

Grade 4

My Place Overview

Week	Episode Synopsis	Activities	Assessment Links
1	<p>2008 Laura</p> <p>Laura accidentally sinks a dinghy in the canal. The ashes of the owner's beloved dog are lost in the muddle. She can't find a way to own up. Meanwhile, her mob get together to listen to the Prime Minister's apology to Indigenous people.</p>	<p>Welcome students to the library and discuss what their sessions in the library will involve this year. Remind students of the 'library norms', and basic requirements for borrowing- the need for library bags, how many books they can borrow, how to keep shelves tidy and in order, as well as the necessity of having returned books back at the library before, or as close to 9am as possible. Introduce the My Place series, and watch Episode 1, Laura. Pause at times to allow for discussion.</p>	<p>English</p> <p>History</p> <p>Geography</p> <p>Civics and Citizenship</p> <p>Values Education</p>
2	<p>2008 Laura</p> <p>See above</p>	<p>Revisit our thoughts of the first episode, with students encouraged to share any 'stand out' points- characters' names, plot points, emotions etc. Replay a short clip of Laura climbing the 'big tree', and encourage students to use adjectives to help describe the tree- make a list of these on the whiteboard. Students complete a short research task with two other people, focusing on fig trees, in particular, the Moreton Bay Fig. Students will be encouraged to use the Internet, as well as library resources. Students use this research as well as the adjectives brainstormed to create a cinquain poem.</p>	
3	<p>1998 Mohammed</p> <p>Mohammed is a mad-keen bowler and is desperate to join the cricket team at his new school. However, there are no available places and so he ends up playing</p>	<p>Discuss students' thoughts on the second episode of My Place, about Mohammed. What were the main events? Write a short summary together to add to the timeline display. Use the 'Discrimination' clip found on the My Place</p>	

	with the girls, who prove to be the better side.	Teachers ' Guide DVD-ROM (run time 2 minutes) to facilitate a discussion on what discrimination is. Students then work independently on comprehension questions on the “Fully Discriminated!” BLM.
4	1988 Lily Lily's cousin Phoung arrives with her parents from Vietnam. But the trophy cousin turns out to be a real threat to Lily's status at home and at school.	Share students' thoughts on the third episode, about Lily. What were the main themes/ideas of this episode? Write a short summary together to add to the timeline display. Play the third clip on the Teachers' Guide DVD-ROM titled, “First Day”, and discuss Lily and Phoung's relationship, as well as how they are related. Discuss the way a family works together- what do family members do for each other? What are the good qualities of a family? Students use the describing wheel BLM to focus on their family and describe how their family members help each other. Once they have finished their written ideas, they are to cut out their describing wheel and paste it onto coloured paper for display.
5	1978 Mike Mike knows a lot about Australian muscle cars from 1968 to 1978. The other kids think he's odd and Mike believes he only has one friend, Ben, but is Ben a real friend?	Share students' thoughts on the fourth episode, about Mike. What are the main ideas/events of this episode? Write a short summary together to add to the timeline display. Watch the third clip on the Teachers' Guide DVD-ROM titled “The Tippy”. Discuss the Tippy's lack of friends, and Mike's comments about not needing lots of friends, just a 'true friend'. What qualities do we look for in friends? Students work on 1 task, according to their ability level: Lower groups: Using an outline children holding hands, students write 3 adjectives or qualities of a good friend, (one word in each body). They can

		<p>then colour and decorate their work, ready for display.</p> <p>Higher groups: Students work on writing their own thoughts on the qualities of a friend, and think of 5 book characters they would like to have as friends (BLM).</p>
6	<p>1968 Sofia</p> <p>Sofia is a spy for the yiayias and she's determined to get rid of her brother Michaelis' non-Greek girlfriend before he leaves for Vietnam.</p>	<p>Share students' thoughts on the fifth episode, about Sofia. What are the main ideas/events of this episode? Write a short summary together to add to the timeline display. Observe the characters in the clip titled "The Goodbye" (Teacher's Resource disc). Discuss how each character would be feeling, and how the camera angles worked to help us understand the characters' point of view. Using a lotus diagram (BLM), students record their thoughts on the actions and feelings of the main characters.</p>
7	<p>1958 Michaelis</p> <p>Michaelis' family is from Kalymnos. He wants to be Australian, not Greek, but even more than that he wants a television so he can watch The Adventures of Robin Hood.</p>	<p>Explore students' thoughts on the sixth episode about Michaelis. Write a short summary of the episode to add to the timeline display. Share Clip 2 on the Teacher's Resource disc. This clip highlights some of the ways in which Michaelis's parents are preserving links with the country of their birth. Discuss the other ways in which Michaelis' family try to preserve their culture in a new country. Ask students to find examples of Greek culture in this clip, including Michaelis's parents speaking Greek. Have students share their ideas, discuss what they have observed and consider why they think the family continues these practices. Ask students to share what things their own families do to preserve their culture. Some suggestions could include music, food,</p>

