



EPISODE 1: 2008: LAURA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE APOLOGY

ACTIVITY 1: LAURA'S APOLOGY

Subthemes: Culture; Indigenous perspectives; Politics

Discover

- Before viewing the clip, ask students to think about its title, 'The apology'. Have students 'think, pair, share' what they predict the clip might be about. Invite students to record their ideas on a 'graffiti wall'. Ask students to brainstorm the word 'apology' and list all the ideas and words that come to mind. Discuss the list and have students write a brief description of what they think an apology means to them.
- After viewing the clip, as a class, note down all the significant events that occurred. Ask students to share and discuss.
- Discuss Prime Minister Kevin Rudd's speech to Parliament, apologising for Australian laws and policies that caused Indigenous Australians to be mistreated, and especially for the removal of Indigenous children from their families and the continuing impact on people today. Part of the speech is screened during this clip. You could also look at R10332 'Kevin Rudd's apology speech 2008 - item 1 of 6'.
- Ask students to respond to the following questions:
 - 1 Who is Kevin Rudd apologising to?
 - 2 What is he apologising about?
 - 3 Why is he apologising?

Reflect

- During the speech, ask students to look at how the filmmaker uses Laura to draw attention to the way people are feeling in the room and also to focus on how Laura herself is feeling.
- View the whole episode from the beginning scene where Laura accidentally sinks Michaelis's boat. Ask students to consider what apology Laura needs to make. Who has she offended and what did she do wrong? Ask students to write an apology letter from Laura to Michaelis.

Download

- Student Activity Sheet E1.1: I'm sorry

Useful resources from The Learning Federation

R10332 Kevin Rudd's apology speech 2008 - item 1 of 6

ACTIVITY 2: SORRY

Subthemes: Historical events; Indigenous perspectives

Discover

- Introduce the concept of Stolen Generations to the class and discuss what this means. As a class, discuss why it is important to understand what happened and how it makes sense of Auntie Bev's story.
 - 1 Ask students to write down who they think the key characters are in this clip and why they think so.
 - 2 Share responses and discuss the techniques used by the filmmaker to focus audience attention on two characters: Laura and Auntie Bev.
 - 3 Discuss ways in which the camera is used throughout this clip to draw attention to people and their feelings as the events unfold. Start with the scene in the kitchen when Laura and her family are preparing to go to watch the apology speech.
 - 4 View the clip again and focus on Auntie Bev. Have students note what she does, how they think she is feeling and why. Highlight the moment when she is sitting quietly and Laura's mother asks her if she is all right.
 - 5 Discuss the reason why the filmmaker does this. It could, for instance, be intended to focus audience attention to Auntie Bev, foreshadowing that she will be a character of interest in the story.

Reflect

- Look at how the filmmaker uses Laura to draw attention to the way people are feeling in the room and also to focus on how Laura herself is feeling.
- Ask students to imagine the feelings of the older people in the room during the speech and how Laura might be feeling. Think about why they would be feeling the way they do.
- Two characters are the focus in this clip: Laura and Auntie Bev. Have students write a description of the event from their differing points of view: Laura's as she struggles to understand what is going on and Auntie Bev's as she deals with her feelings on this day. Students may wish to use a 'sunshine wheel' to explain their points.

Download

- Student Activity Sheet E1.2: Character profiles

ACTIVITY 3: AUNTIE BEV'S STORY

Subthemes: Indigenous perspectives; Language and scripting; Politics

Discover

- Auntie Bev tells Laura a little about the story of how she was taken from her mother when she was so young she can no longer remember her. As a class, discuss how Auntie Bev feels about this now and what impact this story might have on Laura. Ask students how they feel about this story.
- Play the clip from R10333 'Kevin Rudd's apology speech, 2008 - item 2 of 6' to the class. Focus on the story of one woman, Nanna Nungala Fejo. Ask students to note any information that they



think is important in the story. Have students read the story of Nanna Nungala Fejo in the transcript from this resource.

