



Media Literacy

Clip 1: The dole inspector

Activity 1: Creating humour

Discover:

- There is a lot of action in this clip which contributes to the humour and drama of the episode.
- Ask students to sequence the action using a storyboard format ([see Student Activity Sheet ML8.1](#)), noting all the important visual and audio details (such as the hens' clucking). Students can caption each frame in the storyboard with a phrase or short sentence.
- Ask students to consider how humour is produced in this episode. They should read the script to find passages where what the character says is comedic.
- As a class, view the episode and observe how the director gives humour clues to the audience. Ask students to identify camera angles, sound and timing that are used.

Reflect:

- Ask students to consider how this scene would change if it was dramatic, or without humour. Ask them to storyboard three frames to illustrate their thinking and annotate what dramatic elements they would use, including sound, camera angle, lighting, timing.

Download:

Student Activity Sheet: ML8.1



Student Activity Sheet: ML8.1

**Clip 1: Dole Inspector
Activity 1: Creating humour**

NAME:CLASS:

Shot 1:

Audio:
Visual:

Shot 2:

Audio:
Visual:

Shot 3:

Audio:
Visual:

Shot 4:

Audio:
Visual:



Media Literacy

Clip 1: Dole inspector

Activity 2: Character analysis

Discover:

- As a class, discuss the role of the Dole Inspector in this story. Discuss how students feel about this character, do they like him? Why? Why not?
- Rescreen the clip and 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; for example, how he is dressed, his actions 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.
- Read the section from the initial Episode script ([see Student Activity Sheet ML8.2](#)) where Colum and Thommo are talking about the Dole Inspector. Discuss the differences between what was planned and how this character ended up in the final version. How they describe this character.
- Ask students to consider why the two boys hold this opinion.
- As a class, discuss and highlight the key differences between the two versions. For example, how Joe Blake's walk is described as a 'self important swagger' in the script, but the way he 'walks' in the final version is not like this.

Reflect:

- Ask students to rewrite this script sample changing the words to fit the on-screen version of this character.
- Share and compare the adjectives used by students and discuss the difference this makes to the way the audience now sees this character.
- Discuss the reasons why the filmmaker might have changed this emphasis.

Download: Student Activity Sheet: ML8.2



Student Activity Sheet: ML8.2

**Clip 1: Dole Inspector
Activity 2: Character analysis**

NAME:CLASS:

Excerpt from original script:

THOMMO
(whispers)
What can you see?

Colum points. They see JOE BLAKE (40), a thick-necked thug in a cheap suit and hat, walking with a distinctive, self-important swagger coming out from between the wool stores.

COLUM
It's the Dole Inspector.

THOMMO
Joe Blake, the snake!

They run.

Questions:

1. What are the key differences between the script and the finished episode?

2. Why do you think the filmmaker might have made these changes?

3. Why is the Dole Inspector trying so hard to catch Colum's family with their chooks?

4. What is the Dole Inspector's motivation?



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Clip 1: The Dole inspector

Activity 3: Joe Blake

Discover:

- Discuss the job that Jo Blake (Mr Gerhatty) is doing and for what purpose. Ask students to think about the reasons why the Dole Inspector is trying so hard to catch Colum's family out for keeping chooks.
- Follow on from this discussion asking students to consider if they think this is a good job, or an enjoyable job, and give reasons why, or why not.
- As a class, briefly discuss these responses and then have students give reasons why they think he is doing this job. Part of this discussion may focus on the fact that this 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 collate all the information they now have about this character and use it to write his 'back story', which is a biographical description (fictional) of a film character's life in the lead up to this story.
- A back story for the Dole Inspector would include explaining why he has a limp, (remind students of the date, this event is prior to WW2 but the Dole Inspector may have been a young soldier in WW1, and received an injury, or this limp very likely has come from the disease polio which was prevalent at this time), and why he so desperately needs this job (supporting his family for example).
- Remind students that this is an imaginative piece of writing and as long as it links in some way to the man we see on the screen in the scene, they can incorporate some interesting and creative ideas.

Download:

Student Activity Sheet: ML8.3



Student Activity Sheet: ML8.3

Clip 1: The Dole inspector
Activity 3: Joe Blake

NAME:CLASS:

(1) View **Episode 8: 1938 Colum** and describe the character of Joe Blake? List five points you know about him.

(2) Write a ‘background story’ about the character, Joe Blake, as a biographical description (fictional).

This would include explaining why he has a limp (remind students of the date, this event is prior to World War 2 but the Dole Inspector may have been a young soldier in World War 1, and received an injury, or this limp very likely has come from the disease polio which was prevalent at this time), and why he so desperately needs this job (supporting his family, for example).

This is an imaginative piece of writing and as long as it links in someway to the man we see on the screen in the scene, you can incorporate some interesting and creative ideas of your own.
