The ACTF programs and education resources
and
My Place

Deborah Cohen
Education Manager

About the ACTF

A national non-profit organisation, funded by the government, committed to providing Australian children, 2-18 with entertaining media made especially for them, which makes an enduring contribution to their cultural and educational experience.

ACTF programs have screened in over 100 countries and have won over 100 local and international awards.
ACTF CHARTER
Entertainment/Education

- The most powerful learning occurs when our brains, senses and hearts are engaged.

- Quality media can motivate, create wonder and inspire children to learn.

- Media, used by children, needs to be monitored and negotiated to be a positive part of their lives.

First Day

Media/Screen literacy

Media/screen literacy aims to assist students to deal critically with the media and their role in their lives.

The media/screen literate student should be able to make conscious, critical assessments of media, to maintain a critical distance on popular culture, and to resist manipulation.

More specifically, it is education that aims to increase students’ understanding and enjoyment of how the media work, how they produce meaning, how they are organised, and how they are construct reality. Media literacy also aims to provide students with the ability to create media products.

Duncan, 1998, pg 7
A selection of multi-literacy teaching and learning resources based on our productions:

- **Holly's Heroes**, 26 episodes (DVD) plus CD Rom of teaching resources, plus online resources at ACTF
- **Noah & Saskia**, 13 episodes (DVD) plus CD Rom of teaching resource, plus online resources at ACTF
- **Mortified**, 26 episodes (DVDs) & DVD Rom teaching resource
- **Lockie Leonard**, 26 episodes (DVDs) & DVD Rom learning and teaching resources
- **Screen Asia** website, compilation of clips and teaching resources using documentary, drama, and animation
- **Backyard Science Primary Teaching Resource**, teaching and learning resources based on Primary Connections’ 5e framework (DVD Rom)
- **Dogstar**, 10 selected animated episodes & digital/online resources (DVD Rom)
- **My Place (1 & 2)**, 26 episodes & My Place Teachers’ Guide (DVD Rom) including digital teaching and learning resources, plus online resources at My Place for Teachers: www.myplace.edu.au
- **Animalia**, 12 selected episodes and teaching and learning resource with interactive game (DVD Rom)
- **Persuasive Text**, teaching and learning resource (DVD Rom)
- **Double Trouble**: 13 episodes (DVD) & teaching and learning resources (DVD ROM), plus online resource developed by NSW DET
Upcoming programs & educational resources: 2012

- **Wadu Matyidi**: 10 minute animation in Indigenous language and 5 mini-docs + aligned learning & teaching resources

- **Dance Academy**: 26 episodes (DVD), 5 books & teaching & learning resource (DVD ROM), plus online resource

- **Dirtgirlworld**: online resources for early years about sustainability

- **Short Form Content**: short, humourous, ABC3 Interstitials – animated and live action

- **Backyard Science (2)**

... among others
AUSTRALIAN CHILDREN’S TELEVISION FOUNDATION

Education Programs
The Learning Centre
Partnerships
Education Case Studies
Professional Development
Education Events Calendar
Publications
Education Sales Catalogue
Kahootz
Contact Education

Latest Education Products

My Place Series 2
The second series of My Place is now broadcasting Sundays at 5pm on ABC3. To support teachers in using this program, the ACTF has produced an extensive range of educational materials.

Read more

Follow us on Facebook
Sign up for our eNewsletter
The book:


- In each story there are important elements: the fig tree, the map, featuring the creek/canal, and the land/house.

- The book starts from the present and goes backwards in time.

- Each story reveals how the land was inhabited and used by different communities and families while paying homage to the first Australians and their connection to the land on which the house is eventually built.

