



EPISODE 3: 1988: LILY

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE BICENTENARY

ACTIVITY 6: POINTS OF VIEW

Subthemes: Art, music and literature; Historical events

Discover

- After viewing this clip, encourage students find out more about the celebrations and protests around the 1988 Bicentenary in Australia.
- Explain to students that there are many versions of historical events, each portraying a different point of view. Refer to R11296 'Day of Mourning protest', a collection of teacher resources about Indigenous protests on the 150th anniversary of the arrival of the First Fleet. Refer also to R11020 'Aboriginal protest in Hobart against the Bicentennial celebrations, 1988', a photograph of this event.
- Ask students to compare and contrast different points of view on the Bicentenary.

Reflect

- Ask students to create a painting or drawing representing what they have learned about the bicentenary celebrations and the First Fleet.
- Ask them to put together a presentation about celebrating something important to them and their families, or a personal account of a festival that has some cultural significance.

Download

- Student Activity Sheet E3.6: Bicentennial celebrations

Useful resources from The Learning Federation

R11020 Aboriginal protest in Hobart against the Bicentennial celebrations, 1988

R11296 Day of Mourning protest



EPISODE CLIP: FIRST DAY

ACTIVITY 7: ARRIVING IN A NEW COUNTRY

Subthemes: Art, music and literature; Historical events

Discover

- Show students the picture book, *The Arrival*, by Shaun Tan (2006). What can they learn from the book about the experiences of someone migrating to a new country? How might the book relate to Phoung's experiences in the clips?

Reflect

- Ask students to design their own picture book made up of three panels. The story should be based on the title *The Arrival*. It should portray a newly arrived immigrant to Australia and the first three things they will see, or want to see. Students should be reminded to develop a short text and then position their images to maximise their visual impact. They should consider how the audience will look and read the images. Make sure they use three different angles of perspective to frame each part of the story.

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- Student Activity Sheet E3.7: An arrival story

EPISODE CLIP: FIRST DAY

ACTIVITY 9: BOAT STORIES IN LITERATURE

Subthemes: Art, music and literature; Multiculturalism

Discover

- Phoung briefly describes her journey on a boat to her new classmates. The horrific tales of the boat being captured by pirates and the terrifying account of having to be quiet is recounted for the captive audience in the classroom.
- Ask students to recall and discuss what Phoung said in her story and how the audience reacted to the events being recounted.

Reflect

- Ask students to find out more about modern-day pirates and whether events like those Phoung described still happen today. As a tuning-in activity, read excerpts from the following books:
 - 1 *Ziba Came on a Boat* by Liz Lofthouse and Robert Ingpen (2007)
 - 2 *Refugees: We Left Because We Had To* by Jill Rutter (2004)
 - 3 *Girl Overboard* by Justina Chen Headley (2009)
 - 4 *The Island* by Armin Greder (2007).



- These stories will give students a better sense of the experiences of boat arrivals to Australia. Ask students to write a summary of their findings on the perils faced by boat people fleeing their homeland. They could produce book reviews of the books listed above or others that they find on the topic.

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- Student Activity Sheet E3.9: Peril at sea

EPISODE 4: 1978: MIKE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE CARD COLLECTION

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



EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CONSCRIPTION

ACTIVITY 6: RECORD COLLECTION

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

Discover

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

Reflect

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



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

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

EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE CHRISTENING

ACTIVITY 6: THE 'WOG'

Subthemes: Art, music and literature; Character; Language and scripting

Discover

- Discuss what Janice means when she tells Michaelis, 'I don't think you're a wog.' Do students think this is a compliment or an insult? Discuss the term 'wog' with the class, what it means and how people feel about it. Discuss reasons why this term and other derogatory names are sometimes given to people of other cultural backgrounds. Ask students what they think about this practice.
- Discuss how Michaelis might respond to being called a 'wog'. In small groups, have students produce a poem describing Michaelis's feelings about this term and about Janice telling him she thinks he isn't a 'wog'. The form could be a cinquain, haiku or ballad; it could be rhyming or free form.
- Read students some extracts from the book *They're a Weird Mob* by Nino Culotta. In the story, an Italian immigrant who has recently arrived in Australia tells what it is like trying to make sense of the Australian way of life. Explain to students that Nino Culotta is actually the pseudonym of the author John O'Grady. This novel and the subsequent film were very popular. The story outlines the problems Nino has as he struggles to understand the English spoken by the Australian



working class of the 1950s and 1960s. View and discuss the three clips from the 1996 film found on the australianscreen website, <http://australianscreen.com.au/titles/theyre-weird-mob>

Reflect

- Ask students to design a poster that could be used to welcome immigrants to Australia. Alternatively, design and construct a booklet of advice for people who have recently arrived in Australia.

