

- Ask students to research personal accounts of Indigenous people who are part of the Stolen Generations. Collect their stories in an anthology to be displayed and read on National Sorry Day.





- Visit the National Sorry Day Committee on the website below:  
<http://www.nsdcc.org.au>

### **Download**

- Student Activity sheet H1.1: Indigenous issues

## **ACTIVITY 2: REMEMBERING**

### **Subthemes: Culture; Indigenous perspectives; Politics**

In this clip, Laura looks at the faces of family and friends watching the apology at the local community centre and observes their reactions. The expressions on the faces of people in the clip demonstrate strong feelings about it. These facial expressions and gestures are emotional signposts.

### **Discover**

- Ask students to brainstorm ideas on how both Laura and Aunty Bev are affected by the apology. Student responses can be mapped out on a class poster.

### **Reflection**

- Ask students to write what they believe are the thoughts of Laura or Aunty Bev about the apology.
- Construct a hot seat role-play where students take on the role of significant people in the apology. For example, it could be Kevin Rudd, or an Indigenous person in parliament. Students stay in role and answer questions from the class about how they perceived the significance of the apology.

### **Download**

- Student Activity Sheet H1.2: Investigating loss

## **ACTIVITY 3: GOVERNMENT POLICY**

### **Subthemes: Culture; Indigenous perspectives**

The removal of Aboriginal and Torres Strait Islander children from their parents was the accepted practice of state and federal governments. In 1997, the *Bringing them home* report focused on the practices of government from 1910–1970. On 13 February 2008, Prime Minister Kevin Rudd apologised for the pain caused by decades of state-sponsored mistreatment of Indigenous Australians and the continuing impact on Australian society.

### **Discover**

- Ask students to research government policies that had a negative impact on Indigenous people. This information can be merged into a timeline to plot significant events affecting Indigenous rights in Australia.
- As a class discuss the significance of events leading up to the apology.
- Ask students to research stories and statements in newspapers and magazines from Indigenous people following the apology. Refer to the teachers' notes, activities and worksheets on the website below.

1 Australian Human Rights Commission, <http://www.hreoc.gov.au>

2 ———'Bringing them home, education module',



<http://www.humanrights.gov.au/education/bth/index.html>

3 —'Bringing them home Community Guide 2007',

[http://www.humanrights.gov.au/education/bth/community\\_guide/index.html](http://www.humanrights.gov.au/education/bth/community_guide/index.html)

### **Reflect**

- Share the stories with the class. They can be presented as short essays, or pictorial stories.

### **Download**

- Student Activity Sheet H1.3: Government practice

## **ACTIVITY 4: SYMBOLISM**

**Subthemes: Culture; Historical events; Indigenous perspectives**

### **Discover**

- In the clip, the Aboriginal flag plays a major role, but people also have beads, necklaces, ribbons and arm bands displaying the colours of red, yellow and black. Many Aboriginal people identify with these colours. Research the designer of the flag, Harold Thomas, and collect information on his background.

### **Reflect**

- As a class, research and discuss the symbolic significance of the colour and shape on the Aboriginal Flag. Ask students to find out where the flag originated and what the design means. Refer to the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), <http://www.aiatsis.gov.au/fastfacts/AboriginalFlag.html>
- As an extension activity, students could also investigate the meaning and significance of the Torres Strait Islander flag.

### **Download**

- Student Activity Sheet H1.4: Symbols of unity

## **EPISODE 2: 1998: MOHAMMED**

Unit focus: History

Year level: Years 3–6

## **EPISODE CLIP: DISCRIMINATION**

### **ACTIVITY 1: CRICKET**

**Subthemes: Culture; Entertainment and games; Historical events**

The history of the game of cricket is not clear-cut. Some believe it originated as a children's game in Medieval times. There are references to an early game played in pastures in Kent, England, where short grass made it possible to bowl or roll a ball of rags or wool at a wicket-gate target. A 'bat' was formed from a shepherd's crook, or staff.



### Discover

- Ask students to research the possible origins of cricket. They should develop ten fact cards that answer the following questions:
  - 1 Where and when was the first recorded cricket match?
  - 2 Who was involved in playing this early game?
  - 3 How was the game played?
  - 4 What were the rules?
  - 5 How did the game develop after this time?
  - 6 When and by whom were the first 'Laws of Cricket' established?
  - 7 When and where was the first international game of cricket played?
  - 8 Where is cricket played today?
  - 9 Who are the most noted players today?
  - 10 Describe the differences in the way women and men play the game.

### Reflect

- Ask students to create a KWL chart about the history of cricket. A KWL chart is a graphic organiser that enables students to classify information. It will help them to organise material as it is gathered during their research. The three basic areas of classification in the chart are:
  - 1 What I Know
  - 2 What I Want to know
  - 3 What I Learned
- The following websites are a useful resource for this activity:
  - 1 Cricket Australia, <http://cricket.com.au>
  - 2 Melbourne Cricket Ground, [www.mcg.org.au](http://www.mcg.org.au)

### Download

- Student Activity Sheet H2.1: KWL chart: history of cricket

## ACTIVITY 2: AUSTRALIAN CRICKET

### Subthemes: Culture; Entertainment and games; Historical events

The sport of cricket is embedded in Australian culture owing to our British heritage. In this episode Mohammed is infatuated by cricket, but his father isn't keen on it. He believes it's not a game for 'wogs', that it is the preserve of 'Australians'.

An interesting event in Australian cricketing history is that 14 Indigenous players toured England in 1868 to showcase their skills. The team performed well on the long tour, playing 47 games of which they won 14 and drew 19. This was the first organised group of Australian cricketers to travel overseas.

### Discover

- Ask students to consider how the game of cricket became so popular and widespread in Australia, where many believe that Australian cricket is the best in the world. Have students develop a questionnaire about the popularity of cricket, which they can then put to other students, teachers and parents. Ask them to collate the results and prepare a report on popular opinion in their community about cricket in Australia.



- Divide the class into small groups, assign them an era in History, eg 1851–1910 or 1911–1939, and ask them to research the contribution of Indigenous cricketers during this period. Each group could produce a poster with images of the cricketers and information about their achievements.

### Reflect

- Ask students to research an aspect of Australian cricket. For example, they might write a report about their favourite team, player or coach. This information can be presented in a digital slideshow format or as a poster. Alternatively, ask the students to create an advertisement for publicising the wonders of Australian cricket to the rest of the world. The advertisement could be for a magazine or for television.

