

REWIND

How we worked and how we played in the 20th century



A 26 X 5 MINUTE DOCUMENTARY SERIES

STUDY GUIDE

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Introduction to this study guide

The *Rewind* study guide is designed to introduce and share suggested activities and discussion points, which we hope will encourage you to feel confident about using *Rewind* as an integral teaching resource across the curriculum. It is not meant to be prescriptive and we hope you will adapt and improve them for your own purposes.

The programs have been shown to curriculum experts around Australia and their comments have been incorporated wherever possible. Participants at workshops have also been very helpful with advice and suggestions for using *Rewind* in the classroom.

Five minute programs are ideal for using in classrooms, seminars or talks. You can show one, pause it, use it to begin activities and then show it again. *Rewind* is also an excellent resource for English Second Language teachers and ELICOS programs. The Key Words and Phrases are easily identified from the accompanying narrative and these can be pre-taught or included in a glossary or an incomplete outline to help students develop note-taking skills.

The programs cannot be and do not pretend to be an in-depth analysis of any of the issues. Like all images they have been selected at least three times, by the camera person who filmed them, the editor who kept them and the producer who has chosen them for these programs from the many at her disposal. Look for the gaps in these images. Who is not visible and why? This could be seen in terms such as race or class or gender. This also opens up discussion on how attitudes and values change over time, sometimes slowly and sometimes very rapidly. For example, one teacher commented that the schools of the 1920s as shown in *School Days* did not change significantly until the 1960s, when very rapid changes took place and uniforms and hair length suddenly became the bases of student unrest.

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Hints for teachers

Using videos in the classroom

Used effectively, videos can be a wonderful classroom resource, but sometimes they are used to keep students busy. Some teachers may see no value in using videos as part of their subject. Others may be unsure of how to build them into their subject.

Rewind is the kind of visual resource most teachers in secondary schools long for. The programs are short but not simplistic and the series has coherence. Their short duration means that they can be viewed and reviewed for better understanding. Any frame in some programs could be viewed separately as a source of endless information about the time. For example, in *Getting Around*, there is a scene of the traffic in a city street, early in the 20th century. Freeze-frame it, and you can see the horse-tram, the pedestrians' clothing, a mother pushing a baby pram and other small but important details which tell you a lot about city life at the time.

To make the most of videos in the classroom, we need to consider:

- Methodology - the way we teach
- Content - the videos we choose
- Environment - how do we set up a learning environment?
- Relevance - how does this video support and extend this topic?
- Skills - what skills do we assume, what skills do students need?
- Values - what values do we bring to viewing? Are they in conflict? How can we deal with this constructively?

These raise questions such as:

- What do my students need to know in order to understand this program?

This may be in terms of background history, specific vocabulary or a time line so they know where this event fits within the 20th century. Set up comparative time lines with other countries. What was happening at the same time in Europe, the USA or Asia? This gives students whose parents were born outside Australia an opportunity to bring their backgrounds and history into the classroom and to offer valued comparisons.

Other possible questions include:

- How do these videos relate to what I am teaching?
- What are my aims in setting a related assignment?
- What skills and knowledge do my assignments assume?
- What opportunities have I provided for students to acquire these?
- What skills and knowledge do they bring to this activity?
- What other resources are available to help them prepare for this assignment or for follow up research? These could be in any format - written, visual, audio or electronic.

Aims

Here are some suggested aims for using *Rewind* or any other video as part of teaching content.

- To provide images not usually available through commercial television or films.
- To help students identify bias and points of view in visual texts.
- To help students improve their skills and confidence in oral and written language.

Dealing with controversial issues

History is neither neutral nor objective. Some of the *Rewind* programs deal with controversial issues about which students and teachers may have highly polarised and/or naive views, eg land rights, immigration, gender roles, the environment. It may help in dealing with racist, sexist or discriminatory comments to establish some classroom rules or a learning contract. Respectful listening and respectful speaking may offer a good starting point. Establishing such guidelines gives boundaries and guidance to those who need them and sets up a secure environment within which all students can explore issues that concern them.

General questions for any program

- What is the context, and the time span involved?
- What does the title tell us? This can be a very good preparatory activity as it encourages prediction skills.
- Whose point/s of view seem to be represented?
- What is said? What is not said?
- What are the similarities and differences between images of the past and students' perceptions of the present?

"Jack Thompson presents these short entertaining history snapshots that look into elements of everyday Australian life - how we have experienced childhood, schools, getting married and family. ... Rewind looks at the courage and resilience of communities ..."

TV week, January 5, 1998

Themes and synopses

Each program stands alone, however they have been grouped to cover particular themes. Here is a summary of the programs by theme together with their synopses. This will enable you to choose which programs or combinations of programs will suit your needs. The study notes pick out issues and images and suggest possible activities. These will need to be adapted to suit different age groups.

Key words and phrases

These are a suggested list of **key words and phrases** which students need to know in order to really understand and talk and write effectively about the programs. Some assume cultural or historical background which students may not have. Introducing the words first and discussing their meaning and significance will enable students to understand the context of the programs and gain more from them.

Vocabulary extension

Each program has a specific topic vocabulary. It helps if you alert students to new words that will be coming up or note them or ask students to note them as they arise and discuss them after the first viewing.

Language of emotion

If we expect students to respond to what they are seeing, they need words to do with feelings (apart from 'mad, bad, sad and glad'). These can be written up under headings such as Positive, Negative, Neutral and can be added to over time with new words students pick up.

Language for discussion and debate

In discussing or writing about videos, students need to use language to:

- give opinions
- ask for facts
- clarify
- identify
- disagree
- agree
- praise
- criticise

Students may find this difficult because they aren't sure what terms are used for which purpose. It is easy to practise these skills with video work because students have a shared viewing experience and are in an environment which encourages active listening and speaking.

Useful writing strategies

Here are some strategies teachers might find useful to help students begin to write about *Rewind* or any other video. They may provide a useful addition to other approaches you already use or you may wish to adapt them.

Strategy 1 – a worksheet to hand out

The title of the video we saw was...

It was made by...

Or

Film title/producer/country/year of production

Watch the video and then finish these open-ended sentences.

I learned...

I wondered why...

I noticed...

I saw...

I strongly disagree with...

I think...

Comment

Students gradually adopt these sentence starters into their work in other subjects and into their speech. This gives them skills and the confidence to retain and record more information.

Strategy 2

You can extend Strategy One by asking students to brainstorm their own thoughts on the video. The brainstorm rules are 'set a time limit of 3-5 minutes', 'no discussion' and 'someone acts as a scribe for the ideas'. The scribe can be the teacher or a volunteer.

As a variation, you can compare the class brainstorm notes with the teacher's notes. What are the differences, if any? Students can then arrange the notes according to headings or topics and write them up in any form required.

Strategy 3

Before watching the video, explain that students will be expected to write the story from the point of view of a character who appeals to them. They may need to do some extra research to finish this activity. This gives them a chance to write their personal responses and to empathise across place and time. As an example of this, watch for a scene in the program *Dealing with Disaster* in which two small children wait to be evacuated during the Maitland floods in 1955. Each cradles a dog and their expressions are full of foreboding.

Behind the scenes

The finished product seems so seamless and natural that it is easy to forget the enormous amount of thought and work behind a series like *Rewind*. In this section, producer Margaret Murphy shares her insights and explains how she met the challenges, overcame the difficulties and... gave up coffee!

Producer Margaret Murphy

My brief for this project was to find a way to use footage from the libraries of Film Australia and The National Film and Sound Archive in an entertaining and informative fashion. These two libraries have been created from film footage showing Australians at work and play over nearly a century. The earliest film was shot in the 1890s. While much of the library material dealing with major events or key figures in our history has been viewed on many occasions, there is a wealth of visual images that the public has never seen. This footage was shot for many reasons and comes in the form of home movies, cinema advertisements, government promotional campaigns, cinema newsreels and documentaries.

I spent some time familiarising myself with the contents of the two libraries and decided that the material could be shaped into short pacy visual essays focusing on a single subject, to show how attitudes have changed in Australia as transport opened up the country and brought the nation closer to the northern hemisphere and the population grew and became more multicultural.

At this stage the SBS Television library became available as a source of more recent multicultural images. During this research stage I was mesmerised by images of Australians in the early years of this century staring back at me through the lens of a camera. I wanted to talk to them and ask them questions about their lifestyle. Of course this was not possible, so I found myself in constant discussion with the other *Rewind* team members about a huge variety of issues from the most important to the most trivial - how uncomfortable some clothing must have been, safety conditions in the work place, the difficulty in travelling from one place to another, how difficult it would have been for me as a woman to achieve this very job in the first half of the century and still maintain a family, why unions were necessary, whether we hung our Christmas stockings over the fireplace or the end of the bed!... The list goes on. All of this of course made my task immensely stimulating.

Shaping the five-minute episodes proved to be an endless exercise in rewrites. After choosing subject areas, I worked with writer Steve McLeod to form the initial essay.

Whilst we both had been captivated by the film on first viewing, we were not sure that editing the images down to five minutes would provide enough information to tell a complete story.

To heighten the impact I used close-up shots, together with original narration when it was available, so that the images told the story and completely absorbed the viewer even though individual shots were very often as short as 2 seconds. I then began to reduce any new narration to the bare minimum and was careful not to impose my ideas on a subject but to show the attitude of the nation as it was captured on film at the time. The danger of course was that every time I viewed another archive film, I would see one or two shots that I thought would better illustrate the sentiment of the day. As a result, I found myself continually replacing one shot for a more explicit shot right up to the very last moment of production. Each image had to tell part of the story, there was no time for a wasted shot.

Building the sound track was as important as the visual aspect. Most film shot before 1930 was silent - so we had to create sound effects of crowds murmuring, bicycle wheels on dirt roads, dogs barking etc. The editor listened to many old records to find authentic sounds of the period and I employed composer Rory O'Donoghue to write music in the style of existing music to fill in some gaps. This in itself was quite a task as film shot in the 1930s and 40s very often had its own narration and music track. If that narration and music was used, then Rory had to write music that finished in the correct key to make the sound edit appear flawless when linking footage from two different films.

The production was intense, we had hundreds of hours of viewing in order to find appropriate sequences to help take us through the story and to introduce enough aspects and ideas to create a stimulating discussion. *Rewind* was not to end up as a bland picture book with captions.

