Learning from home: ABC TV Education resources



* 1. **Secondary – week 5**
     1. **25/05/2020 – 29/05/2020**

Supplementary activities to support educational content broadcast on ABC ME during Term 2, 2020

* 1. **About this resource**

ABC Education, in collaboration with the NSW Department of Education, have planned a daily schedule of free to air educational programs supported by standalone resources that complement the ABC TV Education program airing during Term 2, 2020. All activities can be completed without access to the internet or a device and are suitable for lower primary, upper primary and secondary students.

* 1. **Educational benefit**

Student booklets include activities designed by curriculum experts to meet educational outcomes and are based on a selection of ABC programs that are of high educational value. Activities address topics from a range of subjects including: English; mathematics; science and technology; geography; history; PDHPE and creative arts.

These optional resources do not replace teaching and learning programs provided by schools but may be used by teachers and parents/carers to supplement student learning. Teachers may select activities relevant to their teaching and learning program and modify to meet student needs.

* 1. **Recording student responses**

Students complete activities before, during and after viewing selected daily episodes. Where appropriate, space is provided in each booklet for students to record their responses. Students may require additional writing paper or a separate workbook for some tasks. Completed student booklets may be collected by teachers and used as evidence of learning.

* 1. **How to access ABC TV Education programs**

The selected daily episodes can be viewed via the ABC TV Education broadcast on ABC ME (Channel 23) from 10am-3pm weekdays. Each day commences with programs suitable for lower primary students followed by upper primary and then secondary. Programs will also be available at [abc.net.au/iview](https://iview.abc.net.au/) after the broadcast. A schedule of the selected episodes is included in each student booklet.

* 1. **Episode schedule – week 5**

The timetable below outlines the episode focus for each day. The full ABC TV Education program can be found at <http://www.abc.net.au/tveducation/>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Time | Program | Episode title | Key learning area | Pages |
| **Monday**  **25/05/2020** | 1:50pm | Get Into Textiles | Mass Production Systems And Techniques | textiles technology, design and technology | [5-6](#_Get_into_Textiles) |
| **Monday**  **25/05/2020** | 2:50pm | Against All Odds: Inside Statistics | Two-Way Tables | mathematics | [7-8](#_Against_All_Odds:) |
| **Tuesday**  **26/05/2020** | 12:45pm | Fierce Earth | Waves And Tides | geography, science | [9-10](#_Fierce_Earth_–) |
| **Tuesday**  **26/05/2020** | 12:45pm | Fierce Earth | Waves And Tides | science | [11-12](#_Fierce_Earth_–_1) |
| **Tuesday**  **26/05/2020** | 1:15pm | Exploration India | Urban Life | geography | [13-14](#_Exploration_India_–) |
| **Wednesday**  **27/05/2020** | 11:45pm | BTN Specials | Moon Landing | HSIE (history) | [15-16](#_BTN_Specials_–) |
| **Wednesday**  **27/05/2020** | 12:05pm | The House In Session | The Senate | commerce | [17-18](#_The_House_In) |
| **Wednesday**  **27/05/2020** | 2:30pm | Dates That Made History | 1492: The New World | HSIE (history) | [19-20](#_Dates_That_Made) |
| **Thursday**  **28/05/2020** | 2:10pm | Social Media Me | Cyberbullying and Digital Citizenship | PDHPE | [21-22](#_Social_Media_and) |
| **Thursday**  **28/05/2020** | 2:25pm | BTN: Media Literacy | Sources | English | [23-24](#_BTN:_Media_Literacy) |
| **Friday**  **29/05/2020** | 1:25pm | The Storybuilding Tool Kit | Mystery | English | [25-26](#_The_Storybuilding_Tool) |
| **Friday**  **15/05/2020** | 1:30pm | Poetry: Between The Lines | When We Two Parted By Lord Byron | English | [27-28](#_Poetry:_Between_The) |
| **Friday**  **15/05/2020** | 1:35pm | Fall In Love With Music | How Listening Affects Us | music | [29-30](#_Fall_in_love) |
| **Friday**  **15/05/2020** | 2:00pm | Your Paintings | Wassily Kandinksky | visual arts | [31-32](#_Your_Paintings:_Wassily) |
| **Friday**  **15/05/2020** | 2:05pm | Shakespeare Uncovered | The Taming Of The Shrew With Morgan Freeman | English | [33-34](#_Shakespeare_Uncovered_–) |

