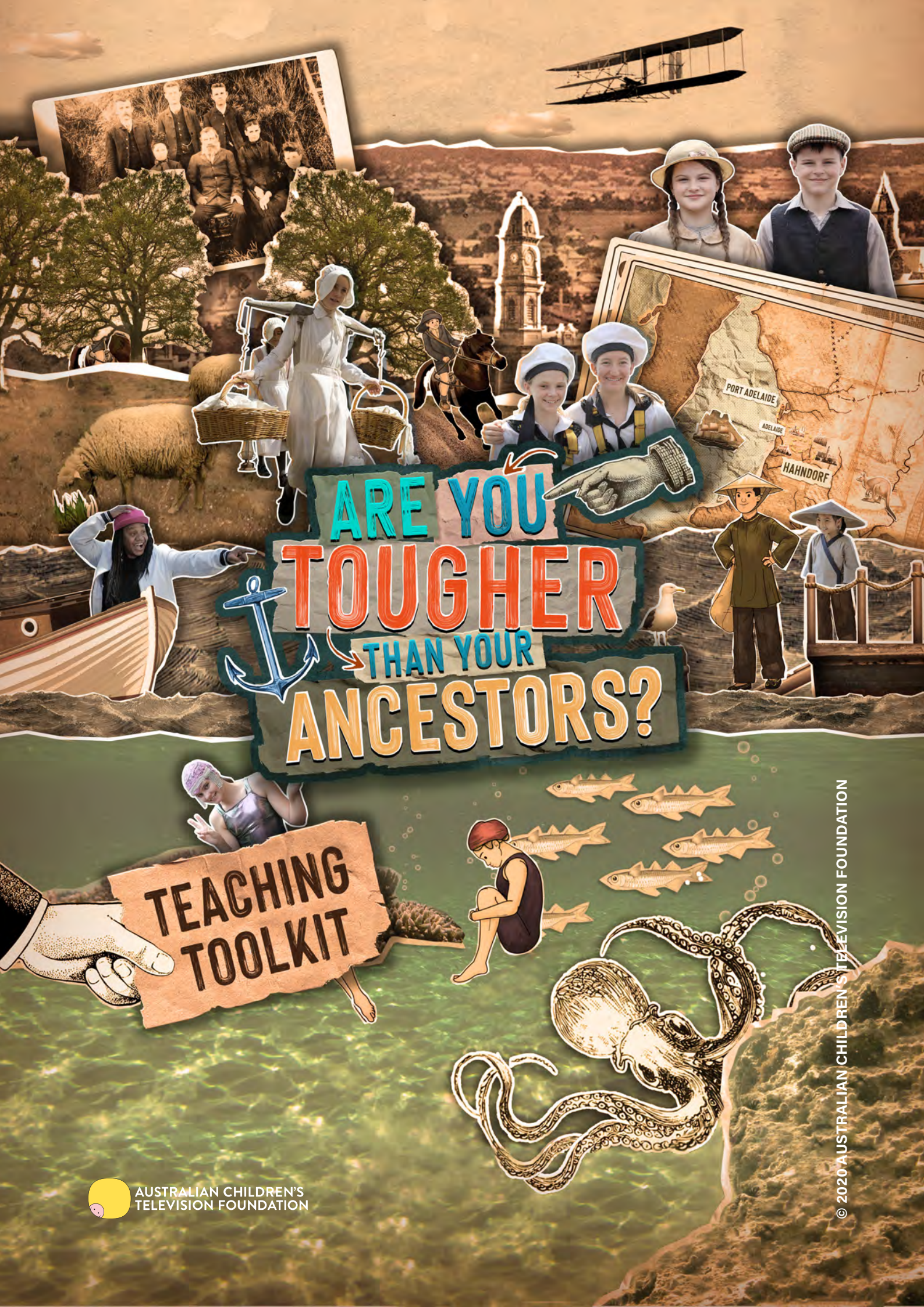


ARE YOU TOUGHER THAN YOUR ANCESTORS?

TEACHING
TOOLKIT

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ABOUT THE SERIES

Are You Tougher than Your Ancestors? takes today's kids on a wild ride back through time. Drawing from our rich Indigenous and multicultural heritage, the series celebrates the diversity of Australia's shared history. We turn stereotypes on their heads and allow our kids to experience the past in ways they never imagined. As a living history series, *Are You Tougher than Your Ancestors?* is brainy, but fun. Full of gross, 'OMG!' moments, each episode takes our modern children into a foreign world. To survive the experience they must take risks, push themselves, trust their abilities and make decisions on their own, without Mum or Dad (or Google!) anywhere in sight.

Each episode is built around a fresh and exciting story that you're unlikely to find out in the history books. Strong historical stories from diverse families and communities provide the narrative backbone of each episode in the series. We employ true stories of amazing ancestors – stereotype busting, heroic and unusual tales of courage, endurance and ingenuity displayed by kids from the past that we ask our modern children to emulate. The experiences our modern children go through in each episode are shaped around this key story, as we look at each historical period through the lens of a specific child's experience. But while we visit familiar years and events, each episode looks at them from a brand-new historical viewpoint: through the eyes of the children who were there.



Our guide 'G' (Ghenoa Gela) introduces each episode and provides insight and encouragement as our contemporary kids are enveloped into a specific time and event from a bygone era. Colourful and quirky animated sequences tell the story of our historical child and set the context for each episode. Assisted along the way by expert 'History Helpers,' our modern kids wrestle with disgusting chores, master mind-bending challenges and perform incredible feats of ingenuity as they get down and dirty walking in the shoes of their ancestors.

Driven by our kids' firsthand experiences, we seek to surprise, engage, and sometimes horrify modern viewers as they watch what their lives would have been like had they been born in another era. The difficulty of the tasks escalates through the course of the episode, with the achievement of their ultimate goal complicated by a final curve ball mission that tests our child participants to their limits.

