Learning from home: ABC TV Education resources



* 1. **Secondary – week 6**
     1. **01/06/2020 – 05/06/2020**

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 6**

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**  **01/06/2020** | 12:45pm | Fierce Earth | World's Driest Place | geography, science | [4-5](#_Fierce_Earth_–) |
| **Monday**  **01/06/2020** | 1:50pm | Get Into Textiles | Dyeing And Printing | textiles technology | [6-7](#_Get_Into_Textiles) |
| **Monday**  **01/06/2020** | 2:50pm | Against All Odds: Inside Statistics | Designing Experiments | mathematics | [8-9](#_Against_All_Odds:) |
| **Tuesday**  **02/06/2020** | 1:15pm | Exploration India | India Tomorrow | geography | [10-11](#_Exploration_India_–) |
| **Wednesday**  **03/06/2020** | 2:30pm | Dates That Made History | 20 June 1789: The Birth of the French Republic | HSIE (history) | [12-13](#_Dates_That_Made) |
| **Thursday**  **04/06/2020** | 2:10pm | Social Media Me | Resilience and Digital Citizenship | PDHPE | [14-15](#_Social_Media_Me) |
| **Thursday**  **04/06/2020** | 2:25pm | Pocket Compass | Ramadan: Break-Fast At Mobinah's | HSIE | [16-17](#_Pocket_Compass_–) |
| **Friday**  **05/06/2020** | 11:20am | The Storybuilding Tool Kit | Fantasy | English | [18-19](#_The_Storybuilding_Tool) |
| **Friday**  **05/06/2020** | 11:45am | BTN Specials | Refugees and Migrants | HSIE | [20-21](#_BTN_Specials_–) |

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# Fierce Earth – World’s Driest Place

**ABC ME screening details: Monday** 1 June, 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:** In this episode the team travel 6000 miles to the country of Chile and the Atacama Desert - officially the driest place in the world. Leo skydives out of a plane to reveal why the air is so dry.

## Before the episode

1. Write your own definition of a desert.
2. How often does it rain where you live?

## During the episode

1. During the episode, three ‘dry facts’ are identified which explain the low rainfall in the Atacama Desert. Use the table below to record the details of each.

|  |  |  |
| --- | --- | --- |
| Dry fact 1 | Dry fact 2 | Dry fact 3 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. What has caused the ‘ghost towns’ of Chile?
2. Explain what Marisol’s town has done to ensure there is enough water for its population
3. As Leo attempts to cross 15km of the Atacama desert, what items does he take with him, are they sufficient and how do they help him to travel across the space?
4. What are the three survival tips that Leo gives for travelling in the desert
5. How have local communities managed to capture the moisture in the fog to provide a reliable water supply? Use the space below to draw an annotated diagram.

## After the episode

1. Use the information gathered in the table during the episode to write a structured paragraph explaining why there is so little water in the Atacama Desert.
2. How is the lack of moisture in desert air advantageous to scientists studying astronomy?

**Follow-up activity:** Australia is covered by large areas of desert. Research Australia’s driest places and identify their annual rainfall. Aboriginal peoples have lived in the driest parts of Australia for thousands of years. Find out how they accessed water in these spaces.

# Get Into Textiles – Dyeing And Printing

**ABC ME screening details:** Monday 1st June, 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) after the scheduled screening time.

**Key learning areas:** textiles technology

**Level:** secondary

**About:** This resource provides clear explanations and footage of: dye recipes being developed and tested in the laboratory; industrial printing methods including flat-bed, carousel and roller screen-printing.

## Before the episode

1. List a range of different patterned fabrics in your home. This could include clothing, tea towels, upholstery and curtains. What method do you think was used to create the pattern?

## During the episode

1. The process of screen printing has remained the same for hundreds of years. Outline the process of screen printing. How has the process been modified to speed up printing for mass production?
2. The episode explores the method of heat transfer printing. Outline the process, advantages and limitations of sublimation printing
3. How do manufacturers match colours during the dyeing process? What data do they collect to inform their process?
4. The episode outlines the manufactures quality control checks on fabric samples. Name the quality control tests conducted and outline how they are performed.
5. The episode identifies the environmental challenges of dyeing and printing textiles. How are waste products (the dyed water) treated at the dye plant before being sent to the local sewage treatment facility? Why is it important that the manufacturer treats their own waste?