The most difficult part of the whole exercise was deciding where each episode should end. The decision to finish the episode *Getting Around* in the 1950s when Australians could circle the globe by plane was made because I felt that advances in transport since then were improvements rather than new systems.

Other episodes such as *Eating Habits* or *School Days* needed to continue on to the later part of the century because changes were and still are occurring.

It took me nearly a year of viewing and writing and another year of editing and post-production, whilst consuming large amounts of strong, black coffee. It was two years well spent. I gave up coffee at the end of production - but I will never give up my fascination for history captured on film.

Narrator Jack Thompson

The narrator linking the programs is Jack Thompson. This famous Australian actor, who has received critical acclaim in the USA for his role in the film *Midnight in the Garden of Good and Evil*, agreed to be involved in the project. What differences would it make to the series if a woman, a person from non-English speaking background, narrated it? To get an idea, listen to *Law of the Land*, which is partly narrated by an Aboriginal elder. What do his presence and voice add to this program? What does he bring to it that Jack Thompson could not, despite his acting skills and excellent voice?

Opening Titles

Each program begins with a generic opening title that takes 15 seconds in real time. This gives a sense of continuity to the series and an easily recognised 'face'. However, for Media Studies teachers, English teachers or anyone interested in how texts are constructed, it is worth detailed examination. This brief text uses dozens of images. They include black and white drawings as well as scenes taken from various *Rewind* programs. The graphic designer chose icons from a book of Australian commercial slogans and juxtaposed them with drawings of appliances such as the telephone and modes of transportation, cars and planes, showing their advances over time. The images of people are divided. The left side and upper portion of the screen shows black and white film clips of white Australians, while the right hand side of the screen uses recent colour film of Asian Australians, Aboriginal Australians and children of many ethnic backgrounds playing in a schoolyard. The entire sequence is unified by the continuing image of a cameraman. He is being filmed, as he seems to film the images we see. There is one beautifully constructed frame in which the 'Aussie' product symbol, a mother and a dog in a Holden and the young girls in the schoolyard are overlaid and linked visually by the slogan 'Australian Made'. This makes a rich text for discussion, as there are so many possible connotations and readings. I read it as a positive depiction of a country of immense social and cultural diversity, but one in which past and present are valued and interconnected. They each add to a mosaic, but without detracting from each other and without losing their own integrity.

Holidays

Synopsis: Family holidays are a tradition in Australia and fulfill a natural inclination of working class Australians to get away from it all in a big country. We turned our egalitarian beaches into the most famous in the world and built up a domestic tourism industry around our more spectacular landforms and historic spots. Following World War II there was terrific development of central Australia and the Gold Coast, the first steps toward building up and marketing a level of international tourism that now counts as a major employer of people and a multi-billion dollar industry.

Key words and phrases

Leisure and class, jaunt, attire, masterpiece, concept, nature's masterpiece, affordable, intrepid, international tourism

Discussion points

What is involved in a concept of 'leisure'? How did ordinary people live before this was accepted?

Beach holidays were a lifestyle when people felt 'safe in their job and safe in the sun'. What has changed in both these areas? How do people respond to these changes?

Look at the scene from Wilson's Promontory in about 1919, Portsea, 1920 and Bondi, 1926. What is familiar and what looks different from a beach scene today? How do you explain these differences?

Find out when public bathing became legal. How did people swim before it was legal and what reasons did governments give for making it illegal?

Brainstorm as many kinds of Australian holidays as you can. What do they cost and what are the benefits? Compare the attractions of different types of holidays, such as the beach versus the inland or the mountains.

This program ends with the words, 'These days we probably sell more holidays than we take but it's nice to dream'. Discuss this comment and its implications for our future.

Activities

- Bring in your best holiday photo and create a wall gallery. Write about or talk about your favourite holiday spot. Why is it special?
- 'Garbed in suitable attire'. This is very formal language. How would a modern tourist film say this?
- What words do you need to describe the various holiday spots shown here? Compare the words needed for mountain scenery in the Blue Mountains with that needed for Queensland rainforests. Think of sounds, colour, smell and texture when you are making your list.
- Identify the differences between tourism and ecotourism. Have half the class plan ordinary tourist holidays and the other half plan an ecotourism holiday. Compare the brochures and costs for each type of holiday.
- What are 'adventure holidays' and which adventure would you like to go on?
- Brainstorm the role of the car in the way we spend our holidays, under the headings Positive, Negative and Interesting.
- What roles do indigenous communities play in international tourism? Uluru Resort is a good example. What others can you find? What skills and attitudes do non-indigenous tourists need in order to learn the most from indigenous communities?

Eating Habits

Synopsis: Australia was always a country rich in fresh produce, much of it tinned or boxed and exported. At home, diets were stodgy and Anglocentric prior to the post-war immigration and food played a quite unimaginative role in most people's lives. This program looks at the emergence of marketing health and nutrition and the persistence of old recipes with new cooking technologies, and the diversity of ingredients and recipes which have now become integral to any Australian supermarket shelf and home kitchen. The last frontier for food now enjoys one of the most culturally diverse national cuisines in the world.

Key words and phrases

Immigrants, blandness, cuisine, natural bounty, 'bread and butter', staple, balanced diet

Discussion points

Australia was once described as the 'last frontier for food'. What do you think this may have meant?

One of the films used talks about 'Kangaroo butter, an Empire product for an Empire table'. This is a good chance to explain the meanings of 'colony, nation and empire'. A time line might help to explain the key dates and events in Australia's transition from a group of colonies to a nation. This will also introduce the issues of constitutional change and the challenges involved in becoming a republic.

There is an early cereal advertisement in this program. What is the message and how have breakfast food advertisements changed since this was made? How have they stayed the same? The ad urges people (men) to eat their 'usual breakfast' which is shown as two fried eggs and five strips of bacon, or two chops. What's wrong with that? Is that still a usual breakfast for Australian men? What assumptions does the ad make about the roles of men and women?

The narration states that the first immigrants after World War II found a blandness in food that had lasted for 150 years. Is this true, and if so, how had this come about?

Look for the scene from the fruit cannery and the commentary on 'piece work'. Discuss piece work and what things are produced by piece work in Australia today. Who benefits from piece work and why would anyone work this way?

Activities

- Brainstorm favourite foods. (Some students will need to feel confident that the classroom is supportive and respectful of difference before they reveal their favourite foods. They may not know what the English equivalent of a food they eat at home is, so they may say something easy just to avoid feeling embarrassed. The teacher's role in modelling interest and respect is crucial to an encouraging environment.)
- List students' favourite foods under the headings Main Courses, Snacks, Sweets and Savouries to help students identify them. Create a healthy food pyramid using foods from at least three different cultural traditions.
- How many of these favourite foods are reflected in your Home Economics course? Analyse what we know as Australian food today. Compare it to the food that was widely eaten in the 1950s and earlier.
- Read about food on the convict ships and in the early days of European colonisation. Cook and serve a convict's ration.
- Investigate 'bush tucker'. Why did European 'explorers' die of hunger and thirst in country in which Aboriginal people had survived for thousands of years? Seek advice and help to prepare a bush tucker meal.
- Conduct a breakfast survey. Who eats what? Do a comparative nutritional survey on class breakfasts. Which is the most healthy and why?
- Compare breakfasts across several different cultural traditions. Regardless of how different the foods may be, what is the nutritional value of the different breakfasts?
- Prepare a class book of students' favourite recipes. Have a tasting session.

Christmas in Australia

Synopsis: The reversal of seasons for Christmas was always a source of wonder and creativity in Australia, where the summer heat turned European family and feasting traditions on their heads. Films from the 1920s and 30s show city streets, children's hospitals and tiny town reserves filled with people delighted with Santa and his curiously antipodean incarnations. We look at the ways traditional Christmas survived here, with adaptations for the Australian climate, national character and changing culture.

Key words and phrases

Yuletide, myths, unseasonal, Christmas cheer, stockings and pillow slips, traditions

Discussion points

The program will help to explore the interesting changes which have taken place in Australian attitudes to Christmas and the ways in which it is celebrated. It offers excellent opportunities for personal writing, for comparing ways of celebrating the same festival and for comparisons across religious traditions.

The opening scene shows three or four generations in the backyard. Is this the ideal, or is it an idealised Christmas of the past where everyone is happy? In modern Australia, there are many students who do not have access to a big family, who are not Christians or who are not aware of the Christian tradition. For all students, this program presents an opportunity for looking at life as it was once for the majority of Australians, for beginning a theme on important celebrations and for learning a vocabulary with which they can talk respectfully and knowledgeably about religious and cultural traditions.

The scene from *Christmas Greetings from Australia 1928* shows St Kilda beach in Victoria. This is a good starter for a project on sun safety and how swimming costumes have changed over time. Why are they known by different names in different states? The children's neck to knee bathers we would once have laughed at, are now being reproduced but in modern lycra with 15+ Sun Protection Factor.

'The new department store culture of the 1920s encouraged Santa Claus culture.' Investigate the role of department stores and advertising in encouraging the Christmas buying frenzy. How is this connected to the spirit of Christmas?

There is a brief scene featuring a small Aboriginal child. We do not know his story but there are many moving stories of indigenous children in the *Bringing Them Home* report into the stolen generations. This could be used to stimulate

discussion on this issue or to introduce poems, songs, autobiographies and biographies about the effects of the government policy of removing mixed race children from their families.

One scene features the Brisbane City Mission holding a Christmas Party for the poor in 1937. In 1997, according to the Salvation Army in Brisbane, there was an increase of over 30% in requests for Christmas parcels. What is causing this kind of poverty in Australia? A representative of one of the charities might be able to discuss this issue with students and to advise them how best to help.

As society became more relaxed, 'tradition gave way to lifestyle'. More and more people are choosing to celebrate Christmas at informal picnics, in the bush or on the beach. What factors may have made this more relaxed attitude possible?

What is a suitable Christmas present? Are there boys' presents and girls' presents? Who decides what is suitable? Has this changed over time?

In the program, one child receives a kitten for Christmas. This opens up the issue of looking after pets and the problem of pets being dumped when they are no longer cute. What is involved in being a responsible pet owner today?

The last scenes show different churches and different Christian communities celebrating Christmas but the message is the same. Discuss the Christmas message. Is it similar to the messages of other great world religions?