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- Student Activity Sheet E6.3: Immigrants

EPISODE 8: 1938: COLUM

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE SHADOW

ACTIVITY 8: COMIC BOOKS

Subthemes: Art, music and literature; Entertainment and games

Discover

- The boys were seen reading the comic book *The Shadow*. As a class, discuss why comics may have been so popular at this time. Have students find out more about other comics which were popular in Australia in the 1930s. Students can also find out which comics from today were around in the 1930s.
- Discuss the role of this comic book in the story. Have students discuss:
 - 1 What does this contribute to the story?
 - 2 How is Colum affected by the notion of a being a hero and helping his friend who is in need?

Reflect

- Ask students to create the front cover for a comic book about a new hero whose goal is to help his or her friends in need. This process includes naming the hero, thinking of talents and super powers, designing an appropriate costume, and creating a slogan such as Superman's 'Faster than a speeding bullet ...'
- For further work on super heroes and comic book characters, see activities for Legacy of the Silver Shadow at http://www.actf.com.au/learning_centre/title_pages/lss_tp.php



EPISODE 9: 1928: BRIDIE

Unit focus: English

Year level: Years 3–6

ACTIVITY 10: STORY DIFFERENCES

Subthemes: Art, music and literature; Language and scripting

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

Discover

- Introduce or revisit the pages about Bridie (1928) in the picture book *My Place*.
- Identify the differences between the film and book version of the story. Ask students to discuss the following questions:
 - 1 What is in the book, but not in the film version?
 - 2 What is in the film version, but not in the book?
 - 3 Why might the changes in the film version have been made?

Reflect

- Students could develop a short picture book (4–6 pages) based on the television episode about the story of Bridie, her sister Kath, and their friend Lorna. They should use text and images to construct the story.

Download

- Student Activity Sheet E9.10: Adapting a story to a different media

EPISODE 11: 1908: EVELYN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: GAMES FROM INDIA

ACTIVITY 1: INDIA AND LITERATURE

Subthemes: Art, music and literature; Historical events

Discover

- As a class, discuss why Evelyn could be so obsessed with jungle animals and hunting. Ask students which country Evelyn was imagining she was in. Invite them to think about what might have influenced Evelyn, living in the early 19th century, to be interested in and knowledgeable about India. How do they think children accessed information and entertainment in the time before



television, cinema and radio? Discuss the importance of children's books for entertainment and developing the imagination.

- Explain that one very popular author at the time was British colonial author and poet Rudyard Kipling who wrote *The Jungle Book* (1894), *Kim* (1901) and other adventure stories set in India. Read examples of some of his stories and poems to the class and discuss their meaning and relevance to children in this era in Australia.

Reflect

- Use the school or local library and the internet to research Kipling and have students present a brief report explaining who he was and why he was such an influential writer. In 1907 Kipling became the first English language recipient of the Nobel Prize for Literature, which helps explain his popularity in Evelyn's era. Ask students to find out why Kipling wrote about India. Why do they think stories about India were so popular with young children in the British Empire at that time?
- Another children's book, popular at the time, that begins in India was *The Secret Garden* by Frances Hodgson Burnett. Have students read this book, or read it to the class. The story was written and set in a similar period to this episode and will assist students to discover more about life for children at this time. What is the link to India in this story? Look at how India is represented by the author and then later by the filmmaker in the 1993 film adaptation of the novel.
- Have students use the library and the internet to find out what other children's books were popular in Australia at this time.

Download

- Student Activity Sheet E11.1: Children's books in the early 1900s

ACTIVITY 2: BENGAL TIGERS AND INDIAN ELEPHANTS

Subthemes: Art, music and literature; Character

Discover

- As a class, discuss the information Miss Müller gives Evelyn about tigers. What does she say? Do students think tigers can reverse down trees? Have students consider the way Miss Müller gives this information. Do they believe her? Ask students to work in pairs to complete the following sentence on the worksheet, supporting their opinion with evidence from the text.

'We think the filmmaker wants Evelyn and the audience to see Miss Müller as a (reliable/unreliable) ... source of information because ...'

- Encourage students to consider the way Miss Müller is dressed, her demeanour and the prop she is holding (a book). Ask them to discuss and compare responses.
- As a class, discuss the importance of using reliable, authoritative sources when undertaking research. Then set groups the task of researching the question of whether or not tigers are able to reverse down trees.