### Download

- Student Activity Sheet H2.2: Indigenous Australian cricketers

## ACTIVITY 3: EQUALITY IN SPORT

### Subthemes: Culture; Entertainment and games; Gender roles and stereotypes

In Episode 2, Mohammed and Danielle discuss the school cricket tryouts. Danielle is passionate about wanting equality in team selection and voices her opinion about discrimination against girls who want to play in the school cricket team.

### Discover

- Ask students to discuss gender equality in sports played at their school. They could record their responses to the following questions on a poster in the classroom:
  - 1 Are there teams for both girls and boys for every sport played at the school?
  - 2 Does the school offer mixed teams for sports?
  - 3 Do girls often try out for so-called 'boys' teams'?
  - 4 Have gender roles changed in sports at schools in the last ten years?
- Divide the class into small groups. Each group should research, and present, a report on one of the following teams:
  - 1 The Australian women's cricket team
  - 2 The Australian women's basketball team
  - 3 The Australian women's soccer team
  - 4 The Australian women's baseball team
  - 5 The Australian women's water polo team
  - 6 The Australian women's netball team
  - 7 The Australian women's volleyball team
  - 8 The Australian women's hockey team
  - 9 The Australian women's Rugby Union team
  - 10 The Australian women's Rugby League team
- Ask students to view the clip on Screen Australia digital learning, Women and sport in Australia, <http://dl.screenaustralia.gov.au/module/1494/#about>
- There is a range other information on the topic on The Australian Women's Register, <http://www.womenaustralia.info>



### Reflect

- Student Activity Sheet H2.3 contains a Spider Map, which has headings that will assist students to organise their responses to the video clip.

### Download

- Student Activity Sheet H2.3: Australian women in sport

## EPISODE CLIP: RAMADAN

### ACTIVITY 4: CULTURE CLASH

#### Subthemes: Beliefs; Culture

Ramadan falls on the ninth month of the Islamic lunar calendar. During this holy month, Muslims focus on spiritual purification through self-sacrifice, prayer and by fasting from sun-up to sundown. Refer to the following SBS website: World News Australia, <http://www.sbs.com.au/news/article/1075597/Muslims-gear-up-for-Ramadan>

### Discover

- Ask students to research the significance of Ramadan. The websites below are suitable as teacher references. Discuss the position of Ramadan in Australian culture. Consider how the requirements of Ramadan might affect its followers' ability to participate in everyday activities.
  - 1 Ramadan Awareness Campaign, <http://www.ramadan.com.au>
  - 2 University of Melbourne: University Library Digital Repository, '*Muslim Australians: Their Beliefs, Practices and Institutions*' by Professor Abdullah Saeed 2004', <http://dtl.unimelb.edu.au>
  - 3 Asia Education Foundation: <http://www.asiaeducation.edu.au/default.asp>

### Reflect

- Ask students to record their discoveries about Ramadan. Use Student Activity Sheet H2.4 to write information on the 'Describing wheel'. A describing wheel is a graphic organiser that encourages students to describe facts and ideas relating to a topic. The wheel has a place for the topic in the centre, surrounded by spokes in which students can record facts and ideas.
- Invite a spokesperson from the Islamic community to speak about how Ramadan is observed in Australia.

### Download

- Student Activity Sheet H2.4: Ramadan facts

### ACTIVITY 5: FASTING

#### Subthemes: Culture; Customs and traditions; Food

Fasting is an important part of religious observances during the month of Ramadan. Participants eat before the sun comes up and after it goes down for an entire month. Families must prepare special foods that will sustain them throughout the day.



### **Discover**

- Encourage students to find out more about the special foods prepared for Ramadan. Ask them to research recipes and list the ingredients. Find the origin of any unknown ingredients and if they are used by any other cultures for special occasions.
- Discuss 'fasting' and its effects on people, particularly young people. Ask the class if they know of other religions and cultures that observe fasting.
- List other Islamic customs. Some suggestions could be women wearing a veil, pilgrimages to Mecca, and praying rituals. Compare these with practices from other cultures.

### **Reflect**

- Ask students to respond to the following focus questions:
  - 1 What types of foods are eaten during Ramadan?
  - 2 Who prepares the food for Ramadan?
  - 3 Why are there restrictions on the times food can be eaten?
  - 4 When can people break their fast? (This question relates to Mohammed's grandmother asking whether he will be able to eat before his cricket tryouts.)
  - 5 How do families celebrate the end of Ramadan?
- Students share their findings in an oral presentation to the class.

### **Download**

- Student Activity Sheet H2.5: Fasting during Ramadan

## **EPISODE CLIP: THE BALL OF THE CENTURY**

### **ACTIVITY 6: WARNIE**

#### **Subthemes: Culture; Entertainment and games; Historical events**

There are many great moments in Australia's sporting history, but few as memorable as Shane Warne's performance in the 1993 Ashes series. Many believed he was the best leg-spin bowler in the world and his performances resulted in a resurgence in the popularity of cricket.

Ask students to find and view videos of the 1993 Ashes tour online, using links found at 'Google videos'.

### **Discover**

- Ask students to collect information about the cricketing achievements of Shane Warne. Record this information on date/event fact cards and use them to develop a timeline of 'Warnie's' career in cricket.
- Ask students to find out about the 'Magnus effect' in spin bowling, and practise trying to achieve it. Look at 'Why a Cricket Ball Swings' on The Creek, <http://www.wccc.org.au/xtracover/whyballswings.htm>

### Reflect

- Ask students to create a diorama about Shane Warne. Use images, models of cricket gear, and written facts to make a tribute to this famous cricketer. Have students develop a chant that they would have used if they were present at a game in the 1993 Ashes series.
- Ask students to select an Australian sporting legend from a different sport. Students can create a short biography of the sportsperson and present their research as poster with images and text. Combine the posters in a 'Hall of fame' to be displayed in the classroom.

### Download

- Student Activity Sheet H2.6: 'Hall of fame' poster

## EPISODE 3: 1988: LILY

Unit focus: History

Year level: Years 3–6

### EPISODE CLIP: THE BICENTENARY

#### ACTIVITY 4: BICENTENNIAL CELEBRATIONS IN AUSTRALIA

Subthemes: Celebrations; Culture

The Bicentennial celebrations on 26 January 1988 promised to be significant for Australians. The official logo was 'Let's celebrate', encapsulating the festive events and people's attitudes and expectations. In NSW alone, over 25,000 bicentennial events took place during the year. One of the main events was the First Fleet re-enactment, with tall ships arriving from all over the world. Many Indigenous Australians did not celebrate, and some boycotted the organised events.