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# Get into Textiles – Mass Production

**ABC ME screening details:** Monday 25th May, 2020 at 1:50pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/get-into-textiles/series/1/video/ZX9412A005S00)

**Key learning areas:** textiles technology, design and technology

**Level:** secondary

**About:** This resource provides numerous examples of commercial production methods and systems, including job, batch, quantity/mass production and JIT. It includes examples of both hand and digitized pattern laying.

## Before the episode

1. Look at the tags on 5 pieces of your clothing and identify where each item was manufactured. List the origin of each item below.

## During the episode

1. The episode showed a computerised pattern design process. Outline the benefits of using CAD pattern design over traditional handmade methods.
2. The episode highlights the Quality control process. Outline the quality control system and identify where control points are identified.
3. The episode outlines several pieces of machinery used during the mass production of garments. Complete the table below by explaining what each machine does.

|  |  |
| --- | --- |
| Machine | Explanation |
| Industrial sewing machine |  |
| Overlocker |  |
| Twin needle machine |  |
| Buttonhole machine |  |
| Specialist machines |  |

1. Robust machinery, highly skilled workers and effective management systems combine to make production incredibly efficient. In the table below, compare the two different garment assembly methods mentioned in the episode.

|  |  |  |  |
| --- | --- | --- | --- |
| Production type | Description | Advantages | Disadvantages |
| Batch production |  |  |  |
| Job production |  |  |  |

## After the episode

1. How can consumer pressure improve working conditions in international factories?

**Follow-up activity:** Describe an item of your own clothing. Outline the control points that would be inspected during a quality control process on that garment.

# Against All Odds: Inside Statistics – Two-Way Tables

**ABC ME screening details:** Monday 25th May, 2020 at 2:50pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/against-all-odds-inside-statistics).

**Key learning areas:** mathematics

**Level:** secondary

**About:** One city surveyed the happiness of its residents. Two-way tables help organise the data and tease out relationships between happiness levels and opinions about aspects of the city itself.

## Before the episode

1. Define the following terms: categorical variables, correlation, causation and census.
2. This episode is focused around data collected by the Somerville council in Massachusetts in their annual ‘Happiness Survey’. A sample of the questions from the survey are listed below. On a rating of 1 to 10 (1 being very unhappy or unsatisfied and 10 being very happy or very satisfied) how would you rate yourself and your neighbourhood on the following questions?

* How happy are you right now?
* How satisfied are you with your suburb as a place to live?
* How proud are you to be a resident of your neighbourhood?
* How satisfied are you with the beauty or physical setting of your neighbourhood?

1. If you ran the above survey with your class, what do you think would be the best way to display the data?

## During the episode

1. Somerville has a diverse population. List the 3 categories of people that are mentioned at the beginning of the episode.
2. In a fraction, what is the difference between a numerator and a denominator? In the two-way table, what is the denominator of each fraction showing?
3. Looking at the two-way table shown during the episode, how many people completed the survey in total and of those people how many of them indicated that they were happy?

## After the episode

1. Data analyst, Daniel Hadley spoke about the ‘average’ happiness score being a 7.5. ‘Average’ is a common term used to describe the ‘mean’ of a data set. How do you calculate the ‘mean’?
2. The presenter makes a statement that “correlation isn’t necessarily causation”. In your own words describe what this means.

**Follow-up activity:** Collect 20 books from around your house and record whether they have a hard or soft cover and if they are more than or less than 100 words. Display your findings in a two-way table.

This investigation could also be done by collecting data from DVDs and looking at movie ratings (such as G, PG, M) and duration of movies.