At the end of each episode, we find out whether today's kids are tougher than our ancestors... and what they discover might just surprise us all!



USING THIS RESOURCE

Are You Tougher than Your Ancestors? explores familiar historic periods and events through the eyes of the children who lived then. Each episode reveals an incredible true story of a resilient and courageous child from the past, and challenges modern-day children to emulate their experiences. Through these participants' firsthand experiences, students see what their lives would have been like in a different era.

The *Are You Tougher than Your Ancestors?* Teaching Toolkit is a History resource for Foundation to Year 6 teachers and students. Episodes and suggested learning tasks relate to the key understandings and inquiry skills

outlined in the History sub-strand of the F-6/7 Humanities and Social Sciences curriculum. While not the focus of this resource, teachers could also draw links to English, Civics and Citizenship, Geography and the general capabilities when viewing the series.

Hands-on tasks suggested in the 'Do try this at home' sections will encourage discussions about the past between children, their parents and other family members. These tasks will further connections between school and home and encourage families to engage with the history of their local area.

EPISODE SYNOPSIS



01 EPISODE ONE 'Kernewek Lowender!' Moonta, South Australia

In 1898, 13-year old Robert Richards worked full-time at the Moonta copper mines as a 'pickey boy', went to night school and did a heap of chores at home, but still found time to train and race his goats in the Moonta Billy Cart Races. Can Jack and Makayla complete all of Robert's tasks and still compete in the Moonta goat cart championship?



02 EPISODE TWO 'Olympia!' Wyllie's Baths, Coogee, Sydney, New South Wales

Former world record holder Wilhelmina ('Mina') Wylie, along with her friend Fanny Durack, were Australia's first female Olympians, swimming their way to victory at the 1912 Stockholm Games. Can our modern swimmers better the time that secured Mina's glory in the 100m race?



03 EPISODE THREE 'Lennie the Legend' Leongatha, Victoria

In 1932, during the Great Depression, 9-year old engineering fan Lennie Gwyther dreamed of attending the opening of the Sydney Harbour Bridge. After his father was injured in a farm accident, Lennie finished ploughing the family farm, all by himself. As a reward, his father agreed to let Lennie ride the 1,000 kilometres from Leongatha to Sydney on his pony, Ginger Mick, to witness the historic event. Lennie's epic solo journey inspired the nation and he and Ginger Mick were invited to join the parade celebrating the bridge's opening! Can Gracey and Mikey complete a 24-hour stretch of Lennie's long ride?



04

EPISODE FOUR 'Pioneer Living German Style! Rodert's Farm, Hahndorf, South Australia

In 1850, 12-year old Lutheran refugee Thekla Staude regularly trekked 26 kilometres overnight from her new home in Hahndorf village to market in Adelaide, where her handmade produce was in high demand. With the money she earned, she bought essential supplies for her family before walking back home, uphill all the way! Can Harper and Maeve make their own sausages, churn butter, bake bread and pack their items safely before completing the 26-kilometre trek to market? And will they manage to sell what they have made?



06

EPISODE SIX 'Dancing on Wheels! Adelaide, South Australia

For 1980s kids, the local roller skating rink was the place to be! Roller disco, limbo and speed races all brought in the crowds. But it wasn't just fun and games for everyone... Twelve-year old artistic skater Tammy Bryant trained hard to learn how to dance on wheels! She braved tumbles and missteps to master the routines that won her the 1989 Australian National Artistic Roller Skating Championship. And then at 13, she became the youngest ever skater to represent Australia at the World Championships in Germany, competing against adults! Can Charli and Matthew match her grit and resilience to master her signature moves?



05

EPISODE FIVE 'The Original 'Ghan' Trains' Beltana, Outback South Australia

In the early 1900s, teenage Afghan Aboriginal cameleer William Satour guided his father's camel train through some of Australia's toughest country to deliver goods to remote outback communities. Can Ezekiel and Nathaniel follow in his footsteps to deliver their cargo safely and on time?



07

EPISODE SEVEN 'Plane Sailing! Sydney Harbour, New South Wales

In 1912, after two years living on board the three-masted sailing ship 'James Craig', 14-year old deck boy Douglas Bull passed his final seamanship text and was awarded the rank of 'Ordinary Seaman' by the ship's captain. Can our modern sailors prove they are up to the task?



08

EPISODE EIGHT 'The Big Match!' Kadlitipari, South Australia

In 1832, 13-year old Kadli led his team to victory during a Kaurna game of Parntu. He was chosen as the best player of the match and given the honour of burying the ball in the field, ready for the next game. Can Ray Ray and Jaikye match Kadli's Parntu skills and be awarded the best and fairest title?



10

EPISODE TEN 'Dai Gum San! Bendigo Easter Festival' Bendigo, Victoria

In 1889, 9-year old Christina Tie had the honour of participating in the famous Bendigo Easter Parade. As the oldest festival in Australia, it was one of the first places where Chinese cultural performances were celebrated with the wider community. People flocked to watch elaborately dressed performers like Christina dazzle them with traditional Chinese acrobatic displays, music and dancing. Can Avie and Alyssa master their routines and put on a show that draws the crowds?



09

EPISODE NINE 'Milk Run!' Melbourne, Victoria

In 1940s Melbourne, teenage milkman Conway Tighe got up in the early hours to harness his horse Katie to his family's loaded milk wagon, and then run non-stop for five hours to complete his milk deliveries on time. He never missed a day, not even at Christmas! Will Jeffrin and Harry's customers have milk waiting on their doorsteps in the morning?



LEARNING TASKS

FOUNDATION

'DANCING ON WHEELS!'