- The illustrations support the narrative which is in the child’s voice: *My name’s...........and this is my place.*

<table>
<thead>
<tr>
<th>The children</th>
<th>The book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988 Laura</td>
<td>• My Place, children’s book, was written as a celebration of Australia’s bicentennial. The book represents the stories of children who live in one place over 200 years (1788 – 1988). Therefore 20 children’s stories.</td>
</tr>
<tr>
<td>1978 Mike</td>
<td>• In each story there are important elements: the fig tree, the map, featuring the creek/canal, and the land/house.</td>
</tr>
<tr>
<td>1968 Sophia</td>
<td>• The book starts from the present and goes backwards in time.</td>
</tr>
<tr>
<td>1958 Michaelis</td>
<td>• Each story reveals how the land was inhabited and used by different communities and families while paying homage to the first Australians and their connection to the land on which the house is eventually built.</td>
</tr>
<tr>
<td>1948 Jen</td>
<td>• The illustrations support the narrative which is in the child’s voice: <em>My name’s...........and this is my place.</em></td>
</tr>
<tr>
<td>1938 Colum</td>
<td></td>
</tr>
<tr>
<td>1928 Bridie</td>
<td></td>
</tr>
<tr>
<td>1918 Bertie</td>
<td></td>
</tr>
<tr>
<td>1908 Evelyn</td>
<td></td>
</tr>
<tr>
<td>1898 Rowley</td>
<td></td>
</tr>
<tr>
<td>1888 Victoria</td>
<td></td>
</tr>
<tr>
<td>1878 Heinrich</td>
<td></td>
</tr>
<tr>
<td>1868 Minna</td>
<td></td>
</tr>
<tr>
<td>1858 Benjamin Franklin</td>
<td></td>
</tr>
<tr>
<td>1848 Johanna</td>
<td></td>
</tr>
<tr>
<td>1838 Davey</td>
<td></td>
</tr>
<tr>
<td>1828 Alice</td>
<td></td>
</tr>
<tr>
<td>1818 Charles</td>
<td></td>
</tr>
<tr>
<td>1808 Sarah</td>
<td></td>
</tr>
<tr>
<td>1798 Sam</td>
<td></td>
</tr>
<tr>
<td>1788 Barangaroo</td>
<td></td>
</tr>
</tbody>
</table>
Television production gives us the opportunity to bring characters to life, hear them speak and watch them react. They become real and their stories are dramatised and detailed with music, sound and movement.

My Place TV series 1 & 2

Series 1:
- 2008 Laura
- 1998 Mohammed
- 1988 Lily
- 1978 Mike
- 1968 Sophia
- 1958 Michaelis
- 1948 Jen
- 1938 Colum
- 1928 Bridie
- 1918 Bertie
- 1908 Evelyn
- 1898 Rowley
- 1888 Victoria

Series 2:
- 1878 Heinrich
- 1868 Minna
- 1858 Benjamin Franklin
- 1848 Johanna
- 1838 Davey
- 1828 Alice
- 1818 Charles
- 1808 Sarah
- 1798 Sam
- 1788 Dan
- 1788 Waruwi
- Before Time: Bunda
- Before Time: Barangaroo

The My Place TV series (2008–Before time) extends the My Place book by adding five new characters: Mohammed (1998), Lily (1988), Dan (1788), Waruwi (1788) and Bunda (Before time).

There were twelve different screenwriters for the series and each adapted elements of the original stories to build a complex and compelling drama representative of each decade.

The 3 key elements in each story of the TV series & book are the children, fig tree, house/land, and canal/creek.

Connecting with the Australian Curriculum

ENGLISH: 3 strands

Years 3–6: typically students from 8 to 12 years of age

- **Language** – Knowing about the English language: a coherent, dynamic, and evolving body of knowledge about the English language and how it works.

- **Literature** – Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts. Texts are chosen because they are judged to hold meaning and significance for young people, they represent interesting and effective features of form and style, and they are recognised as having enduring or artistic value.