### Discover

- Ask students to visit the following websites:
  - 1 Screen Australian, 'Australia Daze (1988)', <http://australianscreen.com.au/titles/australia-daze/clip3>
  - 2 Koorie History Website Project, 'The Sydney Morning Herald and Representation of the 1988 Bicentennial', [http://www.kooriweb.org/foley/essays/essay\\_11.html](http://www.kooriweb.org/foley/essays/essay_11.html)
  - 3 Wikipedia, 'Australian Bicentenary', [http://en.wikipedia.org/wiki/Australian\\_Bicentenary](http://en.wikipedia.org/wiki/Australian_Bicentenary)
- Students should develop a fact sheet responding to questions about the significance of the Australian Bicentenary:
  - 1 What is a Bicentennial celebration?
  - 2 Why is it a celebration for a nation?
  - 3 Who organised the celebration?
  - 4 Why did some Indigenous Australians not celebrate this occasion?



- Ask students to research merchandise that was designed for the Bicentenary. Before and during the celebration of Australia's Bicentenary there were commemorative stamps, coins, posters and other products made to mark the occasion. School children were given special plaques and coins.

### **Reflect**

- Ask students to find as many examples of Bicentennial merchandising as possible. They should list them and find images for them. The information can be presented as a pamphlet, either electronically or on paper.
- Ask students to design their own commemorative item for the Australian Bicentenary and include it with their research.

### **Download**

- Student Activity Sheet H3.4: Bicentennial information pamphlet

## **EPISODE 5: 1968: SOFIA**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: 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 6: 1958: MICHAELIS**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: A GREEK GARDEN**

#### **ACTIVITY 4: AN AUSSIE OASIS**

**Subthemes: Art, music and literature; Culture; Customs and traditions**

Michaelis's father proudly shows off his backyard with homegrown fruits and vegetables. During this era it was a vital way to survive in a new environment where some of the ingredients used in traditional meals were not available, or were difficult to find.

#### **Discover**

- Ask students to consider the importance of the family garden in episode six. Encourage students to brainstorm ideas on the importance of a self-sufficient garden.
- Create a PMI chart with the class on self-sufficient gardening:
  - 1 P= Plus: What are the positives in having a self-sufficient home garden?
  - 2 M= Minus: What are the negatives associated with this type of garden?
  - 3 I= Interesting: What are the interesting elements of a self-sufficient garden?
- For more inspiration, search for information on self-sufficient gardens. You could also watch some episodes of *Costa's Garden Odyssey* that have been screened on SBS television.

#### **Reflect**

- Ask students to research recipes from Greece. Each student should find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once they have the recipes together they can combine them all to make their class recipe book. As a class, celebrate Greek Independence Day (25 March) by having students cook Greek food and bring it to school to share.
- Alternatively, students are encouraged to ask family members about their own traditional recipes. They could investigate the ingredients to see what food groups each represents and complete a chart of these. Students can source images of the food, ingredients and recipes for the chart. Once they have at least two recipes each, they can combine them all to make their own recipe book. Students can choose one recipe from their mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day.
- Some useful recipe websites include:
  - 1 Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
  - 2 Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
  - 3 The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
  - 4 Jamie Oliver, <http://www.jamieoliver.com>



### **Download**

- Student Activity Sheet H6.4: The family cookbook

## **ACTIVITY 5: GARDENING**

**Subthemes: Chores, business and employment; Culture; Customs and traditions**

Michaelis and his father are in their backyard gardening when his mother comes to the garden to admire their work. It was an expectation for children of this era to work as their parents directed. Gardening was just one chore that Michaelis would be expected to complete.

### **Discover**

- As a class, discuss the type of chores Michaelis would be expected to complete around the house. List these and compare them to the chores of other characters in other episodes, such as Victoria, Rowley, Evelyn, Bertie, Bridie and Colum. Ask students to consider how Michaelis would be expected to behave as a child in a Greek family. Compare these expectations to students' lives today.

### **Reflect**

- Ask students to write a diary entry for a day in the life of Michaelis and explain how they believe he feels about the events in his life. Share these stories with the rest of the class.

### **Download**

- Student Activity Sheet H6.5: Weekly chores

## **EPISODE CLIP: THE CHRISTENING**

### **ACTIVITY 8: PAYING A PENNY**

**Subthemes: Culture: Currency**

The boys next door who bullied Michaelis repay him a penny for his lost ice block.

### **Discover**

- As a class, discuss the value of the penny in 1958 and the value of one cent today. Look at what can be purchased in the 1950s, and what is the cost of the equivalent commodity today. Make a comparative list of essential commodities that would be purchased each week by a family, such as bread, milk, butter, cheese, meat, Vegemite, jam and soap.

### **Reflect**

- Ask students to find a promotional flyer from a local supermarket advertising this week's grocery specials. These promotions are usually placed in their letterboxes, or they can find them online.
- Use the brochures and online websites as a guide to lay out a catalogue. Ask students to design a catalogue for 1958 using images and prices that would be available at that time.
- Alternatively, they could create a price list for the milk bar that Michaelis visits.



## Download

- Student Activity Sheet H6.8: Yesteryear and now

# EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: HOLDENS

### ACTIVITY 4: THE FX

Subthemes: Culture; Historical events; Transport

#### Discover

- Australia in 1948 was ready for a new beginning. The war was over and families and communities were getting back on their feet. Industry was prospering and the car production industry expanded. It was an Australian dream to not only own your own home, but to drive your own car.
- On 29 November 1948, Ben Chifley (Australian prime minister 1945–49) unveiled the first Holden, the 48-215, which became affectionately known as 'the FX'.
- When Wal comes to pick up Jen's mum in his shiny new Holden FX, even Jen can't hide her enthusiasm. After the Second World War, owning a car meant 'I can afford this luxury as I have a job, a steady income and security'.
- Ask students to use the internet to research and construct a basic timeline of the production of Holden cars, listing the name, model number (for example, 48-215) and year of production. They could collect images of these cars to illustrate the changes in design.
- Have students discuss the changes that have occurred in the look, design and safety and performance features of the Holden car in Australia.
  - 1 Classic Holden Cars, <http://www.classicholdencars.com>
  - 2 The Menzies era, 'Cars – Postwar', [http://www.menziesera.com/cars/holden\\_fj.htm](http://www.menziesera.com/cars/holden_fj.htm)
- Ask the class if anyone has a family member who collects model cars (particularly Holdens). If so, this person could be invited to come to class and talk about historical cars.