Reflect

- In small groups, discuss and compare this story to that of Aunty Bev.
- Have students draft a letter to the Prime Minister describing how they feel about this situation and what it means to them.
- You could show students selected clips from the film *Rabbit-Proof Fence* for more insight into the way children were taken from their families. Clips from the film with teachers' notes are available from australianscreen, 'Rabbit-Proof Fence (2002)', <http://australianscreen.com.au/titles/rabbit-proof-fence>
- Please note that *Rabbit-Proof Fence* is rated PG (parental guidance) and permission should be gained from parents and the school principal before viewing. It is recommended that teachers view all film content before introducing it to students to ensure that it is appropriate for the class.

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- Student Activity Sheet E1.3: Dear Prime Minister

Useful resources from The Le@rning Federation

R10333 Kevin Rudd's apology speech, 2008 - item 2 of 6

ACTIVITY 6: TWO APOLOGIES

Subthemes: Indigenous perspectives; Politics; Relationships

Discover

- The story in this episode is about two apologies:
 - 1 Laura's apology to Michaelis for sinking his dinghy and disposing of his dog's ashes
 - 2 Prime Minister Kevin Rudd's apology to Aboriginal and Torres Strait Islander people.
- Discuss the nature of an apology and why it is sometimes so hard to say sorry.
- As a class, discuss the differences between the two apologies in this story. Ask students to look at the script for Episode 1: 2008: Laura and find the scene where Laura apologises to Michaelis. She never really articulates what she did but the apology is understood and accepted anyway. Compare this with Prime Minister Rudd's apology speech where he clearly outlines all the actions and events he is apologising for.

Reflect

- Discuss the way in which Laura apologises and how Michaelis receives it. What do students think of this as an apology? Do they think it is good enough? Why or why not?
- Compare the ways in which both apologies are received by the people being apologised to. In Prime Minister Rudd's case these are the Aboriginal and Torres Strait Islander Australians, represented in this story by Aunty Bev and Laura's family, and in Laura's case, it is Michaelis.
- Using these discussion points as a guide, ask students to write a letter of apology to a teacher, friend or family member.



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- Student Activity Sheet E1.6: Comparing apologies

EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

ACTIVITY 3: RELATIONSHIPS WITH THE LAND

Subtheme: Indigenous perspectives

Discover

- This episode does not develop the story of the Indigenous girl. Why? What role does she play in this story? Why does the filmmaker show only a glimpse of the girl and not allow her to speak? What message does that convey? How does this role or reference relate to the original picture storybook, *My Place*, by Nadia Wheatley and Donna Rawlins?

Reflect

- Compare the different perspectives of the land between Alexandra in the clip and Barangaroo in the picture book. In the clip, Alexandra says:

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens have always lived here. So that means this is our land and our tree and you don't belong here. And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

From the third draft of the script for Episode 13: 1888: Victoria

At the end of the picture book, Barangaroo says:

My grandmother says, 'We've always belonged to this place.'

'But for how long?' I ask. 'And how far?'

My grandmother says, 'Forever and ever.'



From *My Place* by Nadia Wheatley and Donna Rawlins

- Reflect on Barangaroo's perspective of always belonging to this place. What does that mean? Compare how Alexandra describes her place.

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- Student Activity Sheet E13.3: This is my place

EPISODE 1: 2008: LAURA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE APOLOGY

ACTIVITY 1: THE STOLEN GENERATIONS

Subthemes: Culture; Historical events; Indigenous perspectives

Discover

- Ask students to discuss the following questions:
 - 1 What are the Stolen Generations?
 - 2 Why is the apology significant in History?
- Refer to *Follow the Rabbit-Proof Fence* by Doris Pilkington Garimara. Students can also view the clip from the feature film at australianscreen, 'Rabbit-Proof Fence (2002)', <http://aso.gov.au/titles/features/rabbit-proof-fence/clip1>
[Please note that the clip from *Rabbit-Proof Fence* is rated PG (parental guidance) and permission should be gained from parents and the school principal before viewing. It is recommended that teachers view all film content before introducing it to students to ensure that it is appropriate for the class.]
- As a class, review the following websites and the information contained within them about the Stolen Generations:
 - 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
 - 2 —'Bringing them home: The "Stolen Children" report (1997)' http://www.hreoc.gov.au/social_justice/bth_report/index.html
 - 3 —'Bringing them home education module' <http://www.hreoc.gov.au/education/bth/index.html>
 - 4 ReconciliACTION Network, <http://reconciliaction.org.au>
- If possible, invite a local Indigenous Elder to the school to talk about reconciliation.
- Ask students to create a graphic organisational chart (a KWL Chart) about the Stolen Generations. A KWL Chart enables students to classify information based on prior knowledge. It will help students to organise information as they gather it and disseminate the data at the end of their research. The three basic areas of classification are:
 - 1 What I Know
 - 2 What I Want to know