- **Literacy** is an integral part of the English curriculum. Conventionally, it refers to reading, writing, speaking, viewing and listening effectively in a range of contexts. In the 21st century, the definition of literacy has expanded to refer to a flexible, sustainable command of a set of capabilities in the use and production of traditional texts and new communications technologies, using spoken language, print and multimedia. In English, students learn to read, write, listen, speak accurately, flexibly and critically, and to view and create increasingly complex texts for a variety of contexts.

**Texts** The term 'text' refers to written, spoken or multimodal material. Texts are structured in particular ways to achieve their purposes, for example, to tell what happened, to provide instructions, to entertain, to explain, to argue. Texts might assume particular forms such as emails, letters, speeches, books, websites and plays. Students should listen to, view, read and create a wide range of literary and non-literary texts involving a variety of modes (spoken, written and multimodal) and digital media.

Connecting with the Australian Curriculum

HISTORY: 2 strands

Historical knowledge and understanding requires mastery of the procedures, tools and methods of thinking that constitute the discipline of history. The knowledge of history is reflected in the concepts that are used to explore what happened in the past. These include revolution, imperialism, religion, everyday life and the concept of ‘world war’.

Historical skills: To acquire a knowledge and understanding of history, skills associated with the identification, comprehension and interpretation of sources, use of chronology, and research and communication need to be developed. The curriculum should allow for the development of skills through a process of historical inquiry. A key aspect of inquiry in history is the study of primary and secondary sources of evidence.

Years 3–6: typically students from 8 to 12 years of age

Curriculum focus
The history curriculum across Years 3–6 will be developed around four focus questions:

1. What do we know about the past?
2. How did Australians live in the past?
3. How did people live in other places?
4. How has the past influenced the present?

Organisation of the curriculum around these four questions will enable students to consider local, state or territory, national and global contexts.

The focus will be on significant periods, events, personalities and places within and beyond Australia. Students will develop knowledge and understanding about Australian history, covering pre- and post-Indigenous/European contact.

Students will learn about Australia’s national symbols and key historical events including colonisation, Federation and the world wars. Students will understand that Australia’s past pre-dates British colonisation and can recognise and value Aboriginal and Torres Strait Islander influences on our present day society.

A variety of teaching and learning approaches and activities can be used, including teacher exposition, student debates, site visits, museum studies, use of historical narrative and hands-on activities such as the use and interpretation of authentic and virtual artefacts. An end result of historical inquiry should be a well-supported response to the question posed.
Themes evident in the book & TV production

**Community & Family**
- Identity
- Multiculturalism (Immigration)
- Class & social order
- Indigenous perspectives (and Reconciliation)
- Customs, traditions and beliefs
- Australians at War
- Politics
- Historical events

**Technology**
- Transport
- Currency
- Technology & homewares
- Electronic and visual media

**Lifestyle & Trends**
- Food and Celebrations
- Games and pastimes
- Environment and urbanisation
- Business and Employment
- Education
- Literature and music
- Pets

Decade Timeline: highlights events in each decade of Australian history and politics, society and culture, science & technology that underpin the stories of the children in each episode (2008-prior to 1788).

• Teaching activities (more than 500) and 78 clips for years 3-6 and beyond. The activities have rich curriculum content that relate directly to the supporting the Australian curriculum areas of English and History.

• 3 main themes and 22 sub-themes where teachers can group relevant teaching activities and resources to support their individual programs.

• Behind the scenes information including interviews with Nadia Wheatley, Penny Chapman & Donna Rawlins, stills gallery and clips bank, production materials and poster design.

• Additional resources and links to relevant content located at other cultural agencies plus hyperlinks to relevant TLF digital curriculum resources and objects

• Our Place which is an interactive teacher forum where teachers can share their ideas and strategies for using My Place in the classroom and upload stories from their own students.
Deborah Cohen
Education Manager
Australian Children's Television Foundation

Level 3, 145 Smith Street
Fitzroy, VICTORIA 3065

Ph: +61 3 9419 8800
Fax: +61 3 9419 0660
Mobile: 0417781504
Email: deborah.cohen@actf.com.au

Website: www.actf.com.au