Charli and Matthew attempt to master the moves that won their coach, world champion artistic roller-skater Tammy Bryant, the 1989 Artistic Roller-Skating Championship when she was only 12 years old.

Curriculum Context: My Personal World

A colourful and amusing episode that will engage young students, 'Dancing on Wheels!' illustrates for children that the past is different from the present, that some events in our lives have greater significance, and that stories of the past can be shared in different ways. Suggested tasks will build students' understanding of their own personal and family histories and help them develop the skills needed to learn and share stories of the past.

Task 1

Before watching this episode, ask students to consider the meaning of the series title: *Are You Tougher than Your Ancestors?* The word 'ancestors' may be new vocabulary for many students. In a think-pair-share task, have partners discuss the possible meaning of the title and then share their thinking with the class.

After hearing from students, clarify or reiterate that our ancestors are our parents, their parents, their parents, and so on. (Or in other words, our parents, grandparents, great-grandparents, great-great-grandparents, and so on). The word can also refer to people who came before us but are not directly related, like in the series title.

Discuss what students already know about their own ancestors and what else they would like to learn about their lives in the past. Have students write or draw their thinking on individual KWL charts and revisit these in subsequent lessons to document new learning.

Task 2 (Clip: 00:00 – 00:48)

In this short introduction, the audience learns about the past achievements of artistic roller-skater Tammy Bryant. After watching the clip (more than once if necessary), ask students to identify the different ways that Tammy's story is communicated in this sequence. For example, oral storytelling, photos, video, and a map.

Can students suggest other ways for us to learn more about Tammy's skating career or about other children's lives in the past? After checking that students understand the concept of 'the past,' ask how their own families share stories about the past. Their thoughts could be recorded on an anchor chart titled 'How can we share stories of the past?'





DO TRY THIS AT HOME

A 'family tree' is one way to sort, record and share information about our own ancestors. Have you seen one of these charts before?

Ask a parent, grandparent or another family member to help you create a family tree. This could be a simple diagram that represents you and your parents, or you might include additional generations, siblings, illustrations, or other details.

Did you learn anything new about your family? Do you need any extra information to complete your family tree? Who could provide this information and what questions would you need to ask?

Task 3 (Clip: 19:58 – 22:46)

In their final challenge, Charli and Matthew perform an original artistic skating routine for their coach (and former champion skater), Tammy Bryant.

Tammy's mum also watches the routine and provides feedback. Reflecting on her own skating, Tammy says, 'I recall those days with such joy and I just love being able to give the kids that experience that I had!'

Introduce the concept of perspectives in storytelling through a think aloud based on Tammy's mother. For example, 'Tammy said she remembers her skating days with 'such joy.' I wonder if her mum feels the same way or if she feels differently. What do you think she might say when reflecting on Tammy's skating days?'

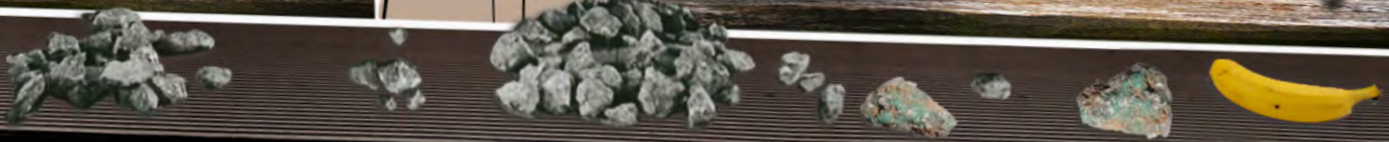
To further illustrate that stories of the past can differ depending on who tells them, ask each student to independently draw or write about a class event from the past (such as the first day of school, an excursion or a sports carnival). Have students leave their completed work on their tables and then take a 'gallery walk' around the room, observing and discussing the differing recollections of the same event.



THIS IS
ORE



THIS IS
NOT ORE



YEAR 1

'KERNEWEK LOWENDER!'

Mine work, night school, chores... and goat racing! Makayla and Jack tackle the 1898 life of Cornish kid Robert Richards.

Curriculum Context:
How is my world different from the past and can change in the future?

'Kernewek Lowender!' illustrates some of the ways in which school and family life were different for Australian children in the past. When viewing this episode and undertaking the following tasks, students will learn about perspectives and continuity and change, and reflect on events that have personal significance for them.

Task 1 (Clip: 10:11 – 14:43)

Night school was compulsory for pickey boys like Robert; they had

to attend at least four nights per week to keep their jobs at the mines.

The above clip illustrates some of the differences between school in the 1890s and the current day. Some differences are explained through dialogue in the 'spelling test', and we also learn about the past through visual information in the clip. Before viewing, ask students to focus on the differences between Robert's school and their own as they watch.

After viewing, allow time for students to discuss the clip and ask questions. How was Robert's school different to your own? Are there any similarities? Are there any aspects of Robert's school life that you would like to try? What might Robert think about your school?

Introduce or review Venn diagrams as an effective way to share findings when comparing two things (such as schools in the past and present),



then have pairs of students record their understandings on a jointly constructed Venn diagram. Students should write or draw differences under the headings 'Past' and 'Present', and similarities within the overlapping circles. This work could be shared in a class display titled 'How have schools changed?'

Task 2 (Clip: 18:09 – 23:40)

Moonta's annual goat cart race would have been the biggest event of the year in Robert's time and it is still remembered today. After viewing the above clip, ask students why they think this event was so important – or significant – in the town?

In a class discussion, have students share past significant events in their

own lives, such as starting school, the birth of a sibling, or moving to a new house. What makes some events more important than others? Does anyone have a significant event coming up in the future?

Model for students a personal timeline that runs from 'Past' to 'Future', plotting a few personally significant events along the line. After checking for understanding, have students independently create their own timelines of significant events. What has already happened in their lives and what might the future hold? This task prompts students to share their current understandings of continuity, change and significance.

