



EPISODE 1: 2008: LAURA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE APOLOGY

ACTIVITY 1: LAURA'S APOLOGY

Subthemes: Culture; Indigenous perspective; 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.

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

ACTIVITY 4: EMOTIVE LANGUAGE

Subthemes: Culture; Language and scripting

Discover

- Replay the scene in the *My Place* clip showing Prime Minister Kevin Rudd delivering his speech. Ask students to note any words or phrases he uses that particularly resonate or 'stick in their heads'. Some examples might be 'fellow Australians', 'pain', 'suffering and hurt', 'Stolen Generations', 'indignity', 'degradation' and 'we say sorry'.
- As a class, discuss the impact these words and phrases have on the audience in the clip. Ask students:
 - 1 How do these words make you feel?
 - 2 What was the intention of the Prime Minister when choosing these words?
 - 3 Are these words successful in stressing the intent and meaning of his apology? Why or why not?
- Discuss responses and have students define key words and phrases and the impact these words have on the listener.
- Using a transcript of the speech, ask students to highlight other interesting and emotive words that are used. Refer them to R10332 'Kevin Rudd's apology speech 2008 - item 1 of 6'.
- Look also at the use of repetition of the phrase 'we are sorry'. Discuss why the speech writer uses this phrase in the speech; does this repetition add or detract from the power of the speech? Why or why not?

Reflect

- Drawing on this information, ask students to discuss the elements they think are important in a good speech or public speaking. Using this as a guide, ask students to write a one-minute speech on a topic of their choice and present it to the class.

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- Student Activity Sheet E1.4: Choosing your words

ACTIVITY 5: THE OLD FELLA

Subthemes: Culture

- The ancient Moreton Bay fig tree provides a quiet place for Laura and her Aunty Bev, who was taken away from her family and is a member of the Stolen Generations. Laura sits close to her as she tells her poignant story.

Discover

- Ask the students to find out more about these magnificent trees. The image of the Moreton Bay fig is a constant feature of the *My Place* episodes. Have students investigate these trees to find out if they originate from Australia, where they got their name and any other interesting information. Ask the students to present their findings as a report to the class.



- Additionally, take the students on a nature walk within the school grounds to explore native trees. List which ones they find with their species name. Collect sample leaves to make a botanical journal of information, samples and drawings.

Reflect

- Have the students write a haiku poem about their chosen tree/s.

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- Student Activity Sheet E1.5: The ancient fig tree

EPISODE 8: 1938: COLUM

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE DOLE INSPECTOR

ACTIVITY 1: HARDSHIP

Subthemes: Culture; Historical events; Social order and education

Discover

- Following a screening of the clip, ask the class to list the main events which occur in this story, identifying the key characters and the story focus.
- Use the following questions as prompts for further class or group discussion:
 - 1 What are the main difficulties for Colum's family and for his friends?
 - 2 What is the meaning of the term 'dole'?
 - 3 Why do you think Colum's family are on the dole?
 - 4 Why are these families raising chickens and growing vegetables in their backyards? What benefits would this have for them?
 - 5 What would happen to people on the dole if they were caught raising 'chooks'? Why?
 - 6 Do you think it is fair to stop a family's dole payments for doing this?

Reflect

- Ask students to find out what resources are available for unemployed people and families today, for example, Centrelink and unemployment benefits. Compare this with the situation of Colum's family in 1938. Ask students to write a report outlining which system they think is fairer and the reasons why.
- Discuss ways in which students might be able to help save money or contribute to the household if things were tough for their family. Brainstorm a class list of ideas. Have students write a letter to their family outlining what contributions they could make to help the family in a time of economic need.

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- Student Activity Sheet E8.1: Tough times



EPISODE 9: 1928: BRIDIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CHILDREN'S CHORES

ACTIVITY 4: ADAPTING TEXT TO SCREEN

Subtheme: Culture; Relationships

Discover

- Discuss the family's ethnic origin. How do we know the family is Irish?
- Replay the clip and have students look carefully at all the information in the setting for clues that help build up a picture of this family and their background. Freeze the frame occasionally to examine sets in more detail.
- Then have students look at the pages about Bridie (1928) in the picture book *My Place*.

Reflect

- Ask students to list the clues they can gather about the family's cultural and religious practices from the illustrations and text in the book, and then to do the same with the film clip.
- Students should compare the list of clues from the clip and from the book and evaluate how the television adaptation has borrowed from the original book source.

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- Student Activity Sheet E9.4: Comparing clues

EPISODE CLIP: THE FUNERAL

ACTIVITY 8: BURIALS AND RITUALS

Subthemes: Beliefs; Culture

Discover

- As a class, explore different cultural beliefs about what happens when we die. Ask students to research and reflect on what aspects of Christian funerals are evident in this clip, for example, the pine coffin, the flowers, the black clothes worn by the mourners.
- Ask students to discuss how people can help those left behind when someone dies. They could:
 - 1 List some of the traditions for aiding a family that has lost someone, for example, writing a sympathy letter, sending a card, sending flowers, going to the funeral, cooking meals.
 - 2 Discuss the ways their family and community remember people who have died.