Activities

- Identify the characteristics of a 'traditional' European Christmas. There are as many cultural variations as there are countries and these would make a wonderful visual display, using the knowledge of students, parents and friends. This can be supported by books, videos, stories, poems and songs. Investigate the folk crafts associated with Christmas.
- Compare a traditional European Christmas with the way students celebrate it in Australia. What has changed? What has stayed the same?
- Look for the many different ways that Father Christmas has managed to find children in Australia, from carts to trucks to biplanes. Investigate St Nicholas and his links with Christmas.
- All Christian cultures have special Christmas songs. Collect and produce a book of favourite Christmas carols, with illustrations and translations into English, if necessary. (Students may need help with translating and versifying)

RITUALS

- There is an interesting scene from a children's hospital. Compare the way children's hospitals looked then and now. What has changed for the better since then? Share your experiences of hospitals, as a patient or a visitor.
- Many pets are dumped after Christmas. Research and report on the problems that feral animals cause, in the city and in the country.
- Write a short Pets' Bill Of Rights from a pet's point of view.
- Compare special celebrations from other world religions. Share this knowledge with other students in some form, whether personal writing or a presentation of some kind.
- We say 'Happy Christmas'. Find out the equivalent greeting for Jewish New Year, or the end of Ramadan or Chinese New Year. Prepare a wall chart of important religious festivals and appropriate greetings, gestures or food associated with them.
- Compare Christmas rituals in your class. Do all students visit the Magic Cave, or write a letter to Santa? Do they leave food and drink out for him to eat?
- Collect favourite Christmas food recipes. Make a Christmas pudding and a cake or pudding from a different Christmas tradition.
- By 1980, television could provide satellite link-ups across the world. Telecommunications have made keeping in touch on special occasions much easier. Brainstorm some positive and negative effects on our lives, as a result of better communications.
- Organise a Christmas club to save money throughout the year to help organisations which help needy families at Christmas.

Nice Day for a Wedding

Synopsis: A light-hearted but revealing look at how wedding preparations and marriage expectations have changed in the modern era, and how weddings in many different forms and cultures are still based on the idea of commitment. We look at traditional wedding ceremonies in Australia, and celebrate the social, civic and romantic elements that inform the institution of marriage and its 'special day'.

Key words and phrases

Romance, civil, religious, arranged marriage, social acceptance, conspiracy, perceptions, pledge

Discussion points

Marriage is described in one film as 'every woman's most romantic future'. Is this true? Was it ever?

What elements do you recognise in the 1912 wedding? What looks unfamiliar or funny to you?

The 1930s introduced weddings outside churches, in a plane, a registry office etc. Why do you think couples want to have these kinds of weddings? What other unusual places do you know people have married in? Discuss what an ideal wedding means to you.

The narration of one wedding describes the 'bride happy and groom happily trapped'. Another states, 'as in the world over, the whole field of fashion is just the setting for a gigantic conspiracy to manoeuvre men into marriage'. What are these perceptions of marriage and how do you think they have come about?

Not everyone falls in love and then gets married. In some cultures and religions parents 'arrange' their children's marriages. 'Ceremonies differ but the spirit of commitment between two people remains the same.' Discuss this comment.

'The philosophy of arranged marriages is that you love the person you marry. In love marriages you marry the person you love.' What is the difference between these two definitions? Which would you prefer and why? Find and read stories about arranged marriages. Talk to people about how they met and got married. Some people choose not to marry. What reasons are there for this choice?

Activities

- What special foods do students know which are made for weddings only? Create a special occasion cookbook from as many different wedding traditions as you can, with explanations for each dish.
- What weddings have students attended? Make an event line of the roles before, during and after different wedding ceremonies, for the man and the woman. You could research the roles of the parents and other relatives as well. What things are similar and what are different? What are the reasons for customs such as throwing confetti or rice, walking around the altar or others that you know? (If students don't know, a local priest or equivalent may be willing to explain customs. Parents may be willing to be interviewed on videotape for a program on wedding customs.)
- Read an old book on etiquette and discuss its advice about weddings.
- Are idealised images of marriages helpful? What advice would you give to couples intending to marry? Where can you find advice about the realistic side of marriage? Ask a marriage guidance counsellor to speak to the group about preparation for marriage courses and how they can help couples make informed decisions.
- Arrange a display of wedding pictures from various cultural groups. Each picture will need an 'explainer' who can tell visitors about the picture and the meaning of what is depicted.
- You may wish to repeat the 'adopt an egg' experiment in which you are totally responsible for your egg for two days or whatever period of time you agree on. Report your experiences.

Skiing

Synopsis: A glimpse of the long but slightly known history of Australian winter sports, from the snowfield settlements of the gold rush era and the world's first ski clubs to the glamorous resorts of the 1920s and the fantastic boom during construction of the Snowy River Hydro-Electric Scheme, when European immigrants established whole communities and alpine lifestyles above the snowline in the 1950s. Snow sports gained tremendously in popularity with improved access and modern mountainside technology. Developing ambitions of international competition for Australians gained fruit with our first World Cup gold win in 1997.

Key words and phrases

Slopes, slalom, profile, world ranked, tourist industry, smart set, competition, instructors, Snowy River Hydro-Electric Scheme, snow-line, tow ropes, high country, technology

Discussion points

'Australia has a surprising history in the snow. Kiandra Snowshoe Club 1861, is arguably the first skiing club in the world.' Why do we find this comment surprising?

Find out who gave Mount Kosciuszko a Polish name. Who is it named for and what is the correct spelling and pronunciation? Research the history of indigenous people in that area and their attitudes towards this 'naming' process.

Skiing is referred to as 'a winter fashion parade rather than a sport'. Is this still true today? What gives skiing its 'luxury' label?

Activities

- Price a skiing holiday for a family, at an expensive resort and then in the cheapest accommodation you can find. Have a competition to see who can plan the best holiday for the lowest budget. Present your detailed budget to the group.
- Compare film of the Charlotte Pass Championships 1933, with film of the 1998 Winter Olympics in Japan. What are the main differences in clothing and equipment and what effects have these improvements had on the sport?
- Research the Snowy River Hydro-Electric Scheme and its social, economic and environmental impacts on the surrounding area and on Australia as a whole. Prepare an impact report on your chosen area.
- Ask a skier to explain to a non-skier the rules of skiing.

Dress Sense

Synopsis: The Australian climate demanded dramatic changes in dress sense this century. We popularised different styles of swimwear and sports clothes and gradually adapted European fashions for a more casual lifestyle and a modern consumer society. This program takes a look at the evolution of underwear, changing ideas of beauty and comfort and the late 1940s push for international designer fashions and the popularity of the first supermodels promoted by major department stores.

Key words and phrases

Leg of mutton sleeves, corsets, whale bone, class, stylish eccentricity, off the rack, convention, dress 'down', sun bronzed, lingerie, hosiery, yardage, scimping, mannequins

Discussion points

The program begins with a city scene early last century. Compare women's dress with the way the men dressed. The wagon driver is in short sleeves, while the women are covered, with leg of mutton sleeves and high collars and hats.

'We kept our dress sense from another climate and culture-attuned to class not comfort.' Has this changed today? Do Australians dress appropriately for the climate? What might an ideal Australian way of dress be? Would the same style suit the whole continent?

Watch the 1926 running race for women and the 1916 fashion show. What are the most noticeable differences between those times and the present?

What do you notice about the underwear modelling? What is the purpose of such undergarments? What are the health issues associated with corsets? What connection did corsets have with the whale industry? Are there any fashion industries today which harm animals in some way?

What was the ideal figure of the 1920s? What is the ideal figure today? Who decides these things and what are some of their effects on women and girls?

'As long as you had a new hat or a new bag you were all dressed up.' What does being 'all dressed up' mean today?

'You haven't got your mouth the right way.' Discuss the role of body language in attracting friends and romantic relationships. What was the 'right way' and what impression did it give about the person?

'New freedoms allowed us to dress down for the sub-tropical climate.' Is this true for business people today?

Activities

- Ask your parents or caregiver and a grandparent or an older person you know, to remember their favourite clothing as a child or a young person and those they hated the most. Create a class photo gallery so you can compare clothing throughout the longest period of time possible.
- Collect fashion pictures from the internet or magazines showing fashion changes in the last hundred years. Some students may even be able to bring in dresses or clothing from previous eras to model for the class.
- Analyse the messages in modern underwear advertisements for men and women. What are the differences and similarities between these and the early ones shown on the program?
- Investigate the effects of war on fashion. Report your findings.
- 'We'd never look the same again, for long.' Predict possible, probable and preferable clothing for the future. (This may depend on the kinds of futures students think of. Suggest non-technological futures, sustainable futures and 'break-down' futures, as well as the outer space visions. Films such as *Blade Runner* are examples of 'dystopias', futures in which ecosystems and social systems have broken down. *Spellbinder II* and *Girl From Tomorrow* are interesting series from Film Australia that show several different futures.)

Horse Power

Synopsis: The horse was the engine of exploration, agriculture and transport in colonial years and well into the 20th century. By the 1860s, thoroughbred racing was a national obsession. When the first Melbourne Cups were run a series of famous horses helped make the 'sport of kings' a working man's passion. From the brumbies and rodeos of the outback, to the working horses and Olympic jumpers; from the Light Horse and horse-drawn trams, to the public idolisation of a Phar Lap or Bernborough, Australians built a nation with horses.

Key words and phrases

Thoroughbred, brumbies, rodeos, Light Horse, horse trams, idolisation, national obsession, sport of kings

Discussion points

Horses are not native to Australia. Seven arrived with the First Fleet and there are now one and a half million horses in Australia. Discuss the difficulties the soldiers would have had in maintaining horses for six to eight months at sea on a small ship. What roles might these horses have played in the convict colony?

The narrative from one of the early films speaks of how horses 'aided the pioneers' peaceful conquest of Australia'. Whose view of history is this and how do the words reveal it? What might an alternative version say? What images does the word 'conquest' bring to mind?

Did horses really 'open up' the continent? In what sense had it been 'closed'?

The Melbourne Cup has been a special event since the late 19th century. What is it that makes a horse race so popular all over the country? Survey the class to find out who has had a bet on the Melbourne Cup and, if it is appropriate, come up with tips for a winning strategy.