## After the episode

1. Go back to the fabrics you identified in your home before the program. From the information in the program, select one item that has been printed using one of the methods described. Justify why that method has been used for that item.

**Follow-up activity:** Design and cut out a two colour stencil/s that could be used to screen print a design onto a t-shirt.

# Against All Odds: Inside Statistics – Designing Experiments

**ABC ME screening details:** Monday 1 June, 2020 at 2:50pm

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

**Key learning areas:** mathematics

**Level:** secondary

**About:** We move beyond observational studies – like one of marine life in the remote Line Islands – to designing experiments that manipulate various subject groups – as in the case of a medical study about osteoarthritis treatments.

## Before the episode

1. Using a dictionary, write a definition for each of the following terms:

* Placebo
* Experiment
* Bias
* Variable
* Random

## During the episode

1. Why were the Line Islands perfect for the observational study?
2. What data did scientists collect during the study?
3. List at least one of the findings of the study.
4. List at least one feature of an observational study.
5. What is the difference between an observational study and an experiment?
6. What is a ‘Double Blind Experiment’?
7. List the features of a well-designed experiment.

## After the episode

1. If you were to determine the busiest street in your area would you conduct an Observational Study or an Experiment? Explain your reasoning.
2. You are to plan a well-designed experiment. Use the features of a well-designed experiment, outlined in the program, to help you. Your experiment might be designed to determine the most popular variety of coke or the most popular brand or flavour of chips.

**Follow-up activity:** Carry out the experiment you designed above. Record and display your results using suitable methods. Analyse your collected data to answer your design question.

# Exploration India – India Tomorrow

**ABC ME screening details: Tuesday 2 June**, 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 pupils meet children who have been given a unique opportunity to escape poverty and receive a first class education.

## Before the episode

1. Identify the factors that may influence someone’s sense of wellbeing
2. Explain how might education contribute to an individual’s sense of wellbeing
3. Describe the challenges you may face if you were unable to read or write.

## During the episode

1. Identify reasons why lessons are taught in English.
2. Describe the principle the school is based on.
3. Explain who attends the school.
4. Outline what students are required to do when they leave Shanti Bhavan.
5. Describe some characteristics of the lives of the student’s families.
6. Outline the sort of work do the families do?
7. Describe the employment opportunities Vijayalakshmi is hoping to follow after school.
8. What do the students identify as key to solving the challenges India faces?

## After the episode

1. Explain the relationship betweeneducation and human wellbeing using examples from the episode.

**Follow-up activity:** Imagine you are establishing an organisation to improve the wellbeing of people in NSW. Who would you aim to help and what strategies would you use to improve their wellbeing?

# Dates That Made History – 20 June 1789: The Birth of the French Republic

**ABC ME screening details:** Wednesday 3 June, 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 5 or 6

**About:** Most tend to forget that the Tennis Court Oath was the key tipping point of the French Revolution, both from a symbolic and legal standpoint. What happened on that day in Versailles?

## Before the episode

1. What is your definition of the word ‘revolution’?
2. Brainstorm your prior knowledge of the events/issues of the French Revolution.

## During the episode

1. Why was 20 June 1789, the date of the Tennis Court Oath, considered a ‘date to remember’?
2. Who made up the ‘third estate’ and what were their aims?
3. Explain the contents of the Tennis Court Oath and the significance of the oath for the French Revolution.
4. Explain the reasons for and impact of the ‘great fear’ in rural France.

|  |
| --- |

## After the episode

1. Why is 20 June 1789 overshadowed as a memorable date in the French collective memory?

**Follow-up activity:** Select three other global events from 1789 mentioned in the episode. Research each event and write a paragraph about their historical significance, making clear connections between the events.

# Social Media Me – Resilience and Digital Citizenship

**ABC ME screening details:** Thursday 4 June, 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:** As Jules' social media world spirals downwards, her friend Aaron prepares to enter an online hate exchange.