Task 3

'Kernewek Lowender!' illustrates some of the ways that children's daily lives have changed over time, including their family life, schooling, employment, clothing and hobbies. In a class discussion, ask students whether their parents' and grandparents' childhoods would have been more like Robert's experience or their own. Ask students to explain their reasoning and how they could find out for sure.

Explain that the class will prepare interview questions for parents and grandparents to learn more about how they lived in the past. Ask students what they would like to know life in the past, and which questions they should ask to find out.

Write the question stems 'What', 'Where', 'When', 'Why', 'How' and 'Who' on the board, then have students select from these prompts to write one interview question each. Bringing students back together, discuss the differences and similarities in the questions they wrote. Were any questions asked more than once? Which questions might result in funny or interesting responses? Students may opt to edit their questions after this conversation.

Depending on the class time available in subsequent lessons, next steps could include:

- Collate interview questions into a list and print a copy for each student
- Students choose three questions to ask a parent, grandparent or guardian
- Students share their findings with the class. Through class discussions, they could draw conclusions about differences between the past and present and speculate about what the future might bring.

DO TRY THIS AT HOME

Old photographs can show us how life was different in the past. Have you ever seen family photos that were taken before you were born? What was different and what was the same?

Ask a parent, grandparent or another family member to show you some old photographs. Where and when were the photos taken? Choose an interesting photograph and attempt to recreate it - fashion, poses and all! Have someone take a photo of your creation and then compare the two pictures.





YEAR 2

'LENNIE THE LEGEND'

Gracie and Mikey tackle 24 hours of Lennie Gwyther's epic 1932 solo ride from Leongatha to Sydney for the opening of the Sydney Harbour Bridge.

Curriculum Context: **Our past and present connections to people and places**

When viewing 'Lennie the Legend', students learn about Lennie Gwyther's connections to both his local area and a distant place. Suggested learning tasks will develop students' understanding of technological changes, their own

connections to places near and far, and how they are similar and different to children in the past.

Task 1 (Clip: 03:07 – 04:28)

Before Mikey and Gracie can begin their challenge, G takes their mobile phones and stores them in her 'present day bag'. G does this because Lennie did not have access to a phone or other digital technologies on his trip; he did not even have a helmet.

Divide the class into small groups for a jigsaw discussion task and allocate one of the following categories to



Task 2 (Clip: 13:40 – 15:17)

Lennie's sister Beryl explains that Lennie became captivated by the Sydney Harbour Bridge through following its gradual construction in the daily newspaper. The iconic structure is one of the longest steel-arch bridges in the world and it has been in continuous use since it was officially opened in 1932. The Sydney Harbour Bridge is considered a significant landmark in Sydney.

In a class discussion, ask students to think about historical landmarks or sites in their own local area. Why are these places considered significant? For example, a landmark might relate to an important historical event in the area or reflect the community's identity. How does the community care for this important place?

Have students work in pairs to research a significant historical landmark or site in the area. Depending on available resources and time, students could use the internet, newspapers, council publications and/or local knowledge in their research. Students could then create a factual poster to share their findings with the class, including an explanation of the landmark's importance to local people. The posters could later be displayed in the library or collated into a slideshow to share with parents.

each group: planning, communication, travel, safety. Explain that groups will brainstorm technologies that would help someone making a similar journey today. Which technologies could someone use now when planning a long trip? How would they stay in touch with people while travelling? What are the current alternatives to travelling by pony? And which modern day technologies could help to keep someone safe?

Following the group discussion, have students share their thinking with the wider class. Their suggestions could be recorded on an anchor chart titled 'How has technology changed the way we travel?'

Task 3 (Clip: 16:08 – 16:43)

When young Lennie Gwyther set off on his four-month return journey to Sydney, he took only an apple, a sandwich, and a 'letter of introduction' with him. Lennie's dad wrote the letter to help his son secure accommodation at night.

As a class, discuss whether this approach would work in the present day. Would students' parents be prepared to write such a letter, and would students be comfortable staying with strangers? What information would students' parents include in such a letter, and what might Lennie's dad have written?

As a creative writing task, have students compose the 'letter of introduction' that Lennie presented to potential hosts. Students should write from Lennie's dad's perspective, and can draw on their knowledge of Lennie, his journey and the letter's intended audience.

DO TRY THIS AT HOME

G shows the audience a statue of Lennie Gwyther and his pony Ginger Mick at Centenary Park in Leongatha, Victoria. Lennie was commemorated in this way because his historic horseback journey was of interest to his community. Can you think of a statue of a person in your own local area? Do you know what it represents?

With the help of a parent, grandparent or another adult, go exploring for statues in your local area. Who do the statues commemorate and why are these people significant? Do any statues commemorate children, like the one of Lennie Gwyther? If not, why do you think this is?

If you are unsure of where to start your search, contact your local council for information on public monuments.

YEAR 3

'DAI GUM SAN! BENDIGO EASTER FESTIVAL'

Nine-year old Christina Tie performed in Bendigo's famous Easter parade in 1889. Can Avie and Alyssa learn the skills they need to put on a show that delights the crowd?

Curriculum Context:
Diverse communities
and places and the
contribution people make

'Dai Gum San! Bendigo Easter Festival' illustrates the ways in which diverse groups of people contribute to the development and character of a community. Through viewing this episode and undertaking the following tasks, students will learn about how communities change over time and the ways in which people choose to remember significant events.



Task 1 (Clip: 00:00 – 00:38)

When introducing Christina's story, G tells viewers that Bendigo is located on the traditional country of the Dja Dja Wurrung People. The Dja Dja Wurrung are the Traditional Custodians of the land and are one of the diverse groups that contributed to the development and character of Bendigo over time.