3 What I Learned.

Reflect

- Ask students to research personal accounts of Indigenous people who are part of the Stolen Generations. Collect their stories in an anthology to be displayed and read on National Sorry Day.
- Visit the National Sorry Day Committee on the website below:
<http://www.nsd.org.au>

Download

- Student Activity sheet H1.1: Indigenous issues

Useful resources from The Le@rning Federation

R7150 Stolen Generations, 2000: Never the same again

R8950 Members of the Stolen Generations greet the Prime Minister after the Apology, 2008

R9158 Lousy Little Sixpence, 1982: Like one big family

R10316 Rabbit-Proof Fence, 2002: The wrong fence

R10332–R10337 Kevin Rudd's apology speech, 2008

ACTIVITY 2: REMEMBERING

Subthemes: Culture; Indigenous perspectives; Politics

In this clip, Laura looks at the faces of family and friends watching the apology at the local community centre and observes their reactions. The expressions on the faces of people in the clip demonstrate strong feelings about it. These facial expressions and gestures are emotional signposts.

Discover

- Ask students to brainstorm ideas on how both Laura and Aunty Bev are affected by the apology. Student responses can be mapped out on a class poster.

Reflection

- Ask students to write what they believe are the thoughts of Laura or Aunty Bev about the apology.
- Construct a hot seat role-play where students take on the role of significant people in the apology. For example, it could be Kevin Rudd, or an Indigenous person in parliament. Students stay in role and answer questions from the class about how they perceived the significance of the apology.

Download

- Student Activity Sheet H1.2: Investigating loss

ACTIVITY 3: GOVERNMENT POLICY

Subthemes: Culture; Indigenous perspectives

The removal of Aboriginal and Torres Strait Islander children from their parents was the accepted practice of state and federal governments. In 1997, the *Bringing them home* report focused on the practices of government from 1910–1970. On 13 February 2008, Prime Minister Kevin Rudd apologised for the pain caused by decades of state-sponsored mistreatment of Indigenous Australians and the continuing impact on Australian society.

Discover

- Ask students to research government policies that had a negative impact on Indigenous people. This information can be merged into a timeline to plot significant events affecting Indigenous rights in Australia.
- As a class discuss the significance of events leading up to the apology.
- Ask students to research stories and statements in newspapers and magazines from Indigenous people following the apology. Refer to the teachers' notes, activities and worksheets on the website below.
 - 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
 - 2 —'Bringing them home, education module', <http://www.humanrights.gov.au/education/bth/index.html>
 - 3 —'Bringing them home Community Guide 2007', http://www.humanrights.gov.au/education/bth/community_guide/index.html

Reflect

- Share the stories with the class. They can be presented as short essays, or pictorial stories.

Download

- Student Activity Sheet H1.3: Government practice

ACTIVITY 4: SYMBOLISM

Subthemes: Culture; Historical events; Indigenous perspectives

Discover

- In the clip, the Aboriginal flag plays a major role, but people also have beads, necklaces, ribbons and arm bands displaying the colours of red, yellow and black. Many Aboriginal people identify with these colours. Research the designer of the flag, Harold Thomas, and collect information on his background.

Reflect

- As a class, research and discuss the symbolic significance of the colour and shape on the Aboriginal Flag. Ask students to find out where the flag originated and what the design means. Refer to the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), <http://www.aiatsis.gov.au/fastfacts/AboriginalFlag.html>
- As an extension activity, students could also investigate the meaning and significance of the Torres Strait Islander flag.