#### Reflect

- Divide the class into groups and allocate each a specific decade, ranging from 1948 to 2008. Students choose a memorable or popular car of that decade, research its history and create a model from clay, papier mâché or modelling clay for display in a diorama. The diorama should include a picture of the car alongside the model, with a fact card and notes about its history.

## Download

- Student Activity Sheet H7.4: A model car

## **EPISODE CLIP: COURTING**

### **ACTIVITY 7: THE BABY BOOM**

Subthemes: Culture; Historical events

#### **Discover**

- The Second World War spurred considerable change to family life in Australia. Many men were killed in the war, leaving families without a father, women without a husband and many young girls without the prospect of marriage. However, when those men who did return got married, Australia's birth rates soared. More than four million Australians were born between 1946 and 1961. This generation was termed the 'Baby Boomers'.

#### **Reflect**

- Divide students into groups to research Australian birth rates and marriage rates from 1800 to 2000. Allocate a specific era to each group. Ask them to speculate why these rates peak and fall at various times in history and to list their reasons.
- As a class, create a mind map with students' comments and reasoning on the topic. Guide each group to find statistics for their era to share with the class using the library and online resources. Have students fill in the information on Student Activity Sheet H7.7.
- After each group has shared their information with the class, they could collate all the information and create a graph or chart to show the changes in Australian birth and marriage rates over the decades.

#### **Download**

Student Activity Sheet H7.7: Charting birth and marriage rates

### **ACTIVITY 9: A MARRIAGE PROPOSAL**

Subthemes: Culture; Customs and traditions

#### **Discover**

- Wal approaches Jen's grandfather to ask for permission to marry Jen's mother. We see Wal leaving the house and acknowledging the older man. Jen guesses what is happening.
- As a class, discuss why it was important for Wal to approach Jen's grandfather for permission to marry. Ask students to consider if this custom is still common today and why or why not. Discuss where and when the custom may have developed.

#### **Reflect**

- Ask students to select communities with different cultural backgrounds in Australia or in other countries and research their marriage customs. Each student or group should make a poster about their research and present it to the class.



## Download

Student Activity Sheet H7.9: Marriage customs

# EPISODE 8: 1938: COLUM

Unit focus: History

Year level: Years 3–6

## CLIP 3: PUNTING

### ACTIVITY 7: THE MELBOURNE CUP

Subthemes: Culture; Entertainment and games; Historical events

The Melbourne Cup is steeped in history and has been an important part of the Australian horse racing since the late 1800s. The Melbourne Cup began in 1861, when the Victorian Turf Club wanted to put on a 'good handicap' race to rival that of the Victorian Jockey Club. That good handicap race ended up becoming one of the greatest handicap 3200-metre races in the world. The race 'stops a nation' and is generally celebrated with a public holiday in Victoria.

Colum and his friend collect bets from the neighbourhood on the Melbourne Cup and give them to the local store owner. This type of betting was illegal at the time, as it is today, and the boys ran the risk of being caught and prosecuted by the police.

#### Discover

- Ask students to investigate information about the Melbourne Cup using a variety of websites and books. Have students list as many facts they can find about the history, people and special events relevant to the Melbourne Cup. They could visit the following websites:
  - 1 Australian Government Culture Portal, 'Melbourne Cup', <http://www.cultureandrecreation.gov.au/articles/melbournecup>
  - 2 Melbourne Cup 150, 'Melbourne Cup Carnival 2010', <http://www.melbournecup.com>
  - 3 Victorian Racing Club, 'About the Melbourne Cup', <http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>

#### Reflect

- Ask students to provide one fact each from the evidence they collected as a class. Each fact should be presented on a separate horse template.

#### Download

- Student Activity Sheet H8.7 Horses
- The horse templates could be pinned up on the walls of the classroom. Alternatively, students can create a fact booklet, either online or as a chart.

## **ACTIVITY 8: WINNERS AND LOSERS**

**Subthemes: Culture; Entertainment and games; Historical events**

### **Discover**

- As a class, find out the winning horses and, if possible, the names of the trainers and jockeys of each Melbourne Cup winner. While they are researching, have students find out some interesting stories about selected cup winners, such as Phar Lap and Rainlover, and the horse that won the 1938 Melbourne Cup named Catalogue. Ask students to evaluate how many mares, women owners, trainers and women jockeys have been successful at winning the cup. Also find out what prize money was offered and how it has increased over time. The students could create bar charts and graphs of specific information to represent different percentages and compare statistics.

### **Reflect**

- Ask students to design their own Melbourne Cup winner and prepare a brochure about the horse. They will need to name it, list its lineage, and write about the jockey, trainer and owner. They could design and draw the colours the jockey would wear in the race.
- Once all students have designed their horse and jockey, conduct a race to see who wins. The race could be conducted as a quiz about the Melbourne Cup, or a race around the school oval where the students are dressed as the jockeys.

### **Download**

- Student Activity Sheet H8.8: Horse brochure

## **ACTIVITY 9: AUSSIE ICON**

**Subthemes: Culture; Entertainment and games;**

The Melbourne Cup is an iconic event in History and culture.

### **Discover**

- Ask students to respond to the following question; What is an icon? Have them devise a list of Australian icons and organise them into common categories, such as language, sport, food and customs. Think about why these concepts are considered iconic in Australia.

### **Reflect**

- Divide the class into teams of six students. Each team selects an icon to sell to an international audience. They are to devise an advertisement for television about the selected icon and produce it for broadcast to the class. This can be an actual re-enactment of a filmed advertisement.
- Refer to websites below for assistance.
  - 1 Australian Children's Television Foundation (ACTF) for information on the 'Live Action Teaching Kit', [http://www.actf.com.au/learning\\_centre/title\\_pages/lia\\_tp.php](http://www.actf.com.au/learning_centre/title_pages/lia_tp.php)
  - 2 Screen Australia, 'DIY DOCO', <http://www.screenaustralia.gov.au/learning/diydoco>



## **Download**

Student Activity Sheet H8.9: Identifying icons

# **EPISODE 9: 1928: BRIDIE**

Unit focus: History

Year level: Years 3–6

## **EPISODE CLIP: THE FUNERAL**

### **ACTIVITY 4: MOURNING**

**Subthemes: Culture; Customs and traditions**

The death of a friend or family member is a difficult issue to deal with at any age. It must be especially hard when the tragedy is caused by an avoidable accident. Bridie and her sister blame themselves for the death of their friend Lorna and find it difficult to cope with the grief. The funeral is an important event in helping the characters to deal with their loss and sense of guilt.

