



EPISODE CLIP: THE DOLE INSPECTOR

ACTIVITY 1: HARDSHIP

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.

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- Student Activity Sheet E8.1: Tough times



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ACTIVITY 2: FAMILY

Discover

- Ask students to think about Colum and his family and then write a description of the family using three rich adjectives to create a word picture. Share and compare these descriptions and have students give reasons why they have described the family in this way. Encourage them to use evidence from the clip to support their opinion. Discuss the ways the filmmaker communicates important information about the family and their friends to the audience. Look closely at costumes, actions and the setting.
- Discuss how Colum's family works together in this time of hardship, identifying specific examples in the clip. Introduce the old saying that 'blood is thicker than water' and discuss what this might mean, and what it means in this context.

Reflect

- Students work in small groups to build up a richer picture of the family and their situation from all the information collected. Students can write a short story about what happened to Colum and his family before this situation, and how hardship has brought them together.

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- Student Activity Sheet E8.2: Sticking together



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ACTIVITY 3: DOLE INSPECTOR'S COMING

Discover

- As a class, discuss the role of the dole inspector. Ask students to focus on this character very carefully, taking notes and collecting as much information about him as possible from what is shown and heard in the clip. Look at how he dresses, how he acts and how he speaks. Have students compare notes and then individually write a detailed description of the dole inspector from the information they have collected.
- As a class, briefly discuss these responses and have students give reasons why they think the dole inspector is doing this job. Part of the discussion may focus on the fact that his job may be all that stands between the dole inspector and being unemployed and on the dole, like Colum's family.

Reflect

- Ask students to create a webpage for the dole inspector. Ask them to imagine that he is alive today and needs a Facebook page to connect with other dole inspectors across the country. Alternatively, design an advertisement asking people to apply for the job of a dole inspector.

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- Student Activity Sheet E8.3: What a job!



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ACTIVITY 4: RHYMING SLANG

Discover

- The Australian language is notorious for using rhyming slang to evoke a more colourful and humorous connection to the meaning of a word or phrase. As an example, Colum's family call the dole inspector, Mr Geraghty, 'Mr Blake' which is a play on words for 'Joe Blake' or 'snake'. Discuss why Colum's family would imply he was a 'snake'.
- Discuss the tradition of rhyming slang, one that is still embedded in Australian culture, and ask students to find out more about it. Where did rhyming slang originate? Ask students to find other phrases such as 'China plate' (mate), 'meat pies' (eyes).

Reflect

- Ask students to find at least five different examples of rhyming slang that they can contribute to a class list. Identify key features of rhyming slang to create a guide for making up new rhyming slang. Ask students to use this as a model to write their own rhyming slang for a selection of terms commonly used today. Ask students to develop two new rhyming slang expressions and illustrate them with words and pictures.

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- Student Activity Sheet E8.4: Talking in code

Tough times

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

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

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

4 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?

What a job!

- 1 What is the role of the dole inspector? Identify aspects of what he does, who he is and what he looks like.

- 2 Select either of these activities:

- a Create a webpage for the dole inspector. Imagine that he is alive today and needs a Facebook or MySpace page to connect with other dole inspectors across the country.
- b Design an advertisement asking people to apply for the job of dole inspector.

Talking in code

- 1 Rhyming slang is embedded in Australian culture. Where did it originate?

- 2 Find five examples of rhyming slang.

Rhyming slang	Meaning
China plate	mate
meat pies	eyes

- 3 Develop two new rhyming slang expressions and illustrate them in words and pictures.

Rhyming slang	Meaning