Download

- Student Activity Sheet H1.4: Symbols of unity



EPISODE 10: 1918: BERTIE

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: IMPACT OF WAR

ACTIVITY 4: INDIGENOUS SOLDIERS

Subthemes: Australians at war; Indigenous perspectives

We will never know the exact number of Indigenous men who served in the First World War as many did not list their background due to fear of discrimination. The government did not at first permit Indigenous Australians to enlist, although restrictions were later eased. Regardless of this prejudice, more than 400 Indigenous people did decide to enlist and fought for their country alongside fellow Australian soldiers. However, they did not receive the same benefits as non-Indigenous soldiers upon their return home.

Discover

- As a class, watch 'The Forgotten' by Glen Stasiuk, a 40-minute documentary highlighting the Indigenous soldiers in the Australian Armed Forces. The DVD is available for purchase from Message Stick – The Forgotten, <http://www.abc.net.au/tv/messagestick/stories/s820390.htm>
- Discuss the contribution of Indigenous servicemen and servicewomen as outlined in the film.

Reflect

- Once students have learned more about the conditions awaiting returned soldiers, ask them to write a letter to the editor of the local newspaper, protesting about the inequality of the treatment of Indigenous soldiers, such as Sid, and non-Indigenous soldiers after they returned from the First World War.

Download

- Student Activity Sheet H10.4: Letter to the editor

ACTIVITY 5: PREJUDICE

Subthemes: Australians at war; Gender roles and stereotypes; Indigenous perspectives

Indigenous Australians have served in all conflicts undertaken by the Australian Defence Forces, even when denied rights such as the right to vote in many states and territories, or access to the returned servicemen's pension.

Discover

- Ask students: what would it feel like to be discriminated against? Discuss this concept and ask students to draw on any personal experiences they may have of being discriminated against. Use a Y-Chart to express their view on the following focus questions:



- 1 What does discrimination look like?
- 2 What does discrimination feel like?
- 3 What does discrimination sound like?

Reflect

- Students watch the clip 'Impact of war' again, this time focusing on the body language and voices of Bertie, Sid and Mr Watson. Using the Student Activity Sheet provided, they should respond to the questions on what discrimination looks like and sounds like, using examples observed in the clip. All responses can be shared with the class.

Download

Student Activity Sheet: H10.5: Discrimination conflict wheel

EPISODE 13: 1888: VICTORIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: TREASURED OBJECTS

ACTIVITY 12: AN INDIGENOUS HISTORY

Subthemes: Beliefs; Indigenous perspectives

Victoria sees an Indigenous girl dressed in white. She is present at the tree and beside the creek with her mother or grandmother. The significance of her being there is unexplained in the episode.

Discover

- Indigenous Australians are important in the historical puzzle. Research Australian Indigenous history and find accounts that document what was happening at this time. Discuss with students what life was like for Indigenous children and how their lives may have differed from Victoria's childhood.

Reflect

- Ask students to give voice to the Indigenous girl and write a diary entry on how she viewed Victoria and her siblings that day at the creek.

Download

- Student Activity Sheet H13.12: Diary entry



Name: _____

Student Activity Sheet E1.2
Activity 2: Sorry

Episode 1: 2008: Laura
Clip: The apology

Character profiles

1 After viewing the clip 'The apology', answer the following questions:

a Who are the key characters in this clip?

b How does the show focus your attention on Laura and her Auntie Bev?

c How is the camera used in this clip to draw attention to people and their feelings as the events unfold? Start with the scene in the kitchen when Laura and her family are preparing to go to watch the apology speech.

d What do you think Auntie Bev is thinking about when she is sitting quietly and Laura's mother asks her if she is all right?

e How do you think the older people in the room are feeling? How is Laura feeling? Why are they feeling this way?