#### **Discover**

Funerals are a way of bringing family and friends together to celebrate the life of a loved one who has passed away. Discuss the emotions of the friends and family members at Lorna's funeral.

#### **Reflect**

If deemed appropriate by the teacher, students could research the rituals and ceremonial traditions associated with funerals and burials in different cultures. Students choose from a list of countries/cultures nominated by the class. These could reflect the heritage of students in the class. Students present their research as a web page or chart.

#### **Download**

Student Activity Sheet H9.4: Funeral ceremonies





## **EPISODE 11: 1908: EVELYN**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: CHORES AND PUNISHMENT**

#### **ACTIVITY 9: PUNISHMENT AND CRIME**

**Subthemes: Culture; Customs and traditions**

Does the punishment always fit the crime? Some convicts were sentenced to seven years imprisonment and transportation from Britain to the Australian colonies, for the theft of an item worth under a shilling.

Capital and corporal punishments, and the threat of prison were the main forms of crime deterrent in the early 1900s. Corporal punishment extended into the home, where children were often punished by being strapped. In this clip, we observe the fear that Evelyn has of being punished with a strap for not being responsible with the fireworks.

#### **Discover**

- Discuss with students the concept of punishment. Who is responsible for punishment in the community, in school and at home? Is the threat of punishment effective? Do they feel it is fair for Evelyn to receive the strap for not living up to her responsibilities? What punishment would she receive for her behaviour today? Ask them to consider what was appropriate punishment for a girl compared to a boy of this era. Are there differences in punishment according to gender today?

#### **Reflect**

- Punishment for crimes in 1908 was vastly different to the punishment for crimes today. Ask students to list four crimes (against community, school or home) and ask them to research what punishments were typically received in 1908 and who was responsible for administering them. Compare them to punishments received today for similar crimes. Students could design a webpage based on this comparison.
- The following website could be used as a starting point:  
MacGregor State School, 'School in the Early 1900s',  
<http://www.macgregoss.eq.edu.au/federation/histschool/1901.html>





Name: \_\_\_\_\_

Student Activity Sheet E1.4  
Activity 4: Emotive language

Episode 1: 2008: Laura  
Clip: The apology

### Choosing your words

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

Words or phrases	Meaning

- a How do these words or phrases make you feel?

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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



Name: \_\_\_\_\_

Student Activity Sheet E1.5  
Activity 5: The old fella

Episode 1: 2008: Laura  
Clip: The apology

## The ancient fig tree

The ancient Moreton Bay fig tree provides a quiet place for Laura and her Aunty Bev, who was taken away from her family and is a member of the Stolen Generations. Laura sits close to her as she tells her poignant story.

- 1 Research the Moreton Bay fig. Where did it get this name? Find other interesting information to present as a report to the class.

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- 2 Collect samples, make drawings and find as much information as you can about native trees in your area. Write a haiku poem about your chosen tree or trees.

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Name: \_\_\_\_\_

Student Activity Sheet E8.1  
Activity 1: Hardship

Episode 8: 1938: Colum  
Clip: The dole inspector

## **Tough times**

1 What are the main difficulties for Colum's family and for his friends?

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2 Why do you think Colum's family is on the dole?

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3 Why are these families raising chickens and growing vegetables in their backyards?

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4 What benefits would this have for them?

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5 What would happen to people on the dole if they were caught raising 'chooks'? Why?

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6 Do you think it is fair to stop a family's dole payments for doing this?

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Name: \_\_\_\_\_

Student Activity Sheet E9.4 Page 1 of 2  
Activity 4: Adapting text to screen

Episode 9: 1928: Bridie  
Clip: Children's chores

### Comparing clues

- 1 View the clip 'Children's chores' and look carefully at all the information in the setting for clues that help build up a picture of this family and their background. You can pause the clip to examine sets in more detail.
- 2 Then look at Bridie's pages (1928) in the picture book *My Place*.
- 3 In the table below, list the clues you gather about the family's cultural and religious practices from the illustrations and text in the book. Then do the same with the clip.

Book	Clip

- 4 Compare the list of clues from the book and the clip. Has the television version borrowed from the original book? How?

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Name: \_\_\_\_\_

Student Activity Sheet E9.9  
Activity 9: Further reading and viewing

Episode 9: 1928: Bridie

## Creating a memorial

- 1 Design and plan a memorial for Lorna. Consider Lorna's accomplishments, her character and her legacy. What should the memorial look like? What should it say? Where would you place it and why?

a Text on the memorial:

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- 2 Design of the memorial and its location:





Name: \_\_\_\_\_

Student Activity Sheet E11.9  
Activity 9: Punishment

Episode 11: 1908: Evelyn  
Clip: Chores and punishment

## **A debate about punishment**

There is to be a class debate on the question: 'Punishment is the most effective form of communication for parents in dealing with their children today.'

- 1** Choose a side in the debate and write three effective points to support your position.

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- 2** Add any other points you think your team should include in their arguments. Include any further suggestions you have as to how your team should approach the topic.

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Name: \_\_\_\_\_

Student Activity Sheet E12.2  
Activity 2: Educating boys

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

## The state of education

- 1 Conduct some research of statistical data on children's education in 1898 and compare it with today's statistics. You should examine the number of children educated, and their age, gender and school level reached, among other facts. Government websites may assist your collection of data.
- 2 Present your findings about education as a number of graphs comparing data.

- 3 Interpret these graphs in a report on 'The state of schooling today compared with 1898.'

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Name: \_\_\_\_\_

Student Activity Sheet E12.6  
Activity 6: The Australian Labor Party (ALP)

Episode 12: 1898: Rowley  
Clip: Founding the ALP

### **A point of view**

1 After watching the clip 'Founding the ALP', respond to the following questions:

a What historical information was presented?

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b How did the filmmaker present this information to the audience?

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2 What point of view was presented to the audience about the formation of the Australian Labor Party (ALP) and workers' rights?

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3 Pretend that you are either a worker or an employer in 1898. Design and create a half-page flyer that advocates for or against workers' rights. You should use text and images to explain your point of view.

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Name: \_\_\_\_\_

Student Activity Sheet: H1.1  
Activity 1: The Stolen Generations

Episode 1: 2008: Laura  
Clip: The apology

### Indigenous issues

1 Create a KWL Chart on the topic: 'The Stolen Generations'.

What I Know	What I Want to know	What I Learned

2 Research a story that has been reported in the media about the impact of government policies on Indigenous people in Australia between 1910 and 1970. This can be about an individual or group of Indigenous Australians.