# Fierce Earth – Waves and Tides

**ABC ME screening details:** Tuesday 26 May, 2020 at 12:45pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/fierce-earth) after the scheduled screening time.

**Key learning areas:** geography, science

**Level:** secondary

**About:** It's wet-suits on for the Fierce Earth team as they hit the surf to unlock the secrets of king-sized waves and fast rising tides.

## Before the episode

1. Brainstorm - what features of waves, tides and rips do you already know?

|  |  |  |
| --- | --- | --- |
| Waves | Tides | Rips |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## During the episode

1. Explain how waves form
2. Describe the process that causes a wave to break
3. Why is Santa Cruz so popular for surfing?
4. How often do tides change?
5. What is a lock? Draw a diagram in the box below to explain how tides work
6. Describe why tides can be dangerous
7. How do you spot a rip?
8. If caught in a rip what should you do?

## After the episode

1. Using the information gathered in the previous activities, create definitions for each of the following:
   1. Waves - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Tides - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Rips - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. If you go to a patrolled beach in Australia, safe swimming zones are identified with red and yellow flags. Use the space below to draw a sketch map of a beach. Include flags, waves and a rip.

**Follow-up activity:** In Australia we don’t use the term ‘rip currents’ as a current is a different ocean process. Research currents and discover how they may impact on waves, tides and the flow of water around the globe.

# Fierce Earth – Waves and Tides

**ABC ME screening details:** 26 May, 2020 – 12:45pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/fierce-earth) after the scheduled screening time.

**Key learning areas:** science

**Level:** secondary

**About:** its wet-suits on for the Fierce Earth team as they hit the surf to unlock the secrets of king-sized waves and fast rising tides.

## Before the episode

1. What are waves? What are some examples of waves that you are familiar with?
2. How are waves formed?
3. What is an energy transfer?
4. Why do sandcastles that you build at the beach breakdown?

## During the episode

1. Where does the energy carried in waves come from?
2. How do waves start?
3. Explain why waves “break” close to the shoreline
4. How many high tides and low tides are usually experienced each day?
5. What is gravity? How does the gravity of the moon cause high and low tides on earth? Draw a diagram to support your answer.
6. What is a tidal range? Explain why the Seven Estuary experiences such a large tidal range.

## After the episode

1. What is a rip current?
2. If a person is out swimming at the beach and suddenly becomes caught in a rip current, what should they do?

**Follow-up activity:** Imagine you have been given access to the following materials: hand held fan with 3 speed settings, ruler, fish tank with no water, water, marker pen.

Explain how you could model the formation of waves using these materials. Include a labelled diagram of your model.

Construct a hypothesis on the effect of increasing wind speed on wave height.

Write a method to test your hypothesis, on a small scale, using the model you described in part b.

Identify the independent variable, dependent variable and 3 controlled variables for the experiment you wrote in part c.

# Exploration India – Urban Life

**ABC ME screening details:** Tuesday 26 May 2020 at 1:15pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/exploration-india) [after the scheduled screening time].

**Key learning areas:** geography

**Level:** lower secondary, middle secondary

**About:** The students explore the impact of urbanisation on Bangalore, India. They meet Chandra, a local geographer who shows them how urbanisation has engulfed villages and created narrow streets and densely built housing.

## Before the episode

1. In the table below, provide a range of features of rural and urban areas that distinguish the two areas.

|  |  |
| --- | --- |
| Rural areas | Urban areas |
|  |  |

1. Name as many Indian towns and cities as you can in the box below.

## During the episode

1. Identify evidence of the old village in Bangalore.
2. List the indicators of a modern city shown in the episode.
3. Describe the impact of Bangalore’s rapid growth on the local environment.
4. Outline the reasons why people move to Bangalore.
5. Identify examples of inequality in Bangalore.
6. List the features of Bangalore’s slums
7. How many people live in Anitht’s home?
8. Describe the features of Anith’s home.