## Before the episode

The eSafety Commission defines resilience as: “being resilient and responding with strength and maturity when risks are encountered online”.

1. **Feelings journal:** Draw a table with the following column headings:

* What was happening?
* What was I feeling?
* Was it negative or positive?
* How did I react?
* Was there a physical reaction?
* What will I do next time?

1. For each row, identify a time you were online – for example ‘Yesterday after school’ or ‘Saturday morning’ – and reflect on how you were feeling at that time.

## During the episode

1. Select Jules or Aaron and reflect on their experience in the episode? Complete the following table for the character’s situation.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Describe the situation | What was happening? | What were they feeling? | Was it negative or positive? | How did they react? | Was there a physical reaction? | What could they do next time? |
|  |  |  |  |  |  |  |

1. How could the character you selected have demonstrated greater resilience?
2. Explain how being connected to others and having a support network could have empowered your character to respond differently in their situation?

## After the episode

Being connected to others is important for wellbeing and can enhance our ability to cope with challenges. Happiness, security, support and a sense of purpose often come from maintaining close contact with family, friends and the community.

1. Think of a place where you feel connected.
2. What are the benefits of being connected to friends? Family? Your community?

**Follow-up activity:** Students draw a circle and write ‘**me**’ in the middle. Then write, inside a bigger concentric circle, the names of the people who they feel most connected with. Next to each person’s name, they write where the person fits into their connections – are they from school? a community group? family? friends? online friends? Work outwards, filling in your other connections. For the connections you have listed as being closest to you, then describe how those people make you (or could make you) feel connected.

# Pocket Compass – Ramadan: Break-Fast At Mobinah’s

**ABC ME screening details:** Thursday 4 June, 2020 at 2:25pm

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

**Key learning areas:** HSIE

**Level:** secondary

**About:** Ramadan is the most important event on the Islamic calendar. Follow two local families to see how this month of fasting and feasting is practiced in Australia. Students will learn about the motivation, meaning and challenges.

## Before the episode

1. What is Ramadan?
2. What do you think a typical day is like during Ramadan?

## During the episode

1. During Ramadan, when and for how long will Islamic families be fasting?
2. Who is not required to fast?
3. When does Ramadan occur? Why?
4. In the table below, record key information about what men and women are encouraged to do during Ramadan in the following headings?

|  |  |  |
| --- | --- | --- |
| During Suhur | During daylight | During Iftar |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## After the episode

1. Describe Selma Chami’s daily routine during Ramadan?
2. Using examples from the episode, explain the purpose of Ramadan and what it teaches Muslims?
3. Eid al-Fitr marks the worldwide end of Ramadan, how do Muslims celebrate Eid al-Fitr in Australia?

**Follow-up activity:** Many people are not familiar with many different religious practices. Using the table from ‘during the activity’ and information from the episode, develop a fact sheet that explains the religious practices of Muslims during Ramadan.

# The Storybuilding Tool Kit – Fantasy

**ABC ME screening details:** Friday 05 June, 2020 at 11:20am

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:** Create a story world and send your hero on an adventure!

## Before the episode

**Genre** is a ‘type’ or ‘kind’ and refers to groups of texts that have similarities in form and function. Most texts in a genre follow recognisable patterns called conventions. However, this does not mean that they fit neatly into just one genre. Rather, texts usually contain elements of several genres. For example, the Harry Potter books have elements of both fantasy and the ‘schoolyard drama’. [English Textual Concepts definition of genre](http://englishtextualconcepts.nsw.edu.au/content/genre)

A genre is defined by the patterns (which become codes and conventions) evident in a kind of text. Thinking about the fantasy genre, there are expectations the author will create a new world (called world building) for their characters.

1. Create a mind map identifying the features (codes and conventions) of the fantasy genre. You may wish to illustrate your mind map.
2. List 10 Fantasy texts you know and identify the fantasy codes and conventions (these can be books, television shows or films).
3. Thinking of those 10 fantasy texts, draw up a ‘similarities and differences table’ in your book. List all the qualities that are similar in those texts. Then in the other column list all the key differences. This should highlight that each fantasy has typical features but also vast differences. For example, is the protagonist always male?
4. Talk to a family member about their favourite fantasy text (this can be a book or movie). Write a short paragraph explaining why this is their favourite. Support your ideas with evidence.