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Name: \_\_\_\_\_

Student Activity Sheet: H1.2 Page 1 of 2  
Activity 2: Remembering

Episode 1: 2008: Laura  
Clip: The apology

## Investigating loss

In the clip, Laura looks at the faces of family and friends watching 'the apology' at the local community centre and observes their reactions. The expressions on the faces of people in the clip show strong feelings about the apology. These facial expressions and their body gestures are emotional signposts.

- 1 Choose Laura or Aunty Bev and write your thoughts about what you believe the character is feeling during the apology speech.

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- 2 Select a character who was involved in the apology. It could Prime Minister Kevin Rudd, or an Indigenous person in parliament. Imagine you are this character for a hot seat role-play and write down your views about the event so you can answer questions from the class in character. Use the space below to prepare notes:

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- 3 After watching the clip and parts of the apology, write a diary entry and explain how you feel.







Name: \_\_\_\_\_

Student Activity Sheet: H1.4  
Activity 4: Symbolism

Episode 1: 2008: Laura  
Clip: The apology

## Symbols of unity

In the clip, as well as the flag, people have beads, necklaces, ribbons and arm bands in red, yellow and black colours. Many Aboriginal people identify with these colours. Explore the significance and meaning as intended by Harold Thomas, who designed the flag.

- 1 Research the symbolism of the Aboriginal flag and the Torres Strait Islander flags.

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- 2 In the clip, people have ribbons, arm bands, badges and jewellery to symbolise unity. Design your own piece of memorabilia that symbolises your support for the apology.







Name: \_\_\_\_\_

Student Activity Sheet H2.2  
Activity 2: Australian cricket

Episode 2: 1998: Mohammed  
Clip: Discrimination

### Indigenous Australian cricketers

- 1 Choose an era in History and research the contribution of Indigenous cricketers within that era. Here are some time frames to choose from: 1788–1850, 1851–1910, 1911–39, or 1940–2009.
- 2 Present the information on a poster, with images of the cricketers and information about their achievements.
- 3 Keep track of the resources you use by recording them in the table below.

Author/website	Resource title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Year	Contribution
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name: \_\_\_\_\_

Student Activity Sheet H2.3  
Activity 3: Equality in sport

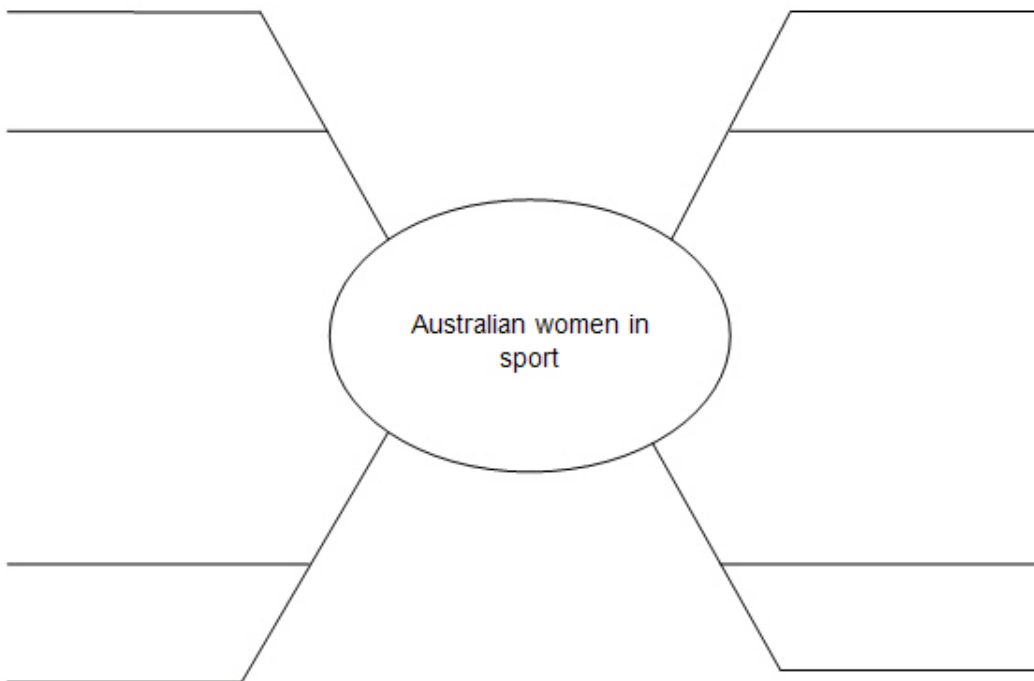
Episode 2: 1998: Mohammed  
Clip: Discrimination

## Australian women in sport

- 1 View the following clip from the Screen Australia website: Women and Sport in Australia, <http://dl.screenaustralia.gov.au/module/1494/#about>
- 2 Use the spider map below to record your ideas and opinions after viewing the clip. The topic is written in the middle of the spider map. Add the main ideas on the lines radiating out from the centre. Write further details on the horizontal lines.

### Spider map

Write main ideas on the slanted lines that connect to the circle. Write details on the branching lines.