What roles do horses play in the lives of most Australians today?

Activities

- Investigate how horses came to be included on the First Fleet.
- What are the dangers involved in moving domestic animals from one country to another? Find out and justify the rules for anyone wishing to bring an animal into Australia today.
- Investigate an imported animal or plant that has had a bad effect on the environment. How have they usually been introduced? What can we do to avoid this happening in future? Watch the video *Cane Toads*.
- You have to take a horse to the blacksmith for re-shoeing. What special words would you need to describe this process? Try and visit a working blacksmith.
- Research and report on the history of horseracing in Australia. Alternatively, research the opposition to gambling. What are the arguments for and against? You will find a lot of information about this in recent newspaper reports about casinos and poker machines.
- What is a 'compulsive gambler'? Find out what help is available for gamblers and their families. Ask a representative of a support organisation to speak to you about their role.
- Research the idea of 'responsible gambling' and then hold a class debate on the topic, 'There is no such thing as responsible gambling'.
- Produce a 'responsible gambling' poster, with at least five handy hints.
- Survey a group of students on their experiences of gambling and report the results. (Make sure this is anonymous and that you respect the privacy of those who respond.) You may prefer to survey video game users.
- View the film of the Melbourne Cup 1896. Pause it. Imagine you are there. What things look familiar and what are different? Include sounds, smells and sights in your investigation.
- What roles have Australian horses played in wars? Why did their roles change so dramatically after World War I?
- Choose any modern career involving horses. Find out what you need to do to get this job and what it would involve.
- What was so special about Phar Lap?
- Share your favourite horse story, read your favourite horse poem, talk about your favourite horse picture or play your favourite horse song.
- If you have access to the internet, students could research any of the above topics and report back to the group.

To Be or Not To Be

Synopsis: The development of contemporary Australian stage drama after the war was built on government arts initiatives which took theatre into country areas and encouraged regional writing; the milestone domestic and international successes all showcased Australian characters and societies for the first time, to theatre-goers more easily fed Broadway musicals, visiting stars and touring Shakespeare companies. The emergence of a distinctly Australian voice on stage required the growth of an independent theatre scene, new acting skills and a growing national self-confidence.

Key words and phrases

Heyday, vaudeville, briches, amateur, Holy Grail, low-brow, play-wright, government support, Asian-Australian

Discussion points

'In the 1930s, only our vaudeville comedians sounded Australian. Local accents and characters had no place on stage in the imported theatre fare we took for granted.' This was a symptom of the 'cultural cringe', in which only cultivated English accents were acceptable for anyone in the public arena. Comedians could sound Australian because they appealed to 'common' tastes and their accents were part of the humour.

What made Australians laugh on radio in the 1930s? There is a video called *Radio Days* which recalls the golden days of radio in Australia. What roles does radio play in people's lives today? What makes radio shows funny today?

The war opened up possibilities. Mobile theatre emerged then as part of our lives. Discuss the role of mobile theatres in Australia and in other countries as a means of entertaining people and of educating them.

For many writers 'making Australian drama' was a Holy Grail. What did they mean by this?

Why was Australian dialogue considered 'risky and risqué'? Who decided this? For what reasons?

Summer of the Seventeenth Doll was the first Australian dramatic hit. 'Acting styles had to loosen and rounded vowels flatten, before Australian stories could be told.' (If you would like a good example of the way actors had to speak in the 1930s, watch the beginning of *A Nation Is Born*, a 1938 film now available on video from

ScreenSound Australia (formerly the National Film and Sound Archive) and in some state film and video libraries, as part of the Reel Australian collection.) What happened to change the prejudice against Australian accents?

David Williamson spoke of his frustration and the 'need to get the Australian life we were living on to Australian stages'. The challenge today is to see 'real Asian-Australians on television'. Discuss this. How do programs like *Heartbreak High* meet this challenge?

Television helps us all to recognise ourselves. A character in the comedy sketch at the end of the program asks, 'What's an Aussie 'sposed to look like?' His partner answers, 'You know, TV, eh, TV!'. How often do Asian-Australians and indigenous Australians see themselves on television?

Activities

- Watch your favourite television shows for a week but keep a chart of what you watch. How many hours are Australian television? How many hours are British, American or from other countries?
- Research one of George Wallace and Roy 'Mo' Rene, Sumner Locke Elliott, Douglas Stewart, Henrietta Drake-Brockman and David Williamson. Prepare a *This is Your Life* script based on your research.
- According to the television programs, who are Australians and what do we look like and sound like? What do we like eating? What do we do in our leisure time? What customs or habits do we have? Compare this with your reality and that of your friends.
- Compare programs such as *Neighbours*, *Home and Away* and *Heartbreak High*. What is similar and what is different? Conduct a class survey on which is most popular and why.
- Read short excerpts from some of the early Australian plays. Identify ways of acting and speaking which seem strange today. What has changed to cause these differences?
- Listen to five minutes of radio from a variety of stations, from classical FM, middle of the road, talk back and drive-time. Identify and analyse the differences between their style of presentation and the way they speak.

Call to Arms

Synopsis: At the time of the First World War, Australia had the highest level of volunteer soldiers and casualties among its Great War allies, men and boys eager for adventure on the other side of the world. When voluntarism was running out of steam, conscription became an issue that split the nation. During the Second World War we enlisted for economic reasons and the genuine threat posed to the nation's security. After Vietnam, when public opinion was violently divided to the war at all and conscription was a major issue again, there were different wounds to heal.

Key words and phrases

Casualties, conscripts referendum, volunteer, wanderlust, innocence, Cenotaph, trenches, veterans

Discussion points

Australians had been involved in war before World War I. Investigate and discuss the Boer War. Watch the film *Breaker Morant* to get an idea of some of the issues involved. You could tell the story from the points of view of the Boers, the English and the African people.

Many soldiers volunteered for World War I 'for Empire, a regular wage and a chance to travel.' What did this mean to them? Would you do this?

Investigate the issue of 'child soldiers' worldwide. Find out where children are being used as soldiers and what long-term effects result. The internet is a good place to find out this kind of information. New Internationalist magazine also features stories on current issues of concern.

Find out about the conscription debates in Australia last century. Who was for and who was against? What are the arguments for and against?

The narration says the soldiers were 'under trained and over eager'. Discuss the implications of this statement for their safety and effectiveness in battle. Compare reasons for joining up in World War I with World War II.

Activities

- Research the statistics for major battles in World War I. Which country suffered the most casualties? Each statistic is a person. Read a war poem or a book about trench warfare, *1914* or *All Quiet on the Western Front*. Watch a film such as *Gallipoli* or *Oh! What a Lovely War*. Listen to the song *The Band Played Waltzing Matilda*. What do they say about the reality of war?
- What sorts of things happened to the soldiers from all these wars when they returned home? How did their families cope with the changes?
- Vietnam has been called 'the war we didn't need to have'. What does this mean? Summarise the arguments of those who wanted the war and those who were opposed to it.
- How does the program portray women's roles in the wars of the 20th century? Interview women you know who have lived through a war. (Make sure that they are willing to be asked about this. Women who have suffered in war may not wish to discuss or share their experiences.)
- Prepare a world map with active war sites marked. Where are wars happening now? What is causing them? What are the effects on those countries and how do they affect us?

School Days

Synopsis: A century of school life in Australia from the days when the education system was designed to instil discipline and responsible citizenship, to the youth revolution of the 1970s when all aspects of a rigid school system were called into question. We look at the demise of corporal punishment and strictly gender-based curricula, the introduction of sex education and schools coming to terms with issues such as multiculturalism, reflecting a constantly changing society and its attitudes.

Key words and phrases

Bell, oath of allegiance, gender issues, fitting in, social revolution, individual freedom, the issue of hair, punishment, sex education rules, cultural make-up, indigenous education, bi-lingual education

Discussion points

Schools taught 'reading, writing and respect for authority'. Discuss what schools do today.

The narrator says, 'We all looked, sounded and, mostly, thought the same. Fitting in, not standing out, was the name of the game'. Discuss who had to fit in and to what? Who may not have 'fitted in' in the 1920s?

'We are on strike for our hair'. What did this sign mean? What are the rules about hair now? What are the reasons behind such rules?

Discipline and punishment have changed dramatically in schools. Why are rules necessary and what are the most effective ways of changing behaviour? When did attitudes change to allow boys to do home economics and cooking and girls to do Manual Arts? Is it important for them to have these varied skills?

One girl says: 'You can't teach people not to be racist'. Do you agree? If people learn to be racist, can't they learn not to be?

There is a very interesting song in the musical *South Pacific*, called *You've got to be carefully taught*. This song might make an interesting basis for a discussion and some personal writing about how people learn prejudice of any kind, whether it is racism or ageism or sexism or ableism. *West Side Story*, Baz Luhrman's *Romeo and Juliet*, *Schindler's List* and the Australian documentary *Exile in Sarajevo*, are films which depict various kinds of prejudice and their tragic consequences.

What roles do schools play today? What roles do parents play? Do these need to change?

Activities

- Compare stories about school days from as many different writers and countries as possible. Do the same with videos.
- Find some famous pop songs about school and play them for the class. What is the message behind the lyrics?
- What do people mean by the 'social revolution of the sixties'? Talk to people who were teenagers in the 1960s and find out what it meant to them.
- Prepare a time capsule about life at your school, to be opened in 30 years time. What should you put in? What would you leave out and why?
- Write a letter to a future grand-child telling him/her about your school.
- Australia is one of the most linguistically diverse societies in the world. Identify some other similar countries. Use the government census figures to identify the various languages used in Australia. Which language has the most speakers and which has the smallest number? Prepare a graph to illustrate.
- Choose one of the languages listed and research it for a five minute presentation.
- The 1970s saw the beginning of bilingual education for indigenous children. Investigate Aboriginal and Torres Strait Island languages. What has caused many of these languages to die out? How are the remaining language groups maintaining their languages?
- Near the end of *School Days*, two high school boys comment, 'We should be like brothers and sisters and stick up for each other'. 'Yeah, but does everyone think like that?' Plan a debate around these comments. Or write a short, dramatic script incorporating these comments and perform or record it for an audience.
- What could make the first boy's ideal a reality? What would a school look like and sound like if this really happened? What could have happened to the second boy to make him sound so cynical?

