



Media Literacy

Clip 1: Speaking the language

Activity 1: Lounge room television

Discover:

- As a class, discuss the role of the television set in this clip. Ask students to respond to the question, 'What information can you learn about television at this time from what you can see?' An example answer would be that the set is black and white and has a small screen.
- Ask students to compare the role of the television set in this clip with the role of the set in the clip 'Greek School' from Episode 6. They should respond to the following questions:
 - 1 What is different about the way television is portrayed in these two scenes, ten years apart? What has happened?
 - 2 Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? Compare the differences. (Sofia has a television in her lounge room, Michaelis has to watch a neighbour's set through binoculars.)
 - 3 What does the television in the lounge room say about Sofia's family now, compared with how it was for Michaelis?
 - 4 What has changed? (televisions are cheaper and more readily available, and Michaelis and Sofia's parents probably have more money to spend on a set than they did ten years previously.)
- As a class, discuss the television show *Why is it so?* hosted by Professor Julius Sumner Miller, which Sofia is watching. Have students brainstorm what style of show it is from what they can see and hear in the clip.

Reflect:

- Ask students to research this show further on the internet and present their findings to the class. They could also research what other Australian television shows were popular in the 1960s. *Skippy: the bush kangaroo*, for example, went to air for the first time in 1966 Ask students to compare *Why is it so?* with *The Adventures of Robin Hood*, which Sofia's brother Michaelis was watching ten years earlier. Ask students if they think *The Adventures of Robin Hood* was an Australian television show?
- Discuss:
 - 1 where *The Adventures of Robin Hood* originated
 - 2 the nature of television production and how expensive it is
 - 3 the development in Australian television production in the ten years between 1958 and 1968.
- Ask students to interview their grandparents and older relatives to find out what television shows they watched in the 1960s and why. List the information brought back by students, looking for similarities and common themes. Identify which shows are listed the most? Discuss why.

Download:

Student Activity Sheet: ML5.1



Student Activity Sheet: ML5.1

Clip 1: Speaking the language
Activity 1: Lounge room TV

1 Compare the role of the television in this clip with the role of the television in the clip 'Greek School' from Episode 6. Respond to the following questions:

a What is different about the way television is portrayed between these two scenes, ten years apart? What has happened?

b Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? (Sofia has a television in her lounge room, Michaelis had to watch a neighbours' television through binoculars.)

c What does the television in the lounge room say about Sofia's family now in comparison to what it was like for Michaelis?

d What has changed?

2 List four other Australian television shows that were popular in the 1960s:

3 Compare *Why is it so?* with *The Adventures of Robin Hood*, which was watched by Sofia's brother Michaelis in 1958. Find out:

a where this television show originated

b how television shows are produced and how expensive production is

c how Australian television production developed between 1958 and 1968.

4 Interview your grandparents and older relatives to find out what television shows they watched in the 1960s and why.



Media Literacy

Clip 1: Speaking the language

Activity 2: Australian TV

Discover:

- As a class, discuss the following question with the class:
- Do you think it is important to have Australian TV shows? Why? Why not?
- Ask students to monitor their own TV viewing for two or three days and compare how many of the shows they watch are Australian to shows that are from international companies.
- Have students produce a graph of the results and discuss the outcomes.
- Examine the list of shows and note the main countries of production.
- As a class, discuss:
- How much Australian made TV do students watch and what does this mean?
- The importance of seeing your own culture and language and accent on TV.
- Reasons why students watch or don't watch Australian made TV shows.
- Ask students to list the reasons supporting Australian production and the reasons why students watch productions from other countries. Students could write a letter to one of the TV networks putting their arguments for more Australian television production and what sort.
- Explain the concept of TV show 'pitch' to the class, where a producer has to put a short presentation together to quickly 'sell' the idea of their TV show to a funding body or TV channel to get the money to make the show.
- Discuss how important the pitch and the Bible is and how you need to capture your audience's attention very quickly and keep them interested in your idea while you explain it. Refer to the [Behind the Scenes](#) section for My Place production material.

Reflect:

- The task for students is to write a pitch for a new Australian drama show for children, or for a live Australian factual show such as Julius Sumner Miller's show. Ask students to present their 'pitch' using a PowerPoint, short film/animation or poster display.

Download:

Student Activity Sheet: ML5.2



Student Activity Sheet: ML5.2

Clip 1: Speaking the language
Activity 2: Australian TV

Monitor your own TV viewing for two or three days and compare how many of the shows you watch are Australian to shows that are from international companies. Produce a graph of the results.

Day 1: TV show watched	Country of production
Day 2: TV show watched	Country of production

(2) Write a letter to one of the TV networks putting your arguments for more Australian television production and what shows you like.

(3) Write a pitch for a new Australian drama show for children, or an Australian live factual show such as Julius Sumner Miller’s show, *Why is it so?*. Present your ‘pitch’ using a PowerPoint, short film/animation or poster display.

The ‘pitch’ is where a producer has to put a short presentation together to quickly ‘sell’ the idea of their TV show to a funding body or TV broadcaster to get investment money to make the show. It is important that your pitch and Bible capture the audience’s attention very quickly and keeps them interested in your idea while you explain it.



Media Literacy

Clip 1: Speaking the language

Activity 3: Sofia, the spy

Discover:

- As a class, discuss the character of Sofia.
- Ask students, how do they feel about her? Do they like or dislike her in this clip? Why or why not.
- Introduce the notion of Sofia as a 'spy' or onlooker, as she is spying on her brother Michaelis and Janice in the park. Ask students to respond to the following questions:
 1. How does the audience know she is 'a spy'? Look at the camera work and her actions.
 2. Who is she spying for?
 3. Why do you think she is doing this?
- Ask the class to think of other examples in the **My Place** series where the younger sister or brother is 'spying' on an older sibling.
- Compare the role of Bridie in Episode 9 (1928) where she is spying on her older sister Kathleen.

Reflect:

- Ask students to write a diary entry from Sofia writing down how she perceived the success of her day in spying on her brother.
- In the entry have students think about other strategies she could employ to keep Janice and Michaelis apart. Have them list these in the diary entry.

Download:

Student Activity Sheet: ML5.3



Student Activity Sheet: ML5.3

**Clip 1: Speaking the language
Activity 3: Sofia, the spy**

(1) Respond to the following questions:

- How does the audience know Sofia is 'a spy'? Look at the camera work and her actions.
- Who is Sofia spying for?
- Why do you think Sofia is doing this?

(2) Write a diary entry from Sofia about how she perceived the success of her day in spying on her brother. In the entry have students think about other strategies she could employ to keep Janice and Michaelis apart. List these in the diary entry.

Dear Diary

--