Name: \_\_\_\_\_

Student Activity Sheet H2.4  
Activity 4: Culture clash

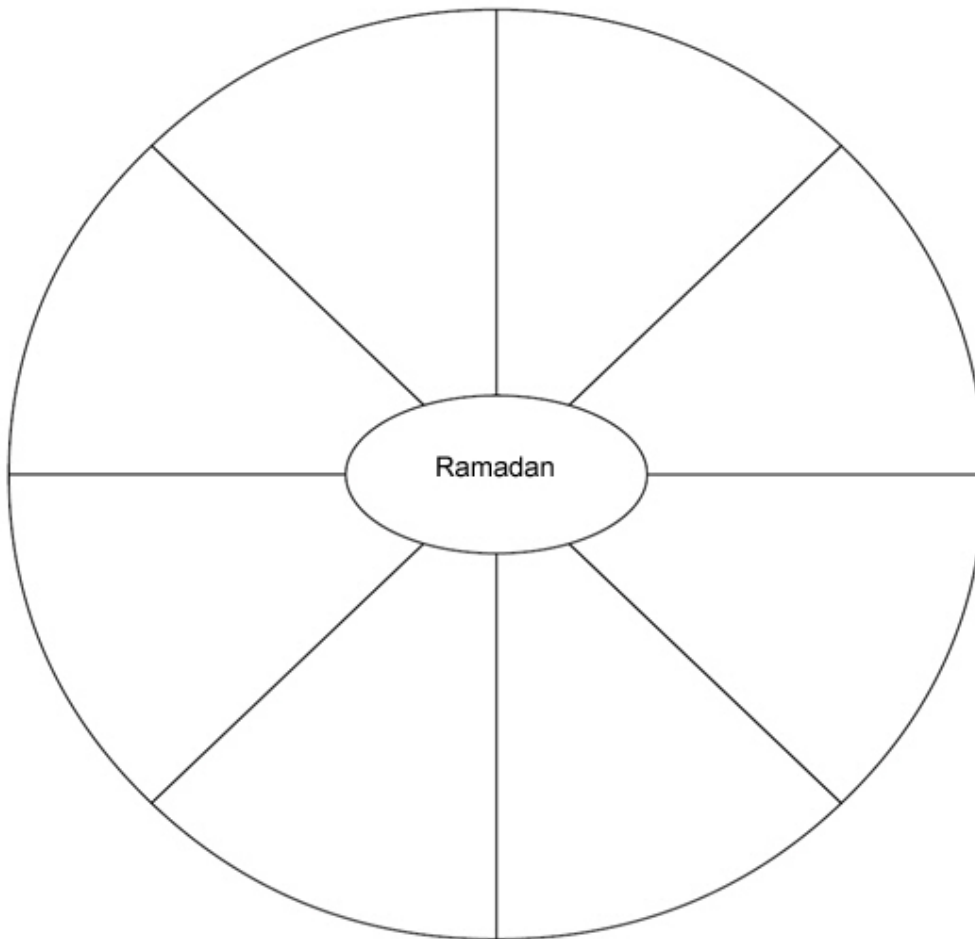
Episode 2: 1998: Mohammed  
Clip: Ramadan

## Ramadan facts

- 1 Research and discover more about the traditions of Ramadan. Use the internet and books to find your information and then add keywords that describe the topic to the spokes on the wheel below.

### Describing wheel

Add your keywords between the spokes.





## **Fasting during Ramadan**

**1** Research the topic of fasting during Ramadan and then respond to the following focus questions. Share your findings with an oral presentation to the class.

**a** What types of foods are eaten during Ramadan?

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**b** Who prepares the food for Ramadan?

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**c** Why are there restrictions on the times food can be eaten?

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**d** When can people break their fast? (This question relates back to Mohammed's grandmother asking whether he will be able to eat before his cricket tryouts.)

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**e** How do families celebrate the end of Ramadan?

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### **'Hall of fame' poster**

- 1 Select an Australian sporting legend and create a short biography of your sportsperson. Present your research as a poster with images and text. When your poster is complete it will become a part of a class 'Hall of fame' of Australian sports stars.
- 2 Use the space below to plan your poster.



Name: \_\_\_\_\_

Student Activity Sheet H3.4  
Activity 4: Bicentennial celebrations in Australia

Episode 3: 1988: Lily  
Clip: The Bicentenary

### **Bicentennial information pamphlet**

- 1 Find out about some different items of merchandise designed to celebrate the Australian Bicentenary and research them. Before and during the Bicentennial celebrations there were commemorative stamps, coins, posters and other products made to mark the occasion. Find information and pictures about these items. The information can be presented as a pamphlet that you make either on a computer or on paper.
- 2 Design and draft your pamphlet below.

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Name: \_\_\_\_\_

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

Page 1 of 2

Episode 5: 1968: Sofia  
Clip: Conscription

## 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:
  - f How were soldiers deployed to Vietnam?
  - g How long did they have to spend in Vietnam?
  - h What types of duties were carried out by soldiers in Vietnam?
  - i What uniform regulations did they need to abide by?
  - j What were the conditions like in Vietnam?
  - k Where in Vietnam did they serve? Show on a map.
  - l 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.





Name: \_\_\_\_\_

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

Page 2 of 2

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>		



Name: \_\_\_\_\_

### 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 Page 2 of 2  
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.

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	



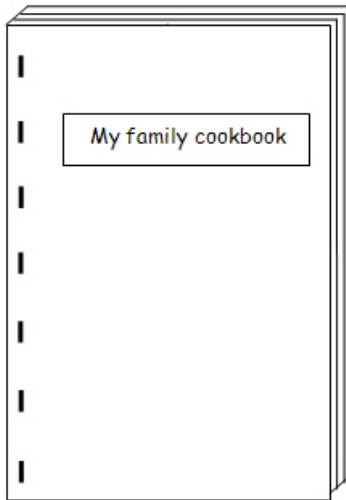
Name: \_\_\_\_\_

Student Activity Sheet H6.4  
Activity 4: An Aussie oasis

Episode 6: 1958: Michaelis  
Clip: A Greek garden

## The family cookbook

- 1 Create a mini-cookbook with recipes from your own family. Ask family members about traditional recipes that are cooked and baked at home. Think about all of the wonderful meals you have shared with your family during times of celebration. These are the recipes your family will know and love to share. You can also add recipes where all of the ingredients have come from the home garden.
- 2 Add pictures, photos and tips from your parents, grandparents and other family members.
- 3 Research recipes from Greece and find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once you have the recipes together you can combine them all to make a class recipe book. Some useful recipe websites:
  - a Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
  - b Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
  - c The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
  - d Jamie Oliver, <http://www.jamieoliver.com>



- 4 Choose one recipe from the mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day, or for Greek Independence Day on 25 March.



Name: \_\_\_\_\_

### Weekly chores

Michaelis and his father are in their backyard gardening when his mother comes out to admire their work. In 1958, children were expected to work around the house or garden at the direction of their parents. Gardening was just one chore that Michaelis was expected to complete.

- 1 List the chores Michaelis is expected to complete around his home. Compare these to other characters' chores in other episodes such as those below.

Michaelis	Colum	Bridie	Bertie	Rowley	Victoria

- 2 Write a diary entry for a day in the life of Michaelis and explain how you think he feels about the events happening in his life. You can use the 'Dear Diary' template on the next page.

Share these stories with the rest of the class.





Name: \_\_\_\_\_

Student Activity Sheet: H6.8  
Activity 8: Paying a penny

Episode 6: 1958: Michaelis  
Clip: The christening

### Yesteryear and now

The boys next door who bullied Michaelis repay him a penny for his lost ice block.

- 1 Look at what can be bought in the 1950s and what the cost of an equivalent item is today. Make a comparative list of essential commodities that would be purchased each week by a family, such as bread, milk, butter, cheese, meat, Vegemite, jam and soap.