2 The two main characters in this clip are Laura and Auntie Bev. Write a description of the event from Laura's point of view as she struggles to understand what is going on. Then write a description from Auntie Bev's perspective explaining how she is feeling on this day and why.

a From Laura's perspective:

b From Auntie Bev's perspective:



Name: _____

Student Activity Sheet E1.6 Page 1 of 2
Activity 6: Two apologies

Episode 1: 2008: Laura
Clip: The apology

Comparing apologies

The story in this episode is about two apologies: Laura's apology to Michaelis for the sinking his dinghy and disposing of his dog's ashes, and Prime Minister Kevin Rudd's apology to the Aboriginal and Torres Strait Islander people.

- 1 Look at the script for Episode 1: 2008: Laura, and find the scene where Laura apologises to Michaelis. Consider the way she apologises and how Michaelis receives it. What do you think of this as an apology? Do you think it is good enough? Why or why not?

- 2 Compare the ways in which both apologies are received by the people being apologised to. In Prime Minister Rudd's case it is Aboriginal and Torres Strait Islander Australians, represented in this story by Aunty Bev and Laura's family, and in Laura's case, it is Michaelis.

- 3 Write a letter of apology to a teacher, friend or family member, keeping in mind what you have learned from the clip.



Name: _____

Student Activity Sheet E13.3 Page 1 of 2
Activity 3: Relationships with the land

Episode 13: 1888: Victoria
Clip: Children's games

This is my place

1 This episode does not develop the story of the Indigenous girl.

a What could be the reason for this?

b What role has the filmmaker given her in this story?

c Why doesn't the filmmaker let her speak?

d How does the presence of the Indigenous girl relate to the original picture book story, *My Place*, by Nadia Wheatley and Donna Rawlins?

2 Read this extract from the script:

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens
have always lived here. So that means this is
our land and our tree and you don't belong here.
And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

From the script for Episode 13: 1888: Victoria



Name: _____

Student Activity Sheet E13.3 Page 2 of 2
Activity 3: Relationships with the land

Episode 13: 1888: Victoria
Clip: Children's games

3 How does Alexandra's view compare with the words of the Aboriginal character, Barangaroo, who appears at the end of the picture book, *My Place*, by Nadia Wheatley and Donna Rawlins. Barangaroo says:

My grandmother says, 'We've always belonged to this place.'

'But for how long?' I ask. 'And how far?'

My grandmother says, 'For ever and ever.'

From *My Place* by Nadia Wheatley and Donna Rawlins

4 Reflect on Barangaroo's viewpoint of always belonging to this place. What does that mean? Compare this viewpoint with how Alexandra speaks about her place.



Name: _____

Student Activity Sheet: H1.1
Activity 1: The Stolen Generations

Episode 1: 2008: Laura
Clip: The apology

Indigenous issues

1 Create a KWL Chart on the topic: 'The Stolen Generations'.

What I Know	What I Want to know	What I Learned

2 Research a story that has been reported in the media about the impact of government policies on Indigenous people in Australia between 1910 and 1970. This can be about an individual or group of Indigenous Australians.



Name: _____

Student Activity Sheet: H1.2
Activity 2: Remembering

Episode 1: 2008: Laura
Clip: The apology

Investigating loss

In the clip, Laura looks at the faces of family and friends watching 'the apology' at the local community centre and observes their reactions. The expressions on the faces of people in the clip show strong feelings about the apology. These facial expressions and their body gestures are emotional signposts.

- 1 Choose Laura or Aunty Bev and write your thoughts about what you believe the character is feeling during the apology speech.

- 2 Select a character who was involved in the apology. It could Prime Minister Kevin Rudd, or an Indigenous person in parliament. Imagine you are this character for a hot seat role-play and write down your views about the event so you can answer questions from the class in character. Use the space below to prepare notes:

- 3 After watching the clip and parts of the apology, write a diary entry and explain how you feel.



Name: _____

Student Activity Sheet: H1.4
Activity 4: Symbolism

Episode 1: 2008: Laura
Clip: The apology

Symbols of unity

In the clip, as well as the flag, people have beads, necklaces, ribbons and arm bands in red, yellow and black colours. Many Aboriginal people identify with these colours. Explore the significance and meaning as intended by Harold Thomas, who designed the flag.