Reflect

- Discuss 'Tiger or scaredy-cat?' from the Odd Spot in the Melbourne newspaper, *The Age*, 24 September 2009. A tiger in a Bristol zoo had climbed to the top of his new five-metre-high platform and couldn't climb down. The zoo keeper thinks the tiger will come down when he is hungry, but can he climb down from the platform? Who is right? The zoo keeper who installed the



platform or Miss Müller who says tigers can climb up trees but they can't climb down. Can tigers jump down from a height of five metres? You can access the Odd Spot from *The Age* website, <http://www.theage.com.au/world/oddspot/odd-spot-20090924-g2v9.html>

- Ask students to consider the concept of 'spoo' stories. Have them research other spoo stories that have been published in the newspaper or on the internet. A spoo, or parody, must contain elements of reality mixed with the unbelievable. Ask them to create a parody story of their own and identify a day in the year when it is customary to tell such stories.

Download

- Student Activity Sheet E11.2: Tiger tales and other strange stories

EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: EARLY PHOTOGRAPHY

ACTIVITY 4: PICTURING THE STORY

Subthemes: Art, music and literature; Historical events; Inventions and electronic media

Discover

- As a class, search for early photographs, paintings or prints of this era and select 12–20 that are significant. The images could include people, buildings, machines, landscape, interiors or pets. Each picture has a story to tell. Call on individual students to explain to the class what they feel the picture is about.
- Use these websites for reference:
 - 1 Google Images, <http://images.google.com.au/images?hl=en&source=hp&q=1890s+fashion&gbv=2&aq=0&og=1890s/>
 - 2 Library of Congress, 'Around the World in the 1890s', <http://memory.loc.gov/ammem/wtc/wtchome.html>
 - 3 Picture Australia, <http://www.pictureaustralia.org/apps/pictureaustralia?term1=1890s&Submit=search&action=PAsearch&attribute1=any+field&mode=search>

Reflect

- Students are asked to select six images from the class collection, or from their own research. They are to assume a connection between them and arrange them as a storyboard of six frames. When they have completed the arrangement, they can write their story as a text, which sits below each frame, as in a story book. These can be displayed electronically, or as hard copy.

Download

- Student Activity Sheet E12.4: Storyboard



EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S GAMES

ACTIVITY 1: GAMES AND RULES

Subthemes: Art, music and literature; Chores, business and employment

Discover

- In this clip we find Victoria, Wesley and May playing a favourite children's game, blind man's bluff (or buff). Some children's games have been played for centuries. Swings were played on from 1600 BC and jacks or 'knucklebones' date back to Ancient Greece. Both blind man's bluff and chasey date back 2,000 years. 'Oranges and lemons' was a political parody in medieval England.
- To explore further, go to:
 - 1 Chest of Books, 'How Children's Games Originate', <http://chestofbooks.com/food/household/Woman-Encyclopaedia-2/How-Children-s-Games-Originate.html>
 - 2 Kids Spot, 'Blind Man's Bluff', <http://www.kidspot.com.au/kids-activities/Blind-Mans-Bluff+3823.htm>
 - 3 Wikipedia, 'Blind man's bluff (game)', [http://en.wikipedia.org/wiki/Blind_man's_bluff_\(game\)](http://en.wikipedia.org/wiki/Blind_man's_bluff_(game))
 - 4 Wikipedia, 'Oranges and lemons', http://en.wikipedia.org/wiki/Oranges_and_Lemons

Reflect

- Brainstorm the names of games that children play today. List these on a chart. Ask students to nominate if the game is historical/ traditional, or developed in recent times and explain why they think so. Have students select two of these games and ask them to write what they think are the rules of the games. The list of games could include: red rover, marbles, hopscotch, blind man's bluff, skipping, leapfrog, tiddlywinks. Games can also be categorised as physical, board, card or electronic.
- Once the students have written down the rules of their selected games, pair them up to compare with others who selected the same game. Ask them to share and negotiate the correct and accepted rules of the games. Students may then realise that each person can have a different idea about the process and outcome for winning the game.
- Individually, or in pairs, students should design and construct their own game. They will need to think about the title, rules, process, equipment and goal. They could use Student Activity Sheet E13.1 to guide their thinking. Once they have designed the game, they can invite other members of the class to play it.

Download

- Student Activity Sheet E13.1: Playing the game



EPISODE CLIP: VICTORIA'S FAMILY SUPPER

ACTIVITY 6: SCRIPTING A SCENE

Subthemes: Art, music and literature; Language and scripting

Discover

- Have students select a favourite character from another television series, film or book. Ask them to write a 30-second movie script about a dinner at this fictional character's home, or at their own home with the fictional character as a dinner guest.
- Make sure that students think about this scene and address questions such as: Who will be there? What will they look like? What is the setting? Who is the central character? How will the characters react to each other? What will they talk about?

Reflect

- Divide the class into smaller groups and have them perform their play to the class. Remind them to consider body language, acting, voice, intonation and how constructed dialogue conveys meaning.

Download

- Student Activity Sheet E13.6: Guess who's coming to dinner?