Law of this Land

Synopsis: Indigenous Australians tell their own stories of the land and its integral importance to Aboriginal culture, handed down by elders to those younger generations willing to learn but nearly extinguished in a century of cultural oppression. We observe significant milestones in the Aboriginal fight for recognition as a living culture with laws that apply to territories and significant landscapes they have lived in for thousands of years.

Key words and phrases

The Dreaming, the law, elder, inalienable title, boundary markers, indigenous, Terra Nullius

Discussion points

'We followed our law men since ancient times. We have sat in the shade and listened to our Dreaming laws. Our grandfathers would impart to their grandsons the treasured law which we kept so strongly in our minds and that is how it is held and looked after.' (Elder, Mutitjulu community)

This program is different from other programs in the series. The elder speaks directly to us through the interpreter. He looks at the camera. He is not spoken 'for' or 'about'. What are the differences between this kind of reporting and film about Aboriginal people narrated by a non-Aboriginal person?

'We are teaching our children and grandchildren for the future. Maybe they are going to change, but we want them to hold our law. Some of them listen to us. Some of them go their own way.' (Elder, Dhalwangu clan)

In the excerpt from the film, *Narritjin at Djarrakpi* (1981), the painter explains his paintings. Find out what some of the symbols in dot paintings mean. Discuss the importance of respecting the art and the artist and the issue of design copyright.

Professor Marcia Langton from the Northern Territory University illustrates the diversity of Aboriginality. She warns that 'the notion of the Dreaming should not be trivialised'. What does she mean? What is the significance of the Dreaming compared with the Dreamtime?

'So why, how come white people came to steal this land? How is it they have barged straight past us when we've been here since ancient times? Ever since they've come we've been begging for our land back again.' (Spokeswoman from Uluru)

Is there ONE truth or many truths? Who decides? How often do we hear indigenous voices telling their story, their history? How is this version of history different from the one we usually hear and read?

'... the children and the dogs are happy, even the trees are happy. We've been given back our aboriginal spirit.' The spokeswoman from Uluru rejoiced at the return of Uluru to Aboriginal people. Uluru used to be called Ayer's Rock. What differences does the change of name signify? Are names important? Murray Island is really called Mer. How did these places acquire English names? What does it mean when we read that explorers 'discovered' a place?

What does Reconciliation mean to you? What are the alternatives to the process of Reconciliation? Find out what is happening in the Reconciliation process in your city or town. How can each of us contribute to the process?

Eddie Mabo had to prove to the Australian court that the land belonged to his people. He did this by showing the judge the boundary markers that have been there for centuries.

'We indigenous Australians always knew that Terra Nullius was wrong. But until 1992, Australians did not recognise our title to our land. The High Court's decision changed this and changed Australia for ever.' (Lois O'Donoghue, Chairperson ATSIC 1990-1995)

Find out about this famous Aboriginal Australian and her life and work. The concept and history of the Latin term, Terra Nullius, (empty or unoccupied land) is critical in understanding the Land Rights issue. You may need to explain the role of the High Court and what the 1992 decision was.

Research some family oral history that you are willing to share. This is a good opportunity to help students realise that everyone has a culture. Students could carry out an oral history exercise within their own family or community to record stories and history. This may involve interviewing and writing up their findings or recording them on audio or video-tape. Interviewing requires sensitivity and tact. Students could practise interviewing techniques on each other before they do this task in the community.

It also offers a good opportunity for sharing cross cultural information. What are appropriate and inappropriate ways of approaching people from various cultural backgrounds? Is politeness the same in every culture? Students may be able to negotiate with a community radio station to run their own program with the best of their interviews. Interviews could also be conducted in various community languages. This is a way of valuing students' skills and knowledge. If students have access to Media Studies equipment, they could make their own programs.

RIGHTS & RESPONSIBILITIES

Activities

- Investigate the issue of the Australian flag. What does the present flag mean and what are the arguments for and against changing it? There are currently 200 new designs which are available for public scrutiny. Find out where you can see them. Students could vote on the ones they prefer or design and justify their own.
- Research the terms 'the Dreaming' and 'the Dreamtime'. Which is a more accurate description? Find and share a Dreaming story, preferably one about the area in which you live.
- Tell the two histories side by side, the dominant view and the indigenous view. What are the key dates and issues? Who are the famous people? How are the two versions different?
- Flo Kennedy says, 'Our legal documents are our ancestors. We live in that kind of small community where we know what your grandfather has told you'. Flo Kennedy is talking here about 'oral tradition', passing on knowledge and traditions from generation to generation. This is a different way of passing on knowledge from the dominant culture, which records through writing, sound and visual images. Her comments make an excellent introduction to this whole area of passing on knowledge. Discuss the positive and negative aspects of having an oral tradition.
- Research the various arguments and role play, debate or stage a 'hypothetical' on the Land Rights issue.
- Research Eddie Mabo and his struggle. Why is he a hero to many people, both indigenous and non-indigenous? (There is a very good video available on his life, titled *Mabo – Life of an Island Man*)
- Find out the history and meaning of these two flags shown in the video, the Aboriginal Flag and the blue and white flag of the Torres Strait Islands.
- Choose a national flag, find out what it means and share this information with the class.

Breaking Away

Synopsis: This program looks at gender expectations and role behaviour in family life in the first half of the 20th century. Women were expected to work only if needs and circumstances permitted, and only in a narrow range of jobs. This changed during war-time, when society needed women to take on what had been men's roles in the workplace, but the push for women to return to their previous place in society soon resumed. In the 1970s the feminist movement encouraged women to demand equal opportunities. This led to women breaking away from their traditional areas of employment to demand equal status and recognition of their worth as individuals.

Key words and phrases

Patterns of behaviour, natural duties, initiative, risk, tradition, equal pay, 'Ruth', childcare

Discussion points

Does being a mother and motherhood come 'naturally', as many people claim?

The narration states that work for women between 1939-1945 was 'tantalsing but temporary'. What does this mean? How did war affect women's employment? What lessons can we learn from that?

'Mum and Dad don't panic, I just wanna be a mechanic.' This is the song Carburetta sings. This film was made 10 years or more ago. Would parents panic today if their daughter wanted to be a mechanic?

Are there still 'male' jobs and 'female' jobs?

What is the 'glass ceiling'? What are your suggestions for dealing with it?

One of the women says, 'I was like Ruth in the Bible'. Read this famous story. Do you agree or disagree with Ruth's decision? What would you advise a modern Ruth to do?

Equal pay is a huge issue. Investigate pay rates in the work area you would like to join. What are the pay rates and chances for promotion? Find out when women in that job obtained equal pay.

The late Edna Ryan, a great champion of women's rights, said, 'We were always only half of everything, even in our own minds'. What did she mean? What messages do you think young women have about themselves today? Where do such messages come from?

Attitudes to women's roles differ across cultures and religions. Identify the main areas in which these might differ and discuss the possible reasons behind such differences.

Activities

- Interview your mother or caregiver about their working day, whether they are at home or at work. Prepare a timetable of a typical day for each one. Compare and discuss your findings. Did anything surprise you?
- Compare experiences of childcare in your group. What are the positive and negative aspects of young children staying home or attending childcare centres?
- Investigate various kinds of childcare and their costs. Prepare a budget for a family with two small children on the average wage, taking childcare costs into account. Discuss your findings.
- What is a 'good' mother or caregiver? Brainstorm the qualities this person should have. Rank them in priority. Does everyone agree?
- Read stories about women and war. Compare stories across cultures and times. What is similar and what is different about their experiences and responses?
- 'Take initiative, be daring. It's what you think about yourself that's important.' This was one of the messages from the 1970s. Do you agree? Would everyone?
- Survey the class about whether they think they will be working mothers or would want their wives or partners to work. Then compare the survey results with the actual figures for working women. Discuss any discrepancies which appear.
- Tape and analyse a news program and some advertisements. Compare the roles played by men and women. Do they represent your reality? If not, how are they different?
- Find out the process by which you can make praise or complain about anything in the media. Write an example of each kind of letter about a real program, which has offended you or pleased you.

A Fair Go

Synopsis: A look at how Australia's major unions made themselves intrinsic to the lives and livelihoods of miners and waterside workers, eventually galvanising their economic bargaining power to fight for workers' rights between the wars and up to the confrontation with the government. These unions spearheaded one of the most feared and respected workers' movements in the world, but only after backbreaking struggles to serve and protect the rights of Australians to safe and sanitary working conditions, a living wage and sympathetic medical and retirement schemes.

Key words and phrases

Rights, down tools, compensation, long service leave, Federation, de-registered, solidarity, bull-lines, job security, productivity, unions, strikes, industrial unrest

Discussion points

What do you think the Australian concept of 'A Fair Go' means? Is it still relevant today?

It is easy to forget what life was like before workers' rights were won. Brainstorm what you understand by 'workers' rights'. Find out when and how workers were protected by law.

'A man's threat to down tools was worth nothing when another 20 would take them up.' Explain this comment. Is it still true today for men and women?

After World War II, there were strikes against the poor conditions in mines and on the wharves. There was no compensation for injuries received, no long service leave, or holidays. In practice this meant that poor men over 75 years old had to keep working.

Activities

- Research the 1954 two week strike which the workers won. Investigate the causes of a recent strike or industrial action by reading the papers and watching and listening to the media. Compare the different versions of the same event by comparing different news reports.
- Organise a debate between a union representative and a person from the Chamber of Commerce about compulsory and non-compulsory union membership.
- Watch films about the Great Depression, for example *Caddie*. This illustrates what life was like when there was inadequate legal protection for women workers.
- Investigate the way workers are treated in countries such as Sweden, the Netherlands and Ireland and compare this with the treatment of workers in such countries as Indonesia, China and Russia. Report on your investigations.
- Use the internet to research a topic that interests you in relation to work. It could be conditions for working women or the plight of child labourers throughout the world.
- Find out about conditions for 'piece workers' in Australia. Who does this work and what is their pay and conditions?
- What is your ideal job? What qualifications do you need? Prepare a five-year plan for yourself. What do you need to know or do in order to reach your goal?