## After the episode

1. Explain the process of urbanisation using examples from Bangalore to support your answer.
2. Fill in the table below to compare and contrast the features of your home with those of Anith’s.

|  |  |
| --- | --- |
| Similar | Different |
|  |  |

1. Compare and contrast urban settlement patterns in a location in New South Wales with those of Bangalore.

**Follow-up activity:** Create a photo essay showing change over time in your local area or local community. Annotate the photographs giving suggested reasons for these changes.

# BTN Specials – Moon Landing

**ABC ME screening details:** Wednesday 27 May 2020 at 11:45am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/btn-specials) after the scheduled screening time.

**Key learning areas:** HSIE (history)

**Level:** Stage 5

**About:** This BTN Special is all about the Apollo 11 Moon landing. We find out about the space race, what important role Australia played on the day and what the future of space exploration might look like.

## Before the episode

1. Ask someone older than you to tell you about their memory of the moon landing. What were they doing when it happened in 1969?
2. What was the first major ‘moment in history’ that you can remember? What were you doing when you learnt about the event? What made it so memorable?

## During the episode

1. Explain what is meant by ‘the space race.’
2. Create a timeline of the space race as described in the episode. Include the following events:

* Sputnik launches – first Earth satellite
* Yuri Gagarin expedition into space
* Alan Shepard orbits the Earth
* JFK announces the US goal to send man to the moon
* tragic fire during ground testing of rockets at NASA
* Apollo 8 orbits around the moon
* Apollo 11 launches and lands on the moon.

1. What do you think Neil Armstrong meant when he said ‘it’s one small step for man, one giant leap for mankind’?
2. Explain the significance of the moon landing for Australia and the world.

|  |  |
| --- | --- |
| Australia | World |
|  |  |

## After the episode

1. Explain Australia’s role in the broadcast of the moon landing to the rest of the world?

**Follow-up activity:** What do you think the future of space exploration will look like for Australia and the world? Research current space exploration priorities and predict what may happen in the next twenty years

# The House In Session – The Senate

**ABC ME screening details:** Wednesday 27 May, 2020 at 12:05pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/house-in-session) after the scheduled screening time.

**Key learning areas:** commerce

**Level:** secondary

**About:** The Australian Parliament has two chambers. The House of Representatives, which makes laws and votes on them. And the Senate, whose job it is to check the work of the House of Representatives. Learn more about the Senate.

## Before the episode

1. Identify as many facts as you can about the two chambers of the House in the table below

|  |  |
| --- | --- |
| House of Representatives | Senate |
|  |  |
|  |  |
|  |  |

1. Use the space below to describe what you already know about the role of each house

## During the episode

1. Identify the colour for each chamber house

* House of Representatives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Define the role of the Senate
2. Explain the term ‘cross-bench’
3. Identify the job title of the person in charge of the Senate
4. Outline an ‘amendment’ and its purpose
5. Why is communication between the two chambers so complicated?

## After the episode

1. Draw a flow chart which shows the path of an amendment between the two chambers

**Follow-up activity:** Research the path to becoming a senator. How is it different from being a member of the House of Representatives?

# Dates That Made History – 1492: The New World

**ABC ME screening details: Wednesday** 27 May, 2020 at 2:30pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/dates-that-made-history) after the scheduled screening time.

**Key learning areas:** HSIE (history)

**Level:** secondary, stage 4

**About:** 1492 was officially the year the Americas were 'discovered', marking the end of the Middle Ages. Yet it's possible that Christopher Columbus setting foot on a West Indian beach in October obscures a far more complex story.

## Before the episode

1. What do you already know about Christopher Columbus and his expeditions?
2. What do you think is meant by the expression ‘modern times’? Do you think there is a definite time when ‘modernity’ begins?

## During the episode

1. How did medieval and ancient maps represent the ‘new world’?
2. Explain the significance of the ‘moor’s sigh.’ What had Boabdil (22nd ruler of Granada in Iberia) lost?
3. What are the issues with the ‘log of Christopher Columbus’ and the ‘capitulation of Santa Fe’ for historians studying the events of 1492?

|  |
| --- |

1. List at least 3 examples of significant events around the world in 1492. Can you see any threads of connection between them?
2. Explain the significance of the ‘microbic unification of the world.’