Name: _____

Student Activity Sheet E3.6
Activity 6: Points of view

Episode 3: 1988: Lily
Clip: The Bicentenary

Bicentennial celebrations

- 1 Use the internet, the library, family and friends to find out about the 1988 Bicentennial celebrations in Australia. Note the information that you find.

- 2 In a painting or drawing, represent what you have learned about the Bicentennial celebrations and the First Fleet.

- 3 Put together a presentation about celebrating something important to you and your family, or a personal account of a festival that has some cultural significance.



An arrival story

Design a picture book made up of three panels. The story is based on the title 'The Arrival'. It should portray a newly arrived immigrant to Australia and the first three things they will see or want to see.

- Develop a short text and then position your images to maximise the visual impact.
- Consider how the audience will look and read the images.
- Use a different angle of perspective to frame each part of the story.

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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.

Profile picture	Name
	Age
	Family background
Likes	
Dislikes	
Hobbies	
Musical tastes	
Fashion favourites	



Name: _____

Student Activity Sheet E5.5
Activity 6: Record collection

Episode 5: 1968: Sofia
Clip: Conscription

Music of the '60s

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

1
2
3
4
5
6
7
8
9
10

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

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

1
2
3
4
5



Name: _____

Student Activity Sheet E6.3
Activity 6: The 'wog'

Episode 6: 1958: Michaelis
Clip: The christening

Immigrants

- 1 Why do people sometimes use derogatory terms when referring to immigrants or to people from different cultural backgrounds? What do you think about this?

- 2 Write a poem describing Michaelis's feelings when Janice tells him she thinks he isn't a 'wog'. It could be a cinquain, haiku or ballad; rhyming or free form.

- 3 Design a poster that could be used to welcome immigrants to Australia. Or design and produce a booklet of advice for people who have recently arrived in Australia.



Name: _____

Student Activity Sheet E9.10
Activity 10: Story differences

Episode 9: 1928: Bridie

Adapting a story to a different media

Read Bridie's pages (1928) in the picture book *My Place*.

1 Respond to the following questions.

a What is in the book, but not in the film version?

b What is in the film version, but not in the book?

c Why might these changes have been made in the film version?

2 Plan a short picture book (4–6 pages) based on the TV episode about Bridie, her sister Kath, and their friend Lorna. Make a storyboard of the text and images you could use to construct the story.



Name: _____

Student Activity Sheet E11.1
Activity 1: India and literature

Episode 11: 1908: Evelyn
Clip: Games from India

Children's books in the early 1900s

- 1 Present a brief report explaining who Rudyard Kipling was and why he was such an influential writer at this time. Find out why Kipling wrote about India and give reasons why you think stories about India were so popular with young children in the British Empire.

Rudyard Kipling	
Book titles	What is the book about?
_____ _____ _____	_____ _____ _____
Poems	What is the poem about?
_____ _____ _____	_____ _____ _____

- 2 Find out what other children's books were popular in Australia in the early 1900s.

Author	Title
_____ _____ _____	_____ _____ _____



Name: _____

Student Activity Sheet E11.2
Activity 2: Bengal tigers and Indian elephants

Episode 11: 1908: Evelyn
Clip: Games from India

Tiger tales and other strange stories

1 What does Miss Müller tell Evelyn about tigers? Do you think this is true?

2 Work with a partner to complete the sentence below. Support your opinion with evidence from the clip. Consider the way Miss Müller is dressed, her demeanour and the prop she is holding.

We think the filmmaker wants Evelyn and the audience to see Miss Müller as (a reliable / an unreliable) _____ source of information because ...

3 A 'spoof' story must contain elements of reality mixed with the unbelievable. Find spoof stories that have been published in a newspaper or on the internet. Create a spoof story of your own and identify the day in the year when you might expect to hear or tell such a tale.



Name: _____

Student Activity Sheet E12.4
Activity 4: Picturing the story

Episode 12: 1898: Rowley
Clip: Early photography

Storyboard

- 1 Search for early photographs, paintings or prints of this era. The images could include people, buildings, machines, landscape, interiors or pets.
- 2 Select six images from the class collection or from your own research. Assume there is a connection between them and arrange them as a storyboard of six frames. When you have completed the arrangement, write a story that links them. It should be a text that sits below each frame, as in a storybook. Your work can also be presented electronically.



Name: _____

Student Activity Sheet E13.1
Activity 1: Games and rules

Episode 13: 1888: Victoria
Clip: Children's games

Playing the game

1 Select two games and use the table below to describe them.

	Name of game one	Name of game two
Origins of the game		
Number of players		
Where you play the game		
Equipment you play with		
Goal of the game		
Procedure in playing the game		
Rules of the game		

2 Design and construct your own game using the table below for guidance.

Name	
Number of players	
Where you play the game	
Equipment you play with	
Goal of the game	
Procedure in playing the game	
Rules of the game	