In a class discussion, ask students what they know about the Aboriginal and/or Torres Strait Islander Peoples in their own local area. Who are the Traditional Custodians of the land on which you live? How are the Traditional Custodians acknowledged in your school and wider community?

In an independent writing task, have students write one question or wondering they have about the Traditional Custodians of the land in their local area. This might relate to the group's language, history, contributions to the local area, or another area of interest. Invite volunteers to share their questions during a class reflection and discuss possible ways to seek out answers.

Task 2 (Clip: 02:26 – 03:18)

The Bendigo Easter Festival began in 1871, making it the oldest festival in Australia. It was one of the first places where Chinese cultural performances were celebrated with the wider community. Young Christina Tie dreamed of performing in the annual celebration – and in 1889, she was chosen to take part.

Divide the class into small groups, giving butchers' paper and markers to each group. Ask students to brainstorm and list the important days, weeks and other events that are celebrated or commemorated in their wider communities, at school and at home. For example, NAIDOC Week and Harmony Day are often celebrated at school, and students may celebrate Diwali or Eid with their families.

Have groups share their lists with the class, reminding students to discuss personal differences with curiosity and respect. Are any events celebrated by all students in the class? Would any events be acknowledged differently by those with different perspectives? Are there common elements among some of these significant events? Which events are celebrated or commemorated only within Australia and which are observed worldwide? If time permits (or in a subsequent lesson), students could choose one celebration or commemoration to research and document. Students' work could then be compiled into a class book titled 'Our Celebrations'.



Task 3 (Clip: 11:32 – 12:16)

The Bendigo Easter Festival gained popularity in 1879 when the local Chinese community were invited to participate. To help make the parade even more impressive, in 1882 the Chinese Easter Fair Committee raised money to purchase 100 crates of theatrical costumes from China. From then on, audiences flocked to watch traditional Chinese acrobatic displays, music and dancing. In addition to entertaining the crowds, these performances raised money to help save the local hospital.

After watching the above clip (or full episode if you have time), facilitate a class discussion about the role Chinese

immigrants played in the development and character of Bendigo. Having discussed this, have students consider the individuals and groups from diverse backgrounds that have shaped their own communities. Who were these people and how did they contribute to the local area? If students are unsure or unable to name relevant individuals or groups in this exercise, ask how they might find out.

Students could later conduct research into the contributions of people from diverse backgrounds in their own local area. They could share their findings in short oral presentations to the class.

DO TRY THIS AT HOME

Scenes in this episode were filmed in the Yi Yuan Gardens at Bendigo's Golden Dragon Museum. The museum and beautiful gardens were built to celebrate the local Chinese community - an integral part of Bendigo since the 1850s.

Which individuals or groups from diverse backgrounds are celebrated in your own local area? How did their contributions shape the community, and how are they recognised today?

With the supervision of a parent or another adult, explore a place in your local area that celebrates its diverse past. This might be your community's own memorial or 'friendship' garden, a cultural museum or gallery, a statue or public artwork, or other natural or manmade landmarks. What did you learn about the development of your community?



YEAR 4

'THE BIG MATCH!'

Footballers Ray Ray and Jaikye play for the title of best and fairest in a Kurna Parntu match that includes everyone.

**Curriculum Context:
How people, places and environments interact, past and present**

When viewing the 'The Big Match!', students will learn about the language and culture of the Kurna People and their connection to Country. Suggested learning tasks encourage students to learn about the Traditional Custodians of their local area. Tasks link to key concepts in the History sub-strand including perspectives, empathy, and change and continuity.

Task 1 (Clip: 04:44 – 05:52)

Host Ghenoa Gela says that totems are important on Kurna Country, and that kangaroo and emu are significant totems for the Kurna People. Watch the above clip then ask students to share their prior knowledge about totems and any wonderings they have. What does this word mean? Where have you heard

it before? Why might kangaroo and emu be so important to the Kurna People?

Totems are part of the belief system of Aboriginal and Torres Strait Islander Peoples. These are spiritual emblems from nature – such as the kangaroo and emu, but also plants, waterways and land features – that represent a person's identity, their relationships to each other and their ancestors, their roles within the language group, and their connection to Country.

As the Secretariat of Aboriginal and Islander Child Care (SNAICC) explains, an individual's totems are informed by their parents' language group and totems, marriage lore, the place which they belong to, and spiritual signs at the time of their birth. (See link in Additional Resources.) People have special responsibilities to their totems, including protecting them in the environment to ensure their continuity.

(Clip: 15:44 – 16:20)

Watch the second clip as a class and discuss. The following questions could be used as prompts:

- If every person in the world had a totem, what impact might this have on the environment?
- How could we learn about the totems of the Traditional Custodians in our local area?
- What are some of the native plants and animals in our local area, and why is it important to protect them?
- What questions do you still have about totems and how could we find the answers?

In an independent text response, have students draw or write about something they learnt from these clips and the following discussion. Responses could be used to guide further learning about Aboriginal and Torres Strait Islander Peoples' connection to Country.



Task 2 (Clip: 10:28 – 12:40)

Language is an expression of culture and identity. Throughout this episode, Ray Ray and Jaikye hear words spoken in the Kurna language as they learn about Kurna culture. For example, senior Kurna men teach the boys how to use a kaya (spear) and midla (spear thrower) to improve their hand-eye coordination for Parntu.

In a class discussion, ask students what they know about the languages spoken by the Aboriginal and/or Torres Strait Islander Peoples in their local area. Do you know the names of local language groups or any words from the language/s? What would you like to know about the language/s? Why is important to learn about and celebrate First Nations languages?

In pairs or small groups, ask students to collaboratively develop a question about a local language group that they would like to investigate. For example, they might be interested in learning words from the language group, mapping the geographical area where the language is spoken, or researching the number of people who speak the language.