## After the episode

1. Historical images make up a large part of the source material used in this episode. Why do you think images are such a significant part of the historian’s toolbox when studying events of the past?

**Follow-up activity:** “We can’t just casually walk into history through an open door. We can only approach it through the filter of the memory of an event.” – Patrick Boucheron, historian.

Explain what Patrick Boucheron means by this quote, making a link to the stories and events within the episode you just watched. Are there any events in Australian history that come to mind when you think about the meaning of the quote?

# Social Media and Me – Cyberbullying and Digital Citizenship

**ABC ME screening details: Thursday** 28th May, 2020 at 2:10pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/social-media-me) after the scheduled screening time.

**Key learning areas:** PDHPE

**Level:** secondary

**About: Jules goes on a roller coaster ride taking steps to make right with her social media followers, meanwhile her friend Aaron is thinking seriously about online revenge tactics**

## Before the episode

Anyone online is a digital citizen and our contribution as a digital citizen can be very powerful. Power online can impact on people both positively and negatively

1. When is it important to be an ‘Upstander’ rather than a ‘Bystander’?
2. Think of a time when you know someone let a situation get worse because they stood by, rather than getting involved? What could they have done differently?
3. Make a list of the reasons why someone might not stand up when they could? Now make a list of why they should ‘stand up’.

## During the episode

1. Who had power (used both positively and negatively) in the scenario?
2. What was the impact of the power?
3. Draw a flow chart of the lead up to the scenario, showing where actions were taken and offer different options for those actions.

## After the episode

1. Think about the #Lessonslearned hashtag. What are some of the lessons learned in the scenario?
2. What does online Empathy mean?
3. How can you show online empathy? What simple words could you use to shut down hate online?
4. Using the main ideas from the scenario and the follow up situations, create a short comic about real friends.

**Follow-up activity:** Reflect on your how you would like to be defined. Come up with three words to define yourself and would reflect your values and how you choose to live your life? Why have you chosen these words? Based your digital citizenship identity, would others use those or similar words to define you?

# BTN: Media Literacy – Sources

**ABC ME screening details:** Thursday 28 May, 2020 – 2:25 pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/btn-media-literacy) after the scheduled screening time.

**Key learning areas:** English

**About:** This episode describes different types of sources and explores how to determine the reliability of sources.

## Before the episode

1. Define the terms source, authority, and credibility, affiliation, bias, genre, intertextuality and anonymous. Consult a range of dictionaries and construct in your own words a definition.
2. Explain the significance of sources for people like journalists, historians, poets and playwrights. Do you think each occupation uses sources in the same way, why/why not?
3. What other professions rely on sources to make important decisions?
4. What is the difference between a primary and a secondary source?
5. Australia has recently experienced a range of significant environmental, medical and social events. You are a journalist reporting on one of these events. Which primary and secondary sources would you seek out? Why? How would these sources have added authority and credibility to your reporting?

## During the episode

1. The episode also utilises intertextual references to popular culture and international political history. Identify examples and explain why you think they have been used (hint zombie film and television, Australian and U.S. politics).
2. Why do you think the source is the main ingredient in any news story? Who or what can be a source? Why might there be multiple credible sources that don’t agree?
3. Why should you be cautious of an anonymous source? Should anonymous sources ever be considered? Why or why not?
4. On an A4 piece of paper, outline what each of the letters in the acronym CRAP represent.
5. Extend your thinking: the episode utilises the codes and conventions of various genres to create humour and engagement for a young audience. Identify and list some of the conventions used within the episode from the horror genre, crime fiction, satire and/or current affairs.

