

NOT FOR REPRODUCTION

ACTION!

F I L M & W A R

AN AUSTRALIAN WAR MEMORIAL TOURING EXHIBITION

TEACHER RESOURCE

CURRICULUM LINKS:
HASS, MEDIA ARTS, HISTORY

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CURRICULUM LINKS

YEARS 2-6 HASS

- How have technological developments changed peoples lives at home and the ways people communicate?
- Discuss perspectives related to objects, people, places and events
- Develop questions about objects, people, places and events in past and present
- Interpret information and data from observations and provided sources, including the comparison of objects from the past and present
- Develop narratives and share observations using sources and subject-specific terms
- Develop questions to guide investigations about people, events, places and issues

YEARS 3-10 MEDIA ARTS

- Explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts
- Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning
- Share media arts works in informal settings considering responsible media practice

YEAR 9 HISTORY

FIRST WORLD WAR

- The places of significance where Australians fought, their perspectives and experiences
- The effects of the First World War on Australian society and the experiences of returned soldiers
- Compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

YEAR 10 HISTORY

SECOND WORLD WAR

- The places where Australians fought and their perspectives and experiences during the Second World War
- Explain the usefulness of primary and secondary sources, and the reliability of the information as evidence
- Compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

YEAR 9 & 10 MEDIA ARTS

PRE-LEARNING ACTIVITY

ANSWER PAGE

SOME RECOMMENDED ANSWERS FROM INQUIRY QUESTIONS

1. Older film technologies were heavier and bulkier to carry. There was no internet, poor communication with outside world in war zones, and the possibility of being cut-off from colleagues. There were issues with travelling and working in dangerous conflict zones, such as requiring passes/permission/visas - which were difficult to obtain - in order to get access to areas to film. Witnessing and enduring traumatic experiences.

By disassembling the cameras and distributing their components throughout their bags, they managed to conceal them and pass through airports without arousing suspicion from authorities. They packed equipment so they looked like a tourist. On larger shoots, they worked with larger teams of people to help carry all the equipment. They would find a driver/guide and interpreter on location to help them get around. These local guides helped get film crews past road blocks and aided communication.

2. In the past, broadcasting had different process, using heavy and flammable film canisters with lots of and bulky equipment to carry. Physical film had to be carried to a facility to be processed for broadcast. Nowadays, digital technology means that videos can be recorded on small devices and phones, then uploaded to the internet (when accessible).
3. To create a story through moving image using video/film technology.
4. Using a camera gives a feeling of disconnection from what you are filming, and even a false sense of security. The film-makers say they are focused on getting the shots, working behind the camera, and doing the job. There is a sense of disassociation from behind the lens of the camera.
5. In the 1970s to the 1990s, film-makers were generally not considered as targets. However, this has changed over the years and nowadays, some film-makers have had bounties put on their heads. There are some extremist organisations and terrorists who take hostages for ransom, making the profession even more dangerous.
6. They would hide the film canisters and SD cards wherever they could - on themselves or in their luggage. Sometimes they passed it onto someone else, or posted it.
7. Some reasons are for an adrenalin rush - the job is addictive and exciting. Some want the respect of their peers. Some feel a strong obligation to share the stories.

YEAR 9-10 MEDIA ARTS

INQUIRY QUESTION

1. As a documentary/journalistic film-maker preparing to shoot in war/conflict zones, what are some of the considerations, obstacles and parameters you must consider? What are some of the ways in which film-makers have overcome these obstacles?
2. What were some of the technologies film-makers used in the past? How have these technologies changed today, making filming and broadcasting easier?
3. What is the job of the camera person/cinematographer?
4. War film-makers work in hostile and dangerous environments. How do these film-makers describe working in these environments? What coping strategies do they use?
5. Over the time war film-makers have worked in the field, has it become more or less dangerous? Why?
6. Capturing the footage was one challenge - but then they had to get the footage out to the world. Prior to the internet and laptops, what were some of the ways the film-makers ensured their precious footage was safe, and made it to the broadcasters?
7. The film-makers working in areas of conflict encountered horrific and often traumatic situations. Their very lives can be threatened. What are some of the reasons they choose to do this work?
8. 'We are the sum of our experiences'. What do you think she means by this?