		sport and family traditions. Students reflect on, and write a description of, the Australian traditions they would take with them if they were to emigrate to another country- in books.
8	1948 Jen Jen's dad died in the war. Now her mum is planning to marry Wal. Even though Wal has a car, in Jen's eyes he definitely doesn't match up to her real dad.	This episode is not to be viewed or reflected upon.
9	1938 Colum Colum has two big ambitions: to stop his best mate Thommo's family from being kicked out of the house next door, and to get up the nerve to ride his billy cart down Brickpits Hill.	As a class, discuss the way this episode is set at the time of the running of the 1938 Melbourne Cup. Watch the third clip "Punting" on the Teacher's Resource Disc. Brainstorm what the class knows about this race, and discuss why it is called 'the race that stops a nation'. List all the facts and ideas that come forward. Look through the list and divide ideas into 'for' (positive) or 'against' (negative) points. What are the good things about this race, what are the bad things about this race? Students select a side to argue- either 'Horse racing should be banned' or 'The Melbourne Cup is harmless fun'. Allow 15 minutes for students to record three arguments on their chosen position, then arrange class ready to debate.
10	1928 Bridie Kath and Lorna are the best of friends. The two set off on a day of harmless relaxation, wheeling Kath's baby brother in his pram with her annoying younger sister, Bridie, in tow.	Watch the first clip "Children's Chores" on the Teacher's Resource Disc. Discuss the chores the sisters must complete while their mother is at work. Why do parents assign chores to their children? How do these compare to the chores students complete? Make a list of chores students complete at home. Students write a letter to their parents addressing which chores they would like

		to change- for example, “I would rather be in charge of vacuuming than emptying the dishwasher because vacuuming is exercise.”
11	<p>1918 Bertie</p> <p>Bertie wants to buy a special gift to welcome his brother Eddie home from the war. He thinks that a pair of brown brogue shoes is just what his brother will need. Bertie is doing all he can to save the money, including putting on a magic show.</p>	<p>Share thoughts on the episode and write a short summary to add to the timeline display. Watch the first clip “On 'Tick' on the Teacher's Resource disc. Discuss the currency mentioned, and discuss the modern currency available in Australia. Using the plasma, show students how to navigate the Reserve Bank of Australia's website http://www.rba.gov.au (go to the 'Currency Museum' link, 'Displays', and select 'A New Era: Polymer Currency Notes'.) Read through the Summary, Why Polymer and A Complete Series of Polymer Notes sections as a group. Students are then allocated a note (BLM) to create a factual mind map, using the RBA website for information. Students should include the names of the people found on their note, as well as the significance of emblems, serial numbers etc.</p>
12	<p>1908 Evelyn</p> <p>Evelyn can't wait for bonfire night. This year, for the first time, her father can afford to buy the family their own box of fireworks. Unfortunately Evelyn shows the box to her disbelieving neighbour Freddie.</p>	<p>Share thoughts on the episode and write a short summary to add to the timeline display. Watch the fourth clip “Bonfire Night” on the Teacher's Resource disc, and discuss the atmosphere of Bonfire night- how does the film maker help us understand how the characters are feeling, thinking? Encourage students to 'exercise' their vocabulary by raising these and similar words to help describe characters' feelings: wonder, awe, excitement, anticipation, amazement etc. Model writing a short newspaper article about Bonfire Night, including quotes from a character from the episode- generate a list of quotes from the clip to</p>

		<p>help students- and a small picture of the night. Students will be given (ability based) one of these tasks to complete:</p> <ul style="list-style-type: none"> - Lower groups: Design an advertisement for either Mr Wong's store OR for Bonfire Night - Higher groups: Write a short newspaper article on Bonfire night including quotes and image (BLM).
13	<p>1989 Rowley Rowley longs for his father to come home. Convinced that good deeds will be rewarded, he'll do anything to help his mothers and his neighbours. His goal seems close, but then he discovers that his father may never come home at all.</p>	<p>Share thoughts on the episode and write a short summary to add to the timeline display. Watch the fourth clip, "Workers' Rights" on the Teacher's Resource disc. Ask students to identify the focus and issues raised in this clip. Create a class chart listing the identified issues and the evidence from the clip that describes them. Introduce a diary writing task, and model the beginning of the writing to help students understand the layout and language expected. Students may choose to write up the diary entry in many ways, but model a timeline and a typical recount version. Students are to write a diary entry from Rowley's point of view, summarising his day as seen in this clip. What was the main thing that happened to him and how do students think he feels about what he found out? Why is this day so important to him? Encourage students to empathise with Rowley and explain his feelings.</p>
14	<p>1888 Victoria Victoria and her family have just moved into the terrace house that her father has built. She'll do anything to ensure that they stay there forever and she has an idea.</p>	<p>Share thoughts on the episode and write a short summary to add to the timeline display. Watch clip two, "Victoria's Family Supper" on the Teacher's Resource disc, ensuring the volume is OFF. This will provide the opportunity to study non-verbal language. Focus on the characters'</p>

thoughts and feelings and how they are conveyed visually as a narrative device, rather than through words alone as they would be in a written text. As a class, discuss how a film maker might do this by using the camera and non-verbal language, including facial expression, gesture, stance and movement. Ask students to closely observe the relationships between the characters, looking at the way this scene has been shot and the body language used. Review the dinner scene in the clip. List all characters present at the table: mother, father, Wesley, Victoria and May. Students should use the BLM to identify the main relationships between the key characters in this scene and the way they interact with each other.