## After the episode

1. Identify an issue that is important to you. Describe why it is important. Conduct research exploring the finer details of this issue. You might explore why/how it has happened, its causes, who is impacted and how/why it can be or should be resolved/addressed. Ensure you engage with primary and secondary sources.
2. Construct a short comic, discursive speech, vlog or podcast representing or discussing the event. After you have constructed the piece explain which source was the most significant for your composition and why.
3. Within journalism, which source do you think is the most credible (primary or secondary)? Is this always the same? Explain your answer with reference to current media events. Then explain why it is better to use multiple sources.
4. It is your job to mentor the newest journalist recruit to the local newspaper. You have decided today you will talk to them about the importance of sources:
5. the difference between primary and secondary sources
6. the importance of using multiple sources
7. how to know if a source is valid (including anonymous sources)

Follow-up activity: Complete one or all of the following activities

Get creative with a news report. Select a current media event and write a 1-2 paragraph news report in two very different ways.

In Report 1 make sure your writing is unbiased, fair and credible.

In Report 2, pretend you have an affiliation (check the meaning of this word) that will make you highly biased. Have fun. Be as sensational, biased, opinionated and fact-free as you can.

You are writing a short story set in rural NSW during WW2. What sources would you try to examine so you can create an authentic piece of historical fiction? Explain how thesewould influence your characters, plot, setting, events, theme and conflict.

Stretching your thinking: ‘False equivalence, that’s when the news presents arguments from different sources in a way that makes them seem equally valid even when they’re not’. Research this term and construct your own definition and explain why this is an issue for us as media consumers.

# The Storybuilding Tool Kit – Mystery

**ABC ME screening details: Fri**day 29 May, 2020 at 1:25pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/storybuilding-tool-kit) after the scheduled screening time.

**Key learning areas:** English

**Level:** secondary

**About:** Keep your readers in suspense and make every character a suspect!

## Before the episode

**Genre** as defined by the [English Textual concepts](http://englishtextualconcepts.nsw.edu.au/content/genre) simply ‘means ‘type’ or ‘kind’ and refers to groups of texts that have similarities in form and function.’ Most texts follow recognisable patterns. However, this does not mean that they fit neatly into one genre. Rather, many contemporary texts contain elements of several genres. For example, the Harry Potter series contains elements of both fantasy and ‘schoolyard drama’.

A genre is defined by the patterns (codes and conventions) evident in a range of texts we consider to be part of that type or kind. Codes and conventions of the mystery genre include: a crime to be solved, clues to follow, a detective type character to solve the crime and often a setting based in a city.

1. Create a mind map identifying the features (codes and conventions) of the mystery genre. You may wish to illustrate your mind map.
2. Identify three characteristics of the archetypal protagonist and antagonist found in mystery stories (hint: consider characters like Scooby Do, Sherlock Holmes or the characters in ‘Stranger Things’).

## During the episode

1. The program begins by posing the question “How do we write mysterious stories?” and then asks you to write a story of the ‘lost toy’. Identify and explain the four elements the episode identifies as key qualities for writing a mystery.

* Building a world: identify four things the author Rebecca Lim includes in her stories.
* Orientation, complication, climax and resolution are aspects of plot structure. With a mystery story this type of structure can include various twists and turns. Name two twists identified in this episode.

## After the episode

1. What was the last object you lost? Where do you think it went, who might have taken it and why? Create your own plot overview of a mystery story based on this everyday item and event in your household.
2. When constructing your plot overview outline each character and their roles. You may wish to research mystery archetypal characters to help add detail to your character profiles. Write and illustrate character profiles representing the characteristics of the protagonist and antagonist in your story.

* Construct a story board that unpacks the orientation (setting), complication, climax and resolution.

**Follow-up activity:** Chose one of the two options below.

1. Persuasive response: write a short persuasive speech, where you defend the antagonist in your story. You should use language that is persuasive and attempts to convince your audience of their good qualities and why they might be innocent of the crimes they have been accused.
2. Write a dialogue between you and a character of authority (a teacher, Principal, police officer, parent) where you try to convince them that your character is innocent of the crime of which they have been accused.

# Poetry: Between The Lines – When We Two Parted By Lord Byron

**ABC ME screening details: Friday** 29 May, 2020 at 1:30pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/poetry-between-the-lines) after the scheduled screening time.

**Key learning areas:** English

**Level:** secondary, Stage 5

**About:** Hip-Hop star Akala discusses with poet, Mark Grist, the ideas and emotions in Byron's poem, When We Two Parted. Byron's feelings of bitterness and sorrow towards his former partner are explored.