Ask pairs to discuss how they will collect information for their inquiry. Are there likely to be relevant books in the school library? Is there a parent, community member or teacher that may be knowledgeable about language groups? Students could also use online resources such as the AIATSIS language map or Gambay – First Languages Map (see Additional Resources).

If time permits, students could conduct their research in subsequent lessons. After locating, interpreting and recording information about their chosen language group, ask students how they would like to share their learning.

DO TRY THIS AT HOME

Jaikye describes the land as being 'like a supermarket' because there is food everywhere. Next time you are at your local supermarket, keep a look out for products that include native Australian ingredients. Many supermarkets sell macadamia nuts and kangaroo meat, but you might also come across bush tomato chutney, Kakadu plum sauce or even lemon myrtle ice cream – yum! Do you see any new foods you would like to try?





Task 3 (Clip: 12:56 – 17:06)

Before playing in the Parntu match, Ray Ray and Jaikye help Yuandamarra to gather enough food to feed their entire teams. The boys learn how to source and prepare food including ngaltaitya (yabbies) and mirnu yitpi (wattle seed) from country. Reflecting on this experience, Ray Ray says he enjoyed learning about edible plants and animals in nature.

Divide the class into small groups for discussion. Ask students to share what they found most interesting about this clip and their own experiences with native Australian foods. Have you heard of or eaten any of the foods

Yuandamarra introduced? Can you name any plants that are indigenous to your local area?

Many schools now grow native Australian plants in their edible gardens. If your school has an indigenous garden, revisit this space as a class and review the plants growing there. What could you prepare with these ingredients? If your school does not have an indigenous garden, discuss the possible uses of such a space. What actions could you plan or undertake if you would like to establish a garden like this?



YEAR 5

'PIONEER LIVING GERMAN STYLE!'

Maeve and Harper follow in the footsteps of the 1850s Lutheran refugee Thekla Staude, trekking 26 kilometres along bush tracks to take their homemade produce to market in Adelaide.

Curriculum Context: Australian communities – their past, present and possible futures

'Pioneer Living German Style!' illustrates what life was like for some in the colonial period, with students learning about migration to Australia and the contributions migrants made within colonies. The episode and suggested learning tasks link to key concepts including sources, continuity and change, perspectives and empathy.

Task 1 (Clip: 00:00 – 00:32)

When host Ghenoa Gela introduces Thekla's story, the audience sees historic photographs of Hahndorf and the people who once lived there. After viewing this clip, ask students to 'turn

and talk' to a partner about these photographs. Would they have been created during Thekla's lifetime or later on? What can they tell us about her life?

Have volunteers share their thoughts with the class, then introduce or revisit the concept of primary and secondary sources in historical inquiries. Primary sources are objects and documents created during the time being investigated – firsthand accounts of life in the past. Secondary sources are accounts of the past that were created after the time being investigated, such as history textbooks and websites. Discuss the differences between primary and secondary sources and then record definitions and examples on an anchor chart.

Next ask students to imagine that a future historian is researching their life, just as someone researched Thekla's story for *Are You Tougher than Your Ancestors?* What are some primary sources this historian could use to learn about you and time period you lived in?

For example, photographs, drawings, letters written or received. What information would historians learn from different artefacts?

If time permits, have students bring three personal examples of primary sources on a given day and display these for the class in a gallery walk. Students could justify their choices in short annotations to be displayed alongside the artefacts.

Task 2 (Clip: 01:52 – 02:30)

Screen the above clip (or full episode) for students, asking them to identify or infer where Thekla's family was from, their reasons for migrating, and what daily life was like for them in Hahndorf. After viewing the clip – more than once if necessary – have students share their responses in a class discussion. Do they have clarifying questions about any new concepts or vocabulary, such as 'Lutheran', 'Prussia' or 'refugees'?

Ask students how they could creatively share their new learning about Thekla's life. Which short tasks would allow them to demonstrate historical understandings in interesting ways? For example, a comic strip, a diary entry, social media posts from Thekla's perspective, an annotated timeline, and so on. Hand out slips of paper and ask each student to write down one interesting learning task. Share the responses with the class and discuss the advantages and disadvantages of various tasks.

Collate these suggestions into a student choice grid for use in subsequent classes. Students could select a task to demonstrate their knowledge of colonial Australia in the 1880s, the reasons people migrated to Australia, or the experiences of a particular migrant group within a colony.

Task 3 (06:10 – 11:00)

The immersive challenges set for Maeve and Harper help them understand what life would have been like in the mid-1800s. The girls found some challenges tougher than others, with vegetarian Harper struggling to embrace sausage making.

Divide the class into teams and allocate a particular group from colonial Australia to each team. For example, free settlers, convicts, indentured labourers, and so on. Explain that the teams will research the daily life of their allocated group (or draw on prior knowledge if this period has been studied before). Teams will then design a series of challenges for contemporary children based on the toughest aspects of colonial life. Following the research and design stages, teams could present their original *Are You Tougher than Your Ancestors?* challenges to the class in short presentations.



DO TRY THIS AT HOME

Maeve churned butter with help of butter expert Lyndell. Would you like to try making butter at home? All you need is a small glass or plastic jar with a lid, a container of heavy or whipping cream and some clean marbles or plastic beads. (If using a glass jar, choose one with thick glass or else the marble may break the jar.)

1. Pour $\frac{1}{4}$ cup of cream into your jar.
2. Add a pinch of salt.
3. Place three marbles or beads in the jar along with the cream.
4. Screw the lid on tight and shake the jar. You might like to invite family members to help you with the shaking. Depending on how hard you shake, it should take around 10 minutes.
5. When you see the balls of butter separating, pour out the excess liquid (called 'buttermilk') and scrape the butter out of the jar.
6. Spread your butter on a biscuit or bread and enjoy!