Fighting Nature

Synopsis: In this uniquely ancient land, different types of farming and methods of land management introduced by Europeans made for short-term wealth but long-term problems. Environmental concerns and disastrous conditions have necessitated changes to the ways we interact with and exploit our environment. The urge to tame nature yielded half a century of unbound primary growth but had shocking results in an ecologically delicate country, with the wide ranging introduction of grazing animals, modern pesticides and fertilisers, wholesale deforestation leading to soil erosion and salinity, extended drought regions and the subsequent decline of farming viabilities. New crops and new thinking are needed.

Key words and phrases

Two cultures, environment, detonation, indigenous, dominion, Terra Nullius, erosion, ecosystem, quarantine, future generations, stewardship, genetic engineering

Discussion points

There are different ways of looking at 'development'. We can see it as 'the way', 'human progress', 'earth yields to the dominion of 'man'. Or, we can see ourselves as part of the earth's ecosystem and as stewards for future generations.

Bill has the last word on behalf of future generations. What does responsibility to future generations mean to you?

The rapid development of genetic engineering is an important issue. Discuss it under the headings Positive, Negative and Interesting.

Discuss the expression, 'Act Locally, Think Globally'. What can you do every day to make a difference?

Students who are fluent in a language other than English could offer their reports to newspapers or other media which use that language, as part of a community education process.

The internet is a good source of web sites for taking action for change, from writing letters to save the tiger through to electronic petitions. It also provides up to date data on environmental issues.

Activities

- The narration of the 1925 film states, 'Man has come to stay. His conquest has begun. Fences must be put up. Trees must be ring-barked, scrub must be burned and the earth yields to the dominion of man'. Bill Neidjie, the Kakadu man who introduces this program tells us, 'This ground, and this earth, like brother and mother. They cutting its body off us. They cutting our mother's belly'. Compare these two views in the light of what we know about land conservation.
- Prepare short commentaries about land clearing in Australia, one from the point of view of farmers, one from a conservation point of view of farmers, one from a conservation point of view. What is the scientific evidence about the effects of land clearing?
- Investigate the causes and effects of erosion in a place near you.
- Research an environmental problem in a country you would like to visit. How did it come about and what is being done about it?
- Investigate alternative ways of growing crops, such as permaculture or hydroponics.
- Adopt a river and become an expert on its current state. Prepare a report or a display on your river.
- The 1946 film reveals concern about the loss of topsoil and erosion. Was super-phosphate a long-term answer to this problem?
- Australia has strict quarantine regulations. What happens when quarantine fails? Contact a spokesperson for Customs and Quarantine and ask them to speak to you about these questions.
- Investigate the damage caused by an imported pest such as foxes, rabbits, cats or plants such as Salvation Jane or blackberries.
- Identify some ecosystems which are in danger in Australia and worldwide. Report on what is causing the problem and what solutions are available if any. (The bleaching of the Great Barrier Reef is an on-going issue for concern)
- Identify things we can all do to help save the planet, at home, locally and globally.

Sea Around Us

Synopsis: The sea has always been central to our lifestyles and leisure pursuits, a source of exploration, industry and staple foods but there has been a century of change in the ways Australians live, work and play along the coast. Our attitudes to the environment extend now to the sea, and we contrast intrusive fishing methods, science and tourism of bygone eras with modern marine policies and fishing practices.

Key words and phrases

Sun worshipper, symbolic, dreaded menace, 'thar she blows', preservation of species, protected species

Discussion points

The sea has always been important to Australians as most live in coastal cities. One early film describes the beach as the place where 'you meet the typical Australian - he lives outdoors most of the year - a husky laughing sun worshipper'. Is this comment true? Was it ever? The typical Australian in this film is male and the dialogue reflects this. Can you explain why women did not feature in this view of the ideal Australian?

Bondi Beach in 1926 was a favourite fishing spot. Would you fish there today? If not, why not?

The sea has also been a source of food, work and income. The clip showing harpooning of whales in 1952 has the following narrative. 'It's a strike, but the whale still has plenty of kick! And again the vital hit the finishing touch to the big mammal.' Compare this with a nature film about whales made more recently. What has changed about the language used about whales then and now and how have our attitudes towards whales as a species changed?

'A government inspector checks each catch to make sure it is over the minimum length of 35 feet, ensuring the preservation of the species.' Despite these assurances, did this measurement ensure the preservation of the species? Investigate the whaling industry. When was most whaling stopped and why? Which species are still in danger of extinction?

The language from the 1963 film is similar. The sea is seen as the enemy. The diver goes into a 'grotesque and inhuman world'. However in 1997, the narrator is saying 'Science and Technology have forced us to re-evaluate our relationship with the ocean and its resources'. How would you describe humankind's relationship with the ocean today? Is there one attitude or many?

How do we reconcile use of the sea with the sea's survival? The *State of the Environment Report* provides up to date information and data on the state of the seas around Australia.

'The most common sights and simple pleasures seem more precious than ever.' Discuss the meaning of the final sentence of this program.

Activities

- Research and report on the biggest problems facing the oceans today.
- Find some success stories about helping to save the oceans.
- Brainstorm everything you know about the sea on a large piece of paper. Put it on the wall and identify the most important pieces of information.
- What can we do to help the ocean? Prepare a publicity campaign or a personal action plan for changing your own behaviours to help protect your local ocean or waterway.
- Write a letter or prepare a video for future generations telling them what you plan to do and what you hope your actions will accomplish.
- Organise and carry out a clean up of a local beach area or waterway.
- Share a favourite story, poem, picture, song or audio tape about the sea. Play sea music in the background.
- Make a short oral presentation about your favourite beach and why it is the best place to spend a summer day.

Frozen Images

Synopsis: Through the great Australian documentary maker Frank Hurley's personal stories and films from various Antarctic expeditions, the primitive and dangerous conditions faced in the last unknown continent are brought to life. Hurley's intrepid camera work illuminates the natural beauty, scientific wealth and environmental fragility and provides a dramatic background to Australia's long and abiding national interests in the region.

Key words and phrases

Spectacle, blizzard, pack ice, crevasse, husky, explorers, continent, expedition, howling, bases, sector, grim conditions, winter quarters, parts unknown

Discussion points

What do you already know about this mysterious continent? Is your knowledge accurate or out of date? Is it based on facts or hearsay?

Antarctic exploration is full of heroic or foolhardy stories. See if you can find examples of both. Investigate people such as Scott, Amundsen, Shackleton and Mawson. When were women allowed to work in Antarctica? In what roles?

Investigate the size of, and conditions on, the early ships that sailed to Antarctica.

Tell the story of the huskies of Antarctica. What happened to them and why?

Activities

- Are there any modern equivalents to the Antarctic explorers? Investigate and report.
- We see the Australians claiming some of Antarctica for Britain. Does anyone 'own' Antarctica? Find out which countries have bases on Antarctica. Choose one and report on its history there.
- Scientific investigation in Antarctica has been very important. Research and report on at least one scientific discovery based on Antarctic research.
- Investigate what the process is for finding work on the frozen continent. If you know someone who has been to Antarctica, ask him or her to come and share his or her experiences with you.
- Frank Hurley was the cameraman for the early expeditions to Antarctica. Compare his films with a modern video about Antarctica. What can modern cameras do that his could not?
- Read at least one chapter from one of the explorer's stories. Report your findings to the group.
- Would it really be possible to use Antarctica as a source of fresh water for Australia? What are the problems associated with this idea?
- What are the navigational and climate hazards associated with travel to Antarctica? You could investigate the tragedy of the Air New Zealand flight that crashed on Mount Erebus.
- Antarctic research has played a key role in revealing damage to the Ozone layer and in revealing pollution levels of various chemicals. Investigate and report on an aspect of this research.
- Analyse and discuss the personal skills you might need if you were posted to an Antarctic base for a year.

Dealing With Disaster

Synopsis: The devastating effects of natural disasters and the ways Australians throughout this century have coped in their aftermath are reflected in this program. This country has always had to come to terms with shocking destruction after bushfires, droughts, floods and cyclones. We look at the human responses, the courage displayed on community levels and the strength and determination required to clean up and rebuild.

Key words and phrases

Natural disasters, devastation, flexing, qualities, reserves, mateship, looting, the Wet, like a flash

Discussion points

Several subject areas could cooperate to do a joint project on this topic. Geography, History, English, Studies of Society and the Environment and Media Studies could look at disasters from their various angles.

The program begins with lines from Dorothea Mackellar's *I love a sunburnt country*, a poem which every child once had to learn at school. 'Her beauty and her terror, this wide brown land for me.' This line is easy to say but the reality of 'terror' is more difficult. As the narration states, 'Natural disasters are never very far away in this country'. What are Australia's natural disasters and where and how often do they occur?

Are El Niño and the effects of global warming changing the locations, intensity and frequency of natural disasters? (The internet is an excellent source of detailed and up to date information on these issues.)

Natural disasters are a good introduction to the issue of human survival during the ages. How are humans vulnerable and how have we survived? This could open into a global perspective and comparative studies with other countries and how they deal with disasters.

Compare Australia's experiences and responses to natural disasters with the experience of other countries, eg. Afghanistan, China, Turkey, Papua New Guinea and Irian Jaya. What influences effective responses to disasters? Discuss the major threats to the survival of humankind and to life on the planet generally.

There are also disasters caused by humans, for example, the Port Arthur tragedy. Are the responses similar?

Activities

- Create a map of different disasters of this century or any designated time period, together with a time line.
- Narrator: 'The emotional devastation is shocking'. What does this mean in human terms? One woman says, 'You always read about these things but you never think these things are going to happen to you'. Use these quotes to begin writing a story about a recent disaster, using other resources to help. Find information in reports of Cyclone Tracey, Darwin 1974, or in the recent floods and fires around Australia.
- Alert students to using their other senses. What can they find out about what each disaster looks like, sounds like, smells like? They will be able to find this out from personal accounts. (The survivor of the 1997 Thredbo disaster has written in detail of his ordeal.)
- Disasters also bring out the worst in people. Find instances of this in disasters such as Cyclone Tracey or the recent bushfires.
- Many effects of disasters must be dealt with immediately by public authorities. Use recent news coverage of a natural disaster to prepare a disaster plan for prioritising public needs such as water, medical supplies and communication and ways of meeting them quickly.
- Consider various forms of natural disaster in terms of their causes and how to deal with them. Contact local emergency services. They may be able to provide speakers or information about safety in disasters.