## During the episode

**World building** - the episode showcases authors discussing how they create fantasy stories and illustrate these characters.

1. On an A4 page create a table with two columns and a heading row. The left column should be a quarter of the page. The left heading is Speaker, the right heading is Advice, Ideas, Inspiration and/or Strategies. As each speaker shares information make note of their name in the left column and the piece of advice, inspiration, ideas or compositional strategy in the right column.
2. The directors of the episode have used a range of visual images and sound effects conventional to fantasy texts. Identify these and explain why they have been used.
3. Fantasy building tip: identify the tip given by Mike Barry the author of Action tank. How will this help you create unique characters?

## After the episode

1. “Each time you read a fantasy book you are taken into this imaginative world where anything can happen.” This episode gives you the time to consider and reflect on the impact of your imagination.
2. World building reminders: understand the rules of the world. Create unique and interesting characters. Use the details of your story world to tell your readers how your characters are feeling. Keep a world map in mind to ensure your story stays consistent and believable.
3. The illustrator Levi Pinfold invites us into his illustration process. How can illustrations help create characters and the world for the audience?
4. Reflective thinking routine: I used to think... but now I think... complete each sentence explaining what you now know about world building in fantasy stories.
5. Experimenting: On an A3 page (join two pieces of A4 together), draw a map of your fantasy world (you might like to start with your local community). Place your hero at one end and their goal at the other.
6. Add challenges in every region (if you are using your community make changes to your map and transform your community into a fantasy world). Begin with at least two challenges. Some suggestions you could include: a dragon, an evil knight, a superhero villain, or a treasure hunt for a lost magical item.
7. Create character profiles for characters who will live in this fantasy world. You might like to start with the protagonist, the antagonist and the protagonist’s helper/mentor.

**Follow-up activity:** Using all the ‘after the episode’ activities, send your hero on an action-packed adventure by creating a complete fantasy story. To help your creative process, create a plot overview or a story board. The plot must include the suggestions given in the episode and could also include elements that you are familiar with from your favourite fantasy texts.

# BTN Specials – Refugees and Migrants

**ABC ME screening details:** Friday 5 June, 2020 at 11:45am

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

**Key learning areas:** HSIE

**Level:** secondary

**About:** This BTN special about refugees and migrants looks at the waves of migration in Australia and meets some refugees and migrants that call Australia home today.

## Before the episode

1. Describe key differences between a refugee and a migrant?
2. According to the ABS (2016), nearly half (49%) of all Australians were either born overseas or had at least one parent who was born overseas. Why do you think there might be debate over migration to Australia?

## During the episode

1. Throughout the episode there are examples of why people moved to Australia and their country of origin, develop a list of countries and the reasons why people migrated to Australia.

|  |  |
| --- | --- |
| Country of origin | Reasons for migration |
|  |  |
|  |  |
|  |  |

1. Chinese migrants came to Australia in the 1850s for the gold rush. Describe the migrant story of Captain John Egge and the life of Chinese gold rush immigrants.
2. Explain Georgia’s and Mahya’s different experience of migrating to Australia. Your response should include before and after their migration.

## After the episode

1. Using the ‘during the episode’ activity of reasons why people migrated to Australia, complete the following table by placing each reason for migration under the correct heading.

|  |  |
| --- | --- |
| Voluntary migration | Involuntary migration |
|  |  |
|  |  |

1. Outline the original intent of the government in the construction of a ‘White Australia Policy’.
2. Australia has developed into a nation of people from over 190 different countries and 300 different ancestries. Explain the significance of multiculturalism in Australia today.
3. It is estimated that there are over 25 million refugees around the world. Describe the role of the United Nations High Commissioner for Refugees (UNHCR) and how it relates to Australia.

**Follow-up activity:** Using examples from the episode, develop a timeline of key migration periods to Australia. The timeline should include important facts, statistics and dates from the episode.