YEAR 6

'OLYMPIA!'

Sienna and Paige attempt to beat the 1912 Olympic medal-winning time of one of our first female Olympic swimmers, Wilhelmina Wylie.

Curriculum Context: Australia in the past and present and its connections with a diverse world

When viewing Wilhelmina Wylie's story in 'Olympia!' and undertaking the following learning tasks, students will learn more about Australian women's experiences during the early 1900s. They will develop their understanding of key concepts including sources, continuity and change, perspectives and empathy.

Task 1 (Clip: 02:12 – 02:58)

Mina's dad Henry Wylie was a champion swimmer and diver. Like her dad, Mina was a competitive swimmer, but a ban on mixed bathing made it hard for her to find a place to train. Mina's dad addressed this by building Wylie's Baths in 1907. It became one of the first pools in Australia to admit both male and female swimmers. One year later,

when she was 16, Mina set her first world record for swimming. When reflecting on the experiences of female swimmers in Mina's time, Sienna and Paige say that gender discrimination would have made life challenging, and that women and girls now have options that were not available to their ancestors.

As a class, discuss the mixed bathing ban referred to in this clip. Do you think this applied only to pools, or to beaches as well? When do you think mixed bathing was formally permitted in Australia? How would a modern-day ban on mixed bathing impact you?

Using mixed bathing as one example, ask students to share their prior knowledge about key events in Australian women's history. Which actions improved gender equality and when did these occur? This could include the suffrage movement, abolishing the ban on married women working, or the right for women to stand for state and federal elections.

On the whiteboard or on poster paper, begin a jointly constructed timeline of gender equality milestones in Australia, including Mina's inclusion in the 1912

Stockholm Olympics. If time permits, have groups of students research different milestones to collect key information including relevant dates. (See the timeline by the Victorian Women's Trust in Additional Resources for ideas.) This timeline could be added to throughout the school year.

Task 2 (Frame: 02:49)

Are You Tougher than Your Ancestors? uncovers the stories of incredible young people from Australia's past. Historical details are shared through dialogue (from host Ghenoa Gela and 'history helpers'), the tasks that are set for participants, archival film and images, and the series' distinctive animations.

Share the following collage from the episode 'Olympia!' and ask students which key information from Wilhelmina's Wylie's story is conveyed in the image? For example:

- The text '1907' indicates the year that Wylie's Baths was established
- The image shows men and women swimming together, conveying that mixed bathing was permitted at Wylie's Baths
- Archival photographs and illustrations depict bathing costumes of the day
- Photographs of the coastal location are included.

Challenge students to create their own digital or non-digital collage about Mina or another woman in Australia's history, perhaps informed by the timeline research in Task 1. After collectively brainstorming a list of possible sources and materials, students could seek out and combine photographs, illustrations, animations, video, textures and text to convey a story.

Students should write a short summary of key points to accompany the collage and attribute the author, publisher or creator of sampled material where the source is known. (See the Smartcopying website in Additional Resources for ways to manage copyright in schools.)

Collages could be shared with the class, year level or a wider audience through an exhibition or a digital presentation.



Task 3 (Clip: 09:03 – 10:21)

Mina trained with her best friend and fierce rival, Fanny Durack. Mina won the 1911 Australian Championships, and Fanny won the event the following year. Their fast times qualified both girls for the 1912 Stockholm Games. It was the first time that women were permitted to swim at the Olympics. But their local swimming club and the Australian Olympic Committee did not want the women on the team. After a public protest, Mina and Fanny were finally accepted to compete in Stockholm, but only if they paid their own way.

After viewing this clip, have pairs of students read the entry for Wilhelmina Wylie on the official Australian Olympic Committee website (see Additional Resources). Ask students to discuss and take notes on the following three questions:

1. Is this account about Wilhelmina's life a primary or secondary source? Explain why.
2. Reflecting on this clip and your knowledge of historical sources, which primary sources might filmmakers have accessed to learn about Wilhelmina's life?
3. The gender discrimination Mina and Fanny faced – and the subsequent protest – are not mentioned in this written account. What might explain this omission?

Have pairs of students share and explain their responses to one or more questions in a class reflection.

DO TRY THIS AT HOME

Swimming has changed a lot since the early 1900s. When Sienna and Paige accepted the challenge to train like Olympic champion Mina Wylie, they wore loose-fitting woollen swimsuits, had no goggles, and swam in a choppy and cold seawater pool. They attempted the trudgen stroke – a cross between breaststroke, freestyle and sidestroke.

Read up on the evolution of your favourite sport. What are some of the weird and wonderful rules that players of the past observed? Invite family members or friends to play the sport with you – with everyone adhering to these historic rules. Would any of these rules improve the modern game?

AUSTRALIAN CURRICULUM LINKS

	HASS - History Knowledge and Understanding	HASS - Inquiry and Skills
Foundation	<p>Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011)</p> <p>How they, their family and friends commemorate past events that are important to them (ACHASSK012)</p> <p>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)</p>	<p>Pose questions about past and present objects, people, places and events (ACHASSI001)</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI002)</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI002)</p> <p>Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003)</p> <p>Explore a point of view (ACHASSI005)</p> <p>Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)</p>
Year 1	<p>Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)</p> <p>How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029)</p> <p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)</p>	<p>Pose questions about past and present objects, people, places and events (ACHASSI001)</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI002)</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI019)</p> <p>Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003)</p> <p>Explore a point of view (ACHASSI005)</p> <p>Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)</p> <p>Interpret data and information displayed in pictures and texts and on maps (ACHASSI007)</p> <p>Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008)</p> <p>Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)</p>