Great Prospects

Synopsis: Much of Australia's wealth derives from mining and the townships that sprung up around gold, silver, iron-ore, asbestos and copper mines. From the Victorian grandeur of Ballarat and unique character of Kalgoorlie, to the colourful history of Broken Hill and the company towns established in outback isolation. The fortunes of mining towns reflect a modern pioneering spirit and variously successful attempts at creating 'instant' communities and servicing the needs of those workers and their families prepared to live far from the cities.

Key words and phrases

The 'lucky' country, a few bob, mineral deposits, ghost town, paternalism, tailings, gold rushes, Golden Mile, ounces, mullock dumps, past glories, frontiers, isolated, mineral deposits, uranium, stress, paternalism

Discussion points

What lessons can we learn from this program to help us become more critical citizens? For example, the original film on the uranium mine at Batchelor in the Northern Territory concentrated on the services available to families and avoided mentioning any of the hazards of uranium mining and its by-products. What might an honest film have said about it?

Women have played important but often unacknowledged roles in mining towns. Investigate women's roles in the mining industry today.

The program concludes with the words 'This will eventually be a ghost town, like everything to do with mining'. What do you understand this to mean?

Activities

- Identify the benefits Australia has received from mining. Make a chart comparing these with the costs to the environment and the health risks involved.
- Read the newspaper coverage of the deaths caused by blue asbestos in the mining town of Wittenoom. Compare this information with the film segment about Wittenoom. What can we learn from this past mistake so that we can avoid such tragedies in the future?
- The film on Rum Jungle included the comment, 'The yellow powder is like mustard. Pretty hot stuff!' At that time it was meant to be a clever joke. How would you describe the 'yellow powder' today? Rewrite the script and present it. How is it different from the original?
- Prepare a role-play on the issue of Wittenoom and asbestosis. Use your research to prepare a 'brief' for each role. Those students not taking a role can judge the arguments.
- How hazardous is mining today? Investigate the health statistics for miners in the various mining areas. Contact the relevant unions to find out about the conditions you could expect if you worked in any of the mining industries today. Draw up a work chart to illustrate your findings.
- Research and report on 'sustainable' sources of energy. Which do you support and why?
- What kinds of writing, painting and any other forms of art have taken their inspiration from mining and the mining way of life? What symbols have they used?

Making Australia Home

Synopsis: Australia's post-war immigration policies were the first to actively attract large numbers of people from non-English speaking countries. A generation had to adapt and assimilate to a very different life, as well as language, with few support systems in place. The relaxation of racist immigration policies in the 1970s and the adoption of multiculturalism lead to a new generation of migrants with new needs and the same old problems.

Key words and phrases

'Going begging', immigration policies, new Australians, wastage, assisted migrant, values, community-based support systems, cohesion and diversity, racism, boom, adjustment, ancestors

Discussion points

Arthur Calwell threatened that 'without immigration... as a nation we shall not survive'. What may have led him to believe this?

There are various opinions on Australia's population today. Some people believe that the continent is already overpopulated. Others disagree. What are the arguments for and against each point of view?

For a deeper look at the White Australia policy and the effects it had on people's lives look for the video called *Admission Impossible*, which reveals how discriminatory this policy was towards intending immigrants of colour and towards Jews, even after World War II.

'For the first time non-English speaking Europeans were actively targeted as new Australians.' Immigrants had to agree to work for two years. All men were classed as 'labourers' regardless of previous professions. What effects did this have on them and their families? How easy is it now for professionals from non-English speaking backgrounds to have their qualifications recognised?

A young woman says, 'the Greek people call me Australian and Australians call me Greek'. When does one become an Australian? What does being a bi-cultural Australian mean in practice? Does one have to give up one's home culture and language in order to be accepted as an Australian?

Activities

- A Vietnamese immigrant said, 'It is painful to leave one's country, leaving our ancestors' graves'. Identify what you would find most difficult to leave behind if you had to migrate to another country. Students who can remember this experience may be willing to share their own memories. For some students, particularly those from war-torn countries who may have memories they do not want to re-live or share, this may be inappropriate. There are many stories and books which may help students to deal with this topic through someone else's experience.
- What was Arthur Calwell's role in Australia's immigration policy? Organise a class debate, with students researching various aspects. Choose a person or role and research what kind of opinions this person may have had and why. For example, an immigrant trying to stay, a journalist, a politician.
- Organise a 'language exchange' so you can learn something of another language over a period of two weeks or longer. (You could also use the internet for this, if students are not in a classroom where they have access to a variety of languages)
- Look for the short story and the film called *Molly's Pilgrim*. This is a touching story which opens up issues of discrimination, fitting in and cross cultural issues. Recall a time when you have been discriminated against for whatever reason. Write up the 'feelings' associated with this and turn them into a story, a shape poem, or a dramatic presentation of some kind.
- Everyone has his or her own story. One old woman who left her country to join her family said, 'This is my country, wherever my children are'. The program ends with the joy of recognition a young Chinese girl learns to sing the Play School song. Tell their stories from their points of view.

Reel Appeal

Synopsis: Public appeals have contributed to our sense of national identity and social duty during times of economic hardship, war or international catastrophe. The role of local cinema advertisements is traced, in alerting Australians to national crises and charity causes. Immediately after the war, cinema appeals turned to the world food shortage and Australia's prime role in international relief, before television and the arrival of regular global appeals in our lounge rooms.

Key words and phrases

Dispossessed, cinema, escapist, bush romance, newsreels, purse-strings, propaganda, dig deep, patriotism, war bonds, maternal air, civilian duty, military, civil, Mother Britain, United Nations, 50,000 per day, global conscience

Discussion points

Some of the earliest Australian films were made by charities and workers' unions. One made by the Trades Hall in 1919 shows mothers and children with signs such as 'Our father is out of work' and 'Think of the babies'. What were the causes of unemployment in 1919? What were the conditions for families? How do they compare with condition for unemployed people today?

There is a scene of a soup kitchen. This is a term you may need to explain to students. What is today's equivalent? The Salvation Army is still helping people. They may be willing to send a spokesperson to discuss their work and how students can help.

This program documents the use of film for appealing to the public conscience and widening their idea of community to include the nation and the planet. In depressing times, people visited the cinema for escapism. They saw westerns and bush dramas and newsreel appeals. Some of these bush dramas are available for viewing on video through ScreenSound Australia's (formerly the National Film and Sound Archive) Reel Australia collection.

Discuss the use of film for propaganda purposes during war time. Film stars from the USA and local stars urged people to buy war bonds and support the Red Cross and cartoons turned the enemy into figures of fear or fun.

Women in these scenes are associated with the supportive and nurturing side of war. 'Does your street support a prisoner of war?' Note the voices, which are all exaggeratedly English, even though they may be Australian actors.

Film appeals were used to encourage women to work on the land, replacing the men who had gone to war and to try to discourage them from working again after the war.

Appeals for food gradually extended from local appeals to appeals to help 'Mother Britain' after the war and later the United Nations. Discuss the idea of a global conscience. How does television play a role in developing a sense of responsibility beyond our own country?

What can students do to help the world?

Organisations such as Community Aid Abroad support very small projects which bring about real change for people in need in other countries. Students need to feel that there is something they can do.

'TV had made the world too small to ignore.' Discuss the meaning of this phrase. Do you agree?

Activities

- Analyse the images in the war bond cartoon, which uses humour and national symbols, the koala and the Australian flag to get the message across.
- Organise a show of old films, to reproduce something of the flavour of the time. Play *God Save the King* at the beginning to create the atmosphere of the time.
- Make a list of positive actions for change or choose a project to support for the year. This could form the basis for projects and work in many subjects throughout the year.
- Look at television news for several nights. Identify sympathetic and non-sympathetic news reports about various countries around the world. What words and images are used to describe 'enemies'? Compare this with how 'friendly' countries are described.
- Find out about the many roles of Australian women in war-time this century. Share as many different stories as you can about women prisoners of war, women in the Land Army, nurses and factory workers.

Suburban Dreams

Synopsis: The story of average Australians, their cities and their homes throughout the decades. Traces the rise of the cities and worsening slum conditions for a third of the population between the wars, the development of public housing policies and prototype garden suburbs, the planning of cities and the 'Australian dream' of home ownership, the resuscitation of inner city areas with immigration and gentrification and the new rationalities of suburban sprawl.

Key words and phrases

Freestanding, suburb, urban, slums, congestion, renovators, government housing schemes, de-population, housing shortage, mortgage, suburban sprawl

Discussion points

What is the suburban dream? How has it changed? Do you have one? Is it the same as the suburban dream depicted here?

'\$5 million here?' A young woman cannot believe the price of an inner city Sydney house. What has happened to inflate prices of houses to an amount that is beyond all but the very wealthy?

The last 100 years or so has seen inner cities become slums and then become fashionable again. How has this happened in your city? Where are the poor areas now and who lives there?

Activities

- Price a loan for an average house and prepare a budget for an average family. How much money do you actually need to earn to buy this house? How much would you need to earn to buy your dream home?
- Pause the video in the scene where a couple is arranging their home loan so you can record the prices and what they are for. In order to make a real comparison you will need to compare the average wage in the 1950s with today and adjust the amounts to find out the equivalent in today's money.
- Investigate the problems that result from unplanned cities, congestion, noise, pollution etc. What solutions are there for our cities? What future would you like for your city?
- The 'dream home' in one part of this program is very English? What design problems can you see for a house like this in Brisbane or Darwin? What design features should an ideal Australian house have? Investigate and report on the essential features of an environmentally friendly home.
- Research the benefits and disadvantages of public housing. Compare examples of well planned and badly planned public housing. What alternatives are there to high rise blocks of flats?

Money Business

Synopsis: Australia very nearly took on a decimal currency soon after Federation, but economic and political loyalties to Britain put paid to the proposal for 60 years. We revisit the awkward pounds, shillings and pence system and explain the practical and economic imperatives that made a decimal system inevitable. We look at the introduction of decimal currency to Australia in 1966, the various design elements involved and the media campaign needed to reassure the public and their pockets. Australia's invention and adoption of plastic notes in the 1980s was a world first.

Key words or phrases

Federal, currency, outmoded, pounds, shillings and pence, underweight, master dies, coining money, counterfeit, monetary system, mint, melting pot, inflation

Discussion points

Why was currency so important for the new federation in 1901? Why did Australia decide not to go decimal in 1903?