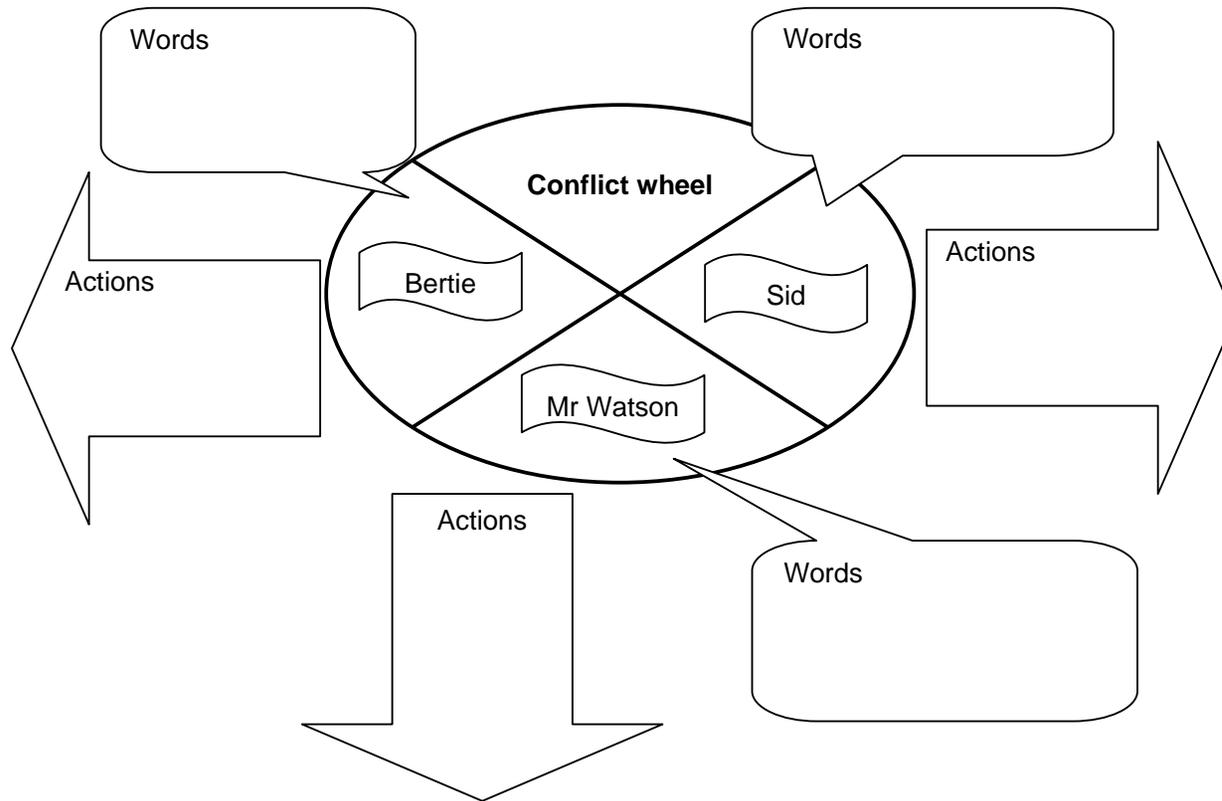
- 1 Research the symbolism of the Aboriginal flag and the Torres Strait Islander flags.

- 2 In the clip, people have ribbons, arm bands, badges and jewellery to symbolise unity. Design your own piece of memorabilia that symbolises your support for the apology.



Discrimination conflict wheel

Use the conflict wheel below to record how the characters in the clip 'Impact of war', deal with discrimination. Watch the clip and write down your thoughts on how each character responds with actions and words.





Name: _____

Student Activity Sheet H13.12
Activity 12: An Indigenous history

Episode 13: 1888: Victoria
Clip 4: Treasured objects

Diary entry

The Indigenous girl sat on the banks of the river and watched Victoria and her siblings intently. She wondered what they were up to. In a diary entry she puts her thoughts down on paper. Pretend you are the Indigenous girl writing a reflection on how you got to the riverbank and what you witnessed.

Dear Diary,