Commodity	1958	2010

- 2 Design a catalogue for 1958 using images and prices from that era. Find a promotional flyer from a local supermarket advertising this week's grocery specials. These brochures are placed in the letter box, or you can find them on the internet. Use the brochure as a guide for the layout of your 1958 catalogue.
- 3 Produce a price list and illustrate what would be sold at the milk bar that Michaelis visits in this episode. This article from *The Age* online is a good source of information about how household shopping lists have changed over time:

The Age, 'How CPI shopping list has changed',  
<http://www.theage.com.au/news/national/how-cpi-shopping-list-has-changed/2008/04/23/1208743040371.html>



### **A model car**

- 1 Choose a popular Holden car from the decade you have been given.
- 2 Find or download images of the model you have chosen and draw your own sketches as a draft for your 3D model. Make sure you draw the left and right sides as well as the back and front of the car to get an idea of its three-dimensional design.
- 3 Plan your model car using the table below. Your car can be made out of any materials available, for example, modelling clay or papier mâché.

<b>Decade of Holden car</b>	<b>Name and model number</b>	<b>Downloaded images</b>	<b>Sketches and notes</b>





Name: \_\_\_\_\_

Student Activity Sheet H7.7  
Activity 7: The baby boom

Episode 7: 1948: Jen  
Clip: Courting

### Charting birth and marriage rates

- 1 Record the rate of births and marriages for the era in History your group has been given. Then add the rates found by the rest of the class and compare the differences. Explain the reason for any changes.

Decade	Births	Marriages	Reason for change
2000s			
1990s			
1980s			
1970s			
1960s			
1950s			
1940s			
1930s			
1920s			
1910s			
1900s			
1890s			
1880s			
1870s			
1860s			
1850s			
1840s			
1830s			
1820s			
1810s			
1800s			

- 2 Find out two other useful pieces of historical information about your group's era and share this with your class.

- 3 Other relevant information from this era:

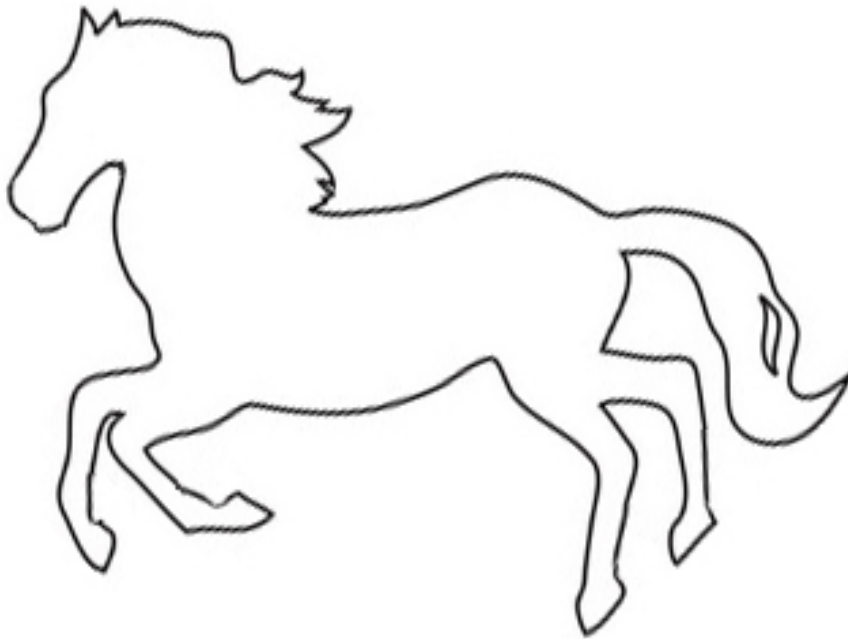
\_\_\_\_\_





## Horses

- 1 Investigate information about the Melbourne Cup using a variety of websites and books. List as many facts you can find about the history, people and special events relevant to the Melbourne Cup. You could visit the following websites:
  - Australian Government Culture Portal, 'Melbourne Cup',  
<http://www.cultureandrecreation.gov.au/articles/melbournecup>
  - Melbourne Cup 150, 'Melbourne Cup Carnival 2010',  
<http://www.melbournecup.com>
  - Victorian Racing Club, 'About the Melbourne Cup',  
<http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>
- 2 Present your facts on a series of horse templates, like the one below.





Name: \_\_\_\_\_

Student Activity Sheet H8.8  
Activity 8: Winners and losers

Episode 8: 1938: Colum  
Clip: Punting

### Horse brochure

Imagine you are the owner of a horse that has won the Melbourne Cup and design a brochure about the horse. List its name, nature, characteristics, including height and stature, its owner and their history with horses and success in racing, its trainer and their success and expertise.

- 1 Include information about the colours the horse races in and what symbolism is attached to these 'silks'. Also include information about the jockey.
- 2 Draft some ideas in the space below.

Front:

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Back:

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Name: \_\_\_\_\_

Student Activity Sheet H8.9  
Activity 9: Aussie icon

Episode 8: 1938: Colum  
Clip: Punting

## Identifying icons

1 Answer the following questions:

a What is an icon?

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b Devise a list of Australian icons and organise them into the categories below.

Historical	Custom	Sport	Food	People

c Why are these icons revered in Australia?

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2 Select one icon from the list and work in a small group to devise an advertisement for selling the icon to an overseas audience. This can be an actual enactment of filmed advertisement. Refer to the websites and resources below:

a Australian Children's Television Foundation website for the Learning Centre's 'Live Action Kit', [http://www.actf.com.au/learning\\_centre/title\\_pages/lia\\_tp.php](http://www.actf.com.au/learning_centre/title_pages/lia_tp.php)

b Screen Australia Digital Learning, 'DIY Doco', <http://www.screenaustralia.gov.au/learning/diydoco>

c L2844 Lights, camera, action: camera

d L2845 Lights, camera, action: editing

e L2846: Lights, camera, action: lighting

f L2847 Lights, camera, action: sound



Name: \_\_\_\_\_

Student Activity Sheet H9.4  
Activity 4: Mourning

Episode 9: 1928: Bridie  
Clip: The funeral

## Funeral ceremonies

- 1 Different cultures have their own customs and ceremonies to farewell those who have passed away. From the list created in your classroom, choose one culture and investigate their funeral customs and ceremonies.
- 2 Make a small poster, or online document, and include the following elements in your research presentation:
  - a country of origin
  - b religious beliefs
  - c customs for funerals
  - d beliefs about the afterlife
  - e other facts.
- 3 Present your information to the class.  
Draft your ideas here.

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