	HASS - History Knowledge and Understanding	HASS - Inquiry and Skills
Year 2	<p>The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)</p> <p>The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)</p> <p>How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)</p>	<p>Pose questions about past and present objects, people, places and events (ACHASSI001)</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI002)</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI035)</p> <p>Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)</p> <p>Interpret data and information displayed in pictures and texts and on maps (ACHASSI040)</p> <p>Explore a point of view (ACHASSI005)</p> <p>Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)</p> <p>Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)</p>
Year 3	<p>The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)</p> <p>How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)</p> <p>Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) (ACHASSK065)</p>	<p>Pose questions to investigate people, events, places and issues (ACHASSI052)</p> <p>Locate and collect information and data from different sources, including observations (ACHASSI053)</p> <p>Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054)</p> <p>Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056)</p> <p>Interact with others with respect to share points of view (ACHASSI059)</p> <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)</p>
Year 4	<p>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)</p>	<p>Pose questions to investigate people, events, places and issues (ACHASSI073)</p> <p>Locate and collect information and data from different sources, including observations (ACHASSI074)</p> <p>Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075)</p> <p>Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)</p> <p>Interact with others with respect to share points of view (ACHASSI080)</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)</p> <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)</p>

	HASS - History Knowledge and Understanding	HASS - Inquiry and Skills
Year 5	<p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)</p> <p>The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)</p> <p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander Peoples (ACHASSK110)</p>	<p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)</p> <p>Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)</p> <p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097)</p> <p>Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102)</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)</p>
Year 6	<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)</p> <p>The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)</p>	<p>Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)</p> <p>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)</p> <p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097)</p> <p>Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102)</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)</p>

BEHIND THE SCENES



Interview with Series Creator Vanna Morosini and Host Ghenoa Gela ('G')

Where did the idea for the series come from?

Vanna: I wanted to engage everyone with history and tell stories of fantastic kids in the past that weren't often told. That's really where the idea first came from. I started talking to the children's author Jackie French – who has done a lot of work with history and stories of kids – and we got excited about all the stories that are out there. There are so many kids that have done incredible things that we don't really know about.

Why is it important to see history through the eyes of children?

Vanna: It's important to see history through a number of different perspectives and give kids an idea of how incredible they are, and the things that they can do. In fact, the Leongatha story of 'Lennie the Legend' is about Lennie Gwyther riding his pony at 9-years old, on his own, all the way from Leongatha to Sydney and back. This is an example of the incredible things that kids can do.

I think it's really great for children to be reminded of that, and also connect with our history in a way that's a lot more personal and relatable: what were kids like me doing 100 years ago or 50 years ago? What games did they play? How did they live? What was school like? These things connect us with history.

What were the toughest challenges the kids faced throughout the series?

G: The resilience of all the young people involved. You could see that they were really keen at the start, and then when the tasks popped up, you could see them struggle to navigate how to achieve the goals that were set before them. What was great about that was that they all found resilience within themselves to push past it.

All of the possibilities were there – we were just presenting them with different pathways to navigate these hard scenarios that young people don't do these days. This is purely because of where we are: we have cars, nobody is riding any ponies or camels anywhere like people did back then. Every single one of the stories had a sense of toughness to it. All of it was hard, but all of it was doable.

Vanna: All the kids and all of the tasks had their own challenges, and they were all different. It's true that we live differently now. Kids are still tough; they still do tough things. But putting them into an environment where they had to engage with what kids did in the past helped [the cast] to realise how resilient and tough they actually are.

I think kids now often don't get the same opportunities to be resilient or have the same freedom. Even though the tasks were difficult, they had a lot of opportunity to work them out themselves and give it a go, and then found that they could do it.

G: I will say that it was definitely tougher back then though. It's the mental capacity to push through; the adversity that all the young people back then had to go through out of necessity. In Lennie's case, he was helping his family survive. It was really about life and death. It was so much tougher to live – literally to live – back then. We have definitely moved into a much more comfortable lifestyle even though it has its own ups and downs.

What did this experience teach you about Australia and its people?

G: It was really exciting because what it made me do as a First Nations person was to look at the history before the history,' she explains. 'Wilhelmina and the Wylie Baths [in the episode, 'Olympia'], for example, that actually was a sacred site for Aboriginal people pre-colonisation. This made me even more curious about the rest of the country. There are at least 300 Aboriginal clans in this country alone, and that blows my mind all the time. I get really excited about how many stories of First Nations people are really out there.

ADDITIONAL RESOURCES

Are You Tougher than Your Ancestors? Q&A Webinar:

youtu.be/D_D6ZGHeQ8M

YEAR 2

ABC Radio National - Lennie the Legend:

abc.net.au/radionational/programs/the-history-listen/lennie-the-legend/9640292

Picture books written about Lennie:

- 'To the Bridge: The Journey of Lennie and Ginger Mick' (2020) by Corinne Fenton and Andrew McLean
- 'Lennie the Legend: Solo to Sydney by Pony' (2020) by Stephanie Owen Reeder

YEAR 4

AIATSIS - Map of Indigenous Australia:

aiatsis.gov.au/explore/map-indigenous-australia

BTN - Bush Tucker Garden:

abc.net.au/btn/classroom/bush-tucker-garden/11724674

First Languages Australia - Gambay First Languages Map:

Australian First Languages Map:

firstlanguages.org.au/resources/map

SNAICC - Connection to Values and Beliefs:

supportingcarers.snaicc.org.au/connecting-to-culture/connections-to-value-and-belief/

YEAR 6

Australian Olympic Committee - Wilhelmina Wylie:

olympics.com.au/olympians/wilhelmina-wylie/

Smartcopying - Students and Copyright:

smartcopying.edu.au/students-and-copyright/

Victorian Women's Trust - Gender Equality Milestones:

vwt.org.au/gender-equality-timeline-australia/

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ARE YOU
TOUGHER
THAN YOUR
ANCESTORS?