YEAR 2-6 HASS & YEAR 3-6 MEDIA ARTS

TEACHER RESOURCE

PRE-LEARNING DISCUSSION

- What is a documentary film?
- Do you think it is important to show the facts when making historical films, rather than putting a 'false spin' on something, which could mislead an audience or misconstrue the truth? What about the idea that films (unlike still photographs) need to have entertainment value to hold an audience's attention?
- What role has the media played in people's lives over the years?
- How has this changed through history?

INQUIRY QUESTIONS AND DISCUSSION DURING YOUR EXHIBITION VISIT

- What is a documentary?
- What is the difference between a documentary and a fictional film?
- Do you think it is important to show the facts when making historical films? Does what you say, and how you present your film, influence people's thoughts and feelings on a subject? What do you think about this?
- What role has the media played in people's lives over the years? How has this changed through history?
- How has technology changed in this field over the years?
- What were some of the challenges these film-makers faced, and what has changed for film-makers today?

YEAR 2-6 HASS & YEAR 3-6 MEDIA ARTS ACTIVITY POST LEARNING: ROLE PLAY EXERCISE

In groups, create a short news story about something you find in the newspaper. One person will need to be the camera person, one person will need to be the reporter and the others in the group will need to be the actors/props to enact the scene.

Create two scenarios of the same event - one factual and one with a different spin on it, to create misleading information for the audience.

** If appropriate for your school, your students' role plays can be filmed on a phone to share with your class.*

EXAMPLE

Real headline MAN FACES COURT AFTER HIS DOG ATTACKS A CHILD

Different angle CHILD INJURED AFTER MISTREATING A TRAUMATISED
DOG A MAN HAD RESCUED FROM THE POUND

- Discuss the tension between fact versus fiction – and how the way media is presented can impact on an audience's perception of the truth
- Discuss this tension in relation to documentaries and historical films



YEAR 9 & 10 MEDIA ARTS

PRE-LEARNING IN CLASS

Action! Film & War explores the role of the moving image and cinema in documenting, supporting, promoting, reporting on and commemorating the Australian experience of war. The exhibition reflects on film's impact on those serving in many conflicts, and on their family and loved ones at home.

Action! Film & War explores the stories of Australians who carried their cameras far from home, and showcases the power and importance of film to those who serve. A wide range of technology, artworks, posters, paper records, photographs, oral histories – and, of course, moving pictures – tell the story.

In class before you visit, watch the documentary from the exhibition where you will meet some film-makers who have worked in conflict areas around the world. Listen to their stories and some of the challenges they have faced doing their jobs. *Behind the Camera*, Aquilo Productions ([youtube.com](https://www.youtube.com/watch?v=...)) Then answer the questions on page five.

* Warning: contains depictions of war and stories from conflict areas.
Unclassified film.

IMAGE *Sergeant Chris Bellis and Lieutenant David Brown, Vietnam, c. 1971*
John Fairley
P03283.003

YEAR 9-10 MEDIA ARTS

POST LEARNING

- What stood out in the exhibition to you the most? What did you learn?
- Documentary filming, media journalism and photographic documentary are all ways of sharing events and true-life stories with an audience. Discuss how the presentation of these stories influences perspectives. Does what you say and how you present your film influence people's thoughts and feeling on a subject? What do you think about this?

ACTIVITY

ROLE PLAY EXERCISE

In groups, create a short news story about something you find in the local paper. One person will need to be the camera person, one person will need to be the reporter and the others in the group will need to be the actors/props to enact the scene or the story as it unfolds.

Create two scenarios of the same event - one factual and one with a different spin on it, to create misleading information for the audience.

** If appropriate for your school, your students' role plays can be filmed on a phone to share with your class.*

EXAMPLE

Real headline MAN FACES COURT AFTER HIS DOG ATTACKS A CHILD

Different angle CHILD INJURED AFTER MISTREATING A TRAUMATISED
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- Discuss how the way in which media is presented can impact on an audience's perception of the truth and the importance historical documentary film-makers have in presenting the facts honestly