## Before the episode

1. Read the poem ‘When we Two Parted’ by Lord Byron, read this a few times. A copy of the poem is provided below.
2. The thinking routine [Layers](https://pz.harvard.edu/) provides learners with a structure for looking analytically at creative works (more information and a thorough explanation of this thinking routine is found at [Project Zero Visible Thinking: Layers](https://pz.harvard.edu/sites/default/files/Layers.pdf)). Using the framework in the table provided, write your thoughts in relation to the poem for each layer. As you are engaging with each layer, also annotate the details you uncover through this process on the poem. Try to write in as much detail as possible.
3. If you want to stretch your thinking research Lord Byron’s social and personal context and include this in your responses.

Table: layer, explanation and personal engagement

|  |  |  |
| --- | --- | --- |
| Layer | Explanation | Engage personally and add examples from the poem |
| Narrative | The story, the back or pre story, the other or hidden story, the message |  |
| Aesthetic | The appeal (what pulls you in?), the reward or take away, the skill/mastery of the artist on display, the new/different/unusual |  |
| Mechanical | Technique, form or structure, methods, symbolism |  |
| Dynamic | Surprise, Tension, Emotion and Movement |  |
| Connections | To other works (in and out of the genre/medium), to history, to oneself, to the artist’s other works or personal life |  |

## During the episode

1. While reflecting on the layers of the thinking routine, jot down a few aspects that jump out at you from Akala, Mark Grist and the visual representation of the poem.

## After the episode

1. Revisit your thinking routine table. Reflect on each ‘layer’ of your analysis. You may wish to refine your initial ideas and annotations.
2. Using coloured highlighters, highlight the aspects on your table that were supported by the episode. You may like to use one colour for Akala, Mark Grist and the visual representation respectively.
3. By engaging personally with the poem, and then listening to Akala, Mark Grist and the film maker do the same it broadens your understanding of the poem. Now try to engage critically by writing an analysis of the poem addressing the following question:
4. How has this episode engaged you in thinking about Lord Byron’s feelings of love and loss in his poem?

**Follow-up activity:** Research the life of Lord Byron and reflect on whether you agree or disagree with Mark Grist’s theory about the subject of the poem. Write a persuasive paragraph using evidence from both your research and the short film to support your point of view.

# Fall in love with music - How listening affects us.

**ABC ME screening details: Friday** 29 May, 2020 at 1:35pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/fall-in-love-with-music) after the scheduled screening time.

**Key learning areas:** music

**Level:** secondary, Stage 4

**About:** What happens to us, psychologically-emotionally, when we listen to classical music? Open-mindedness and flexible thinking as prerequisites are explored using visual puzzles and musical examples.

## Before the episode

1. How is music like a puzzle?
2. Why do we become emotionally moved by music?
3. Consider the concepts of music. Which concepts help create suspense and surprise in music?

## During the episode

1. Write a definition of a cadence.
2. How is repetition used in Handel’s No.7 Fugue at 00:12:08?
3. List the instruments (in order) while listening, that play the repetitive phrase throughout the fugue.

## After the episode

1. Write a response describing the use of pitch, structure and tone colour in Handel’s No.7 Fugue?
2. How does Rachmaninov build and release tension in his composition at 00:22:00?
3. Since watching the episode, how has your answer your understanding of the connections between music and a puzzle changed?

**Follow-up activity:** Compose a *fugue* for a new ring-tone, concluding with a perfect cadence. Notate your composition on a score.

# Your Paintings: Wassily Kandinsky

**ABC ME screening details:** Friday 29 May, 2020 at 2:00pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/your-paintings).

**Key learning areas:** visual arts

**Level:** secondary

**About:** A statue comes to life in a magical gallery and climbs into the painting 'Schaukeln' by Wassily Kandinsky. Inside the painting she explores Kandinsky's role in the birth of abstract art, his discovery of his synaesthesia.