Discuss the continuing effects of automation on bank workers. What jobs have been made obsolete? Have new jobs been created?

Activities

- Have a look at the price of fruit as shown in the shop, 12 bananas for 1/-. How does this compare with today's prices? What costs 7d a lb? Rewrite this in metric amounts. Hold a small market with old prices and sell fruit in pounds, shillings and pence.
- Think of the expressions with penny in them. Ask your parents or friends about the following sayings and terms, 'Silly as a two bob watch', 'not worth a farthing', 'penny farthing', 'penny farthing bicycle', 'a tray bit', 'a zack'.
- Pause the video and read the words around the penny. Find out what they mean. Compare them with modern Australian currency. What has changed? Is it an important change?
- Pause and examine a street scene? What can it tell you about the way of life at the time? Which time would you prefer to live in and why?

Getting Around

Synopsis: Distance, in Australia, has always been a major problem, and for more than a century any overland journeys were by camel, horse or bullock. The development of non-standard gauge railway systems between states and the rise of private and commercial vehicles and modern road systems revolutionised trade and domestic travel, while trams, buses, ferries and suburban railway systems developed in service of an intensely urban society. The advent of air travel delivered the world to Australia and vice versa.

Key words and phrases

Transport revolution, cross country, interstate, golden age, Spirit Of Progress, observation car, wooded, in-flight service, motor coach, railway gauge, standardise, freight, refinement, boomerang

Discussion points

Transport is an important issue in such a large country. Australia has used all methods of transport, horses, boats, ferries, trams, trains and planes. Each is a separate topic for research and offers opportunities for personal writing, reading stories, watching videos and interviewing people.

Motor cars made 'getting around... a whole lot easier' and Australia became 'a motorists' paradise'. Discuss the environmental and social problems associated with using motorcars as the main means of transport. What are the suggested alternatives?

Most immigrants arrive in Australia by plane. How has plane travel changed the experience of migration? Discuss positive and negative aspects of the speed of air travel.

Activities

- Look at the opening scene. Count the number of different vehicles you can identify. Who is on the street? How is it different from a city street today? What is the same?
- Move forward 30 years from today. What changes do think you would notice?
- Find out where the camels came from and about the Afghans who looked after them (an early minority group who have received very little mention in history books).
- Survey your class for the most unusual form of transport anyone has ever used, the fastest, the slowest, the scariest, etc.

- What did the well-dressed woman wear to dinner on the Spirit of Progress? What might she wear today?
- Compare this airline menu from the 1950s,
 - Roast spring chicken
 - Beans peas potatoes
 - Fruit salad and ice cream
 - Cheddar cheese and biscuits
 - Dessert
 - Coffee

with this business class airline menu from 1998. Note the differences.

Lunch Menu

- Canapes
- Gourmet selection with colossal kalamata olives
- Salad 'French'

Crisp red coral, curly endive, and light green cos lettuce leaves, with cherry tomato, cucumber and oven toasted pine nuts, tossed with creamy French dressing.

- Main Course

Panfried milk veal medallion and tender veal shank red wine ragout, cream

Arborio risotto, green asparagus with sauteed shitake mushrooms and sundried tomatoes

Or

Szechuan style chicken breast on a bed of rich egg herb pasta and tomato concasse, served with black sesame vegetable stir-fry.

- Bakery

Fresh bread selection

- Dessert

Marinated wild berries in Grand Marnier syrup and cashew nuts

- Freshly brewed tea or coffee

- Prepare a 20th century transport time line and illustrate wherever possible. Discuss the changes which you may observe in the future.
- Investigate and report on alternative forms of energy and transport already in production.

Your Attention is Requested

Synopsis: Freedom of speech from a park bench or a cinema screen is a right in Australia. But adapting to changing ideas of presentation sees politicians and public figures grapple with the new media, from nervous pontificating, through propaganda, to slick public relations and the emergence of television personality as a political tool.

Key words and phrases

Century, master the medium, conscription, picture palaces, media fury, play politics, tyrants and oppressors, cherish an ideal, personality politics, strikes, confrontation

Discussion points

This program uses a political candidate's first attempt to use film to sell himself, as a very funny link throughout the program. What makes E.V.B. Sampson, the independent Country Party Candidate for Wollondilly, 1949, seem, so funny to audiences today? In 1916, Prime Minister William (Billy) Hughes said, on silent film using title cards, 'I warn you to beware of the enemies in our midst, the agents of treacherous Germany'. Discuss the effects of such propaganda on Australians of German background, particularly in South Australia where many Germans migrated in the 19th century.

There are still very few women, (or people from minority groups), in the Australian Parliament, even though 51 per cent of the population are female. Can you suggest reasons for this and ways of overcoming it?

Activities

- Make a list of political titles for your state and for the national parliament. Find out how to use them appropriately in speech and in writing. Use them to write a letter to a member of parliament about an issue which concerns you.
- Identify the skills you need to look good and to speak effectively on television. Prepare a one minute speech and videotape each speaker. Offer constructive criticisms.
- Billy Hughes wanted a 'YES' vote on conscription. The majority voted 'NO'. Investigate the history of conscription in Australia. Prepare a chart with the 'YES' arguments on one side and the 'NO' arguments on the other.
- Research the issue of conscription in the Vietnam War. What happened to young men who refused to be conscripted? Listen to the words of the song sung by the group Redgum, *I was only 19*.
- Dame Enid Lyons and Lady Flo Bjelke-Petersen are two female politicians featured in this film. Compare their attitudes with those of current female politicians such as Natasha Stott Despoja and Amanda Vanstone. Look for their web pages on the internet. All political parties also have web sites where you can find information about their platform and policies.
- Interview some female students about why they would or would not want to enter politics. Attend a branch meeting of a political party and report your findings.

Country Life

Synopsis: Agricultural shows represent the few opportunities available for urban Australians to experience and celebrate the prosperity of rural Australia. Introduced with a montage of professional and home movie footage of these shows from the early 20th century, we concentrate on the pride, progress and resourcefulness evident in country life, as well as the social highlight such gatherings represent in a hard working year. Australia rides the sheep's back no more, but country fairs, race meetings, rodeos, bush dances and each state's Royal Show still provide an essential focus for pride and pleasure.

Key words and phrases

Urban, rural, agricultural, weather, disease, ecology, depression, biblical drought

Discussion points

Look at these scenes of an agricultural show of the kind held in every Australian city and many country towns. Shut your eyes and recall your favourite memories of the show in your hometown. Describe it using all your senses.

Country life is described in the early films as a daily grind of watching crops grow and keeping stock moving, with a worried eye on weather and disease. Has anything changed? What are the main worries facing farmers today?

What do you know about the climatic phenomenon known as 'El Niño'? Investigate and discuss its relevance to Australia.

Activities

- Find out about the current rural crisis. What effect is it having on farming families? What has caused the current problems and are there any solutions?
- Identify the good things about growing up in the country.
- We see young Aboriginal men at the boxing tent but not at the dance. Can you explain this? Watch the video *Two Bob Mermaid*, part of the *From Sand to Celluloid* collection.
- Look at the rainfall figures for a given time for a drought area and produce a graph. Explain your findings.
- 'Sliding international prices and biblical droughts meant that dreams of the show ring and days when we could all live off the fat of the land were over.' Research the facts behind this comment and debate the issue.

Made In Australia

Synopsis: A cavalcade of 'Made In Australia' film campaigns initiated to promote pride and consumer confidence in local manufacturing. The first all-Australian talkie leads into a montage of silent short films that charmingly illustrate a real need to create markets. These campaigns appealed to changing public moods - nationalism in the 1930s, patriotism in the 40s, domestic sophistication in the 50s and 60s - and were instrumental in overcoming a profound consumer cringe in favour of imported goods. The movement is contemporised with familiar TV campaigns exhorting the export quality of our most successful products.

Key words and phrases

Talkies, trade tariffs, campaign, capital, convert, evolution, consumer confidence, baby boom, homemade pride, amenities, slogan, A R Harwood

Discussion points

The actors in the early 'talkies' were Australian, but their voices are exaggeratedly English. Many modern Australian singers and actors use American accents. Can you suggest reasons for this?

Compare the various 'Made in Australia' Campaigns depicted in this program, from 1920 onwards. What do they have in common?

Survey students to find out how much of their clothing and possessions are made in Australia. Produce a graph and explain your findings.

In the film of the 1959 campaign the commentary includes the line about brushing cigarette ash from the man's suit. It says proudly, 'ash from a high grade Australian made cigarette'. What is the message of this comment and what has changed in our thinking since then?

Who are 'Australians' as shown in the various campaigns? Who are excluded and who are included? How do you explain the changes?

Research the term 'Productive Diversity'. What could this mean to Australia in the next 100 years?

Over to you

We would love to receive your comments on using *Rewind* or ideas that you have used and are willing to share. Or, you might like to share your students' thoughts and work.

Back-up Resources and Useful References

Back-up resources

Rewind is a stimulus and a resource but the programs are very short. However, they can be linked to relevant books, short stories, poems, CD ROMs, videos and films. In this way they can become the focus for much deeper research, or a lesson or a unit of work around a theme.

Useful references

Discovering Democracy, School Materials Project, Curriculum Corporation, Carlton, Victoria, 3053, Australia, 1997, (pages 30-40), lists very useful materials which already exist, to support the *Discovering Democracy* program. The materials include a guide to state curriculum initiatives as well as resource kits in print form and CD ROMs.

Useful websites

Film Australia website www.filmaust.com.au. This has lists of videos which would provide excellent support for these short programs as well as study notes for other titles and links to relevant sites. See the Indigenous catalogue for information on *Mabo - Life of an Island Man*, the award-winning film on Eddie Mabo's life and historic struggle for land rights.

A list of useful websites on many aspects of citizenship education, history and culture is available in *Discovering Democracy*, School Materials Project, Curriculum Corporation, Carlton, Victoria, 3053, Australia, 1997, pages 40-42. Curriculum Corporation website: www.curriculum.edu.au

State of the Environment Report An executive summary of this excellent report is available on the internet at www.environment.gov.au. It is also on sale from government bookshops or direct from CSIRO publishing. A complete version is also available on CD ROM.

Bringing Them Home Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families. A summary is available as well as the complete report.

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