## Before the episode

1. What do you know about abstract art? Jot down all you know about this art movement- when was it invented? What values and rules did it challenge? Have you seen an abstract artwork? What did it look like?
2. Look closely at the painting ‘Swinging’, 1925 by Wassily Kandinsky. Spend two minutes making a quick list of all of the many colours and shapes you can see.

## During the episode

1. Kandinsky was interested in creating artworks that did not depict the world realistically. Instead he used colour to depict emotions and convey music. He thought some colours related to specific sounds. What sounds did he think represented the primary colours of yellow, red and blue?
2. In what other ways did Kandinsky link his paintings to music?

## After the episode

1. What shapes and colours do you imagine might best convey emotions? Use coloured pencils below and draw a shape and colour/s that you imagine might best represent the following emotions: happy, angry, shy, brave.
2. Kandinsky often took inspiration from music. Choose **one** piece of music that you love and write down the name of the song/piece above the box below. Listen to the music or sing it you yourself. Using coloured pencils try to convey the sounds of the music using only patterns, shapes and colours. If the music is soft and gentle your marks might also be soft and applied gently, if it is loud and has a heavy beat you might use bold colours, strong patterns and dark solid shapes. Have fun and try to capture the feel of the music.

The song is called:

**Follow-up activity:** Do this activity with a very different piece of music. Compare both.

# Shakespeare Uncovered – The Taming of the Shrew

**ABC ME screening details: Fri**day 29 May, 2020 at 02:05pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/shakespeare-uncovered) after the scheduled screening time.

**Key learning areas:** English

**Level:** secondary

**About:** Morgan Freeman discusses William Shakespeare’s The Taming of the Shrew with Tracey Ullman, Sinead Cusack and Julia Stiles

## Before the episode

1. **Connect with what you know:** what are the usual features, or conventions, of the Romantic Comedy (Rom Com) genre? Can you think of any examples that don’t follow the conventions?
2. **Context**: research and list five facts about the lives of both noble and ordinary women in Elizabethan England. For example, who decided if they could get married?
3. **Imagine:** Shakespeare was an up-and-coming playwright when he wrote this play. What would you do if you were wanting to make an impression in your new, chosen industry? What would be the advantages of either ‘making a splash’ or ‘keeping your head low’ at first?

## During the episode

1. Compare Bianca and Katherina (Kate). Write down at least 5 characteristics including appearance and personality.
2. What is the meaning of “shrew” and where do we see this kind of character in our contemporary culture?
3. According to the presenter, how do we know that Shakespeare actually likes Kate?
4. How do we know that Petruchio and Kate are ‘made for each other’?
5. What connections can you see between the film ‘Ten Things I Hate About You’ and Shakespeare’s play ‘The Taming of the Shrew’?
6. Why are the scenes back at Petruchio’s house after the wedding so difficult for modern audiences?

## After the episode

1. **Discuss and debate or discursive speech**: this play has “the power to provoke and inspire".
2. **Analyse:** in the second half of the episode, actors from the Globe Theatre are asked to act out one scene in two very different ways. This changes the audience’s feelings towards the characters. First, analyse how the actors’ interpretation of the dialogue transforms the meaning. Then, consider how Shakespeare’s minimal theatrical instructions have left room for different interpretations over the centuries.
3. Choose another scene from ‘Taming of the Shrew’ and explain how you as an actor would interpret that scene.
4. **Summarise:** using specific examples, such as Morgan Freeman’s feelings about this play, write a personal summary exploring your feelings about the play.
5. **Discuss:** write a paragraph on what the ending reveals about

* Marriage
* Shakespeare

**Follow-up activity:** Creative writing.

Choose one of the following ideas to write either as prose or as dialogue (use Shakespeare’s language for an extra challenge):

1. The meeting and conversation between one of the other sets of newly-married couples after the end of the play.
2. A scene, between Kate and Petruchio, set 1 year, or 10 years, after the end of the play.
3. An alternative ending to the play that changes the meaning or significance of the play. The full play is also available online via many different websites if you wish to access the play script to support your engagement with this activity.