- 3 Consider the meaning and importance of photographs, memorials, tombstones, shrines, plaques, statues and place names. Go for a walk around the local community to find examples.

Reflect

- In small groups, students should research information about non-Christian funeral ceremonies, for example, Hindu, Jewish, Muslim and traditional Indigenous Australian ceremonies. Each group should report their findings to the class. The report could be a multimedia presentation or poster.
- Discuss the concept of learning to cope with the loss of a loved one and how others can help. Have students write a sympathy letter to either Bridie or Kath with a condolence message suitable for the death of a young person and some advice on how the girls could cope with the loss of their friend.

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- Student Activity Sheet E9.8: Showing sympathy

ACTIVITY 9: FURTHER READING AND VIEWING

Subthemes: Culture; Customs and traditions

(Note: This activity and worksheet relate to the complete episode rather than an individual clip.)

Discover

- To explore the topic of death and loss further, students could read a comparative literary text that deals with the sudden and surprising death of a significant child character, for example:
 - 4 *Bridge to Terabithia* by Katherine Paterson (for older students)
 - 5 *Seven Little Australians* by Ethel Turner (first published in 1894).
- As a class, either read sections from these books or watch excerpts from the films and discuss the effect that the character's death had on her friends and family. Talk about the feelings that can result from a sudden death, such as guilt and blame.

Reflect

- Students should design and plan a memorial for Lorna. They should consider Lorna's accomplishments, her character and her legacy. Ask students to indicate what the memorial would say, where they would place it and why.

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- Student Activity Sheet E9.9: Creating a memorial



EPISODE 11: 1908: EVELYN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: CHORES AND PUNISHMENT

ACTIVITY 9: PUNISHMENT

Subthemes: Chores, business and employment; Culture; Relationships

Discover

- Evelyn is pressured to complete her chores while Edward taunts her with the prospect of punishment by her father. As a class discuss what punishment is anticipated in this scene. Also consider what would have been usual punishments for girls and boys of this era and how they compare to punishments handed out by parents today.

Reflect

- Ask students to take a position on one side of a debate. The topic for the debate is: 'Punishment is the most effective form of communication for parents in dealing with their children today'. Each student should include three effective points for or against the topic, giving examples to support their position.

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- Student Activity Sheet E11.9: A debate about punishment

EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

EPISODE CLIP: 1,000 GOOD DEEDS

ACTIVITY 2: EDUCATING BOYS

Subtheme: Culture; Social order and education

Discover

- Rowley and Tom Müller are watching the college students practise marching with wooden rifles. They discuss the amount of money it costs to send boys to a college school and what they get for their money, for example, cricket equipment.



- As a class discuss the difference in education systems in 1898 and today. What opportunities for education existed then? Were there advantages in attending a private school? Who attended these schools? View the clip and discuss the type of education available to Rowley and Tom. Also research how girls of that era were educated and what subjects they were taught.

Reflect

- Ask students to research statistics on children's education in 1898 and compare this data to today's statistics. They should examine the number of children educated, and their age, gender and school level reached, among other facts. Findings can be presented as a number of graphs comparing data. Students could interpret these graphs in a report on 'The state of schooling today compared with 1898'.

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- Student Activity Sheet E12.2: The state of education

EPISODE CLIP: FOUNDING THE ALP

ACTIVITY 6: THE AUSTRALIAN LABOR PARTY (ALP)

Subtheme: Culture; Currency; Politics

Discover

- Ask students to reflect on what they found out about the formation of the Australian Labor Party (ALP) from viewing the clip. They should respond to the following questions:
 - 1 What historical information was presented?
 - 2 How did the filmmaker present this information to the audience?
- Ask students to reflect on what they saw and heard in the clip, particularly the way the characters interact, and discuss pertinent issues.

Reflect

- As a class, discuss what point of view (POV) the clip presents regarding the actions of the ALP to support workers' rights.
- Ask students to pretend they are either a worker or an employer in 1898. Have them design and create a half-page flyer that advocates for or against workers' rights. They should use text and images to explain their POV. The episode stills could be useful for this activity.

Download

- Student Activity Sheet E12.6: A point of view



Name: _____

Student Activity Sheet E1.4
Activity 4: Emotive language

Episode 1: 2008: Laura
Clip: The apology

Choosing your words

- 1 After viewing the clip of Prime Minister Kevin Rudd delivering his apology speech, note any words or phrases he uses that are emotive or descriptive in the table below. Find out what these words or phrases mean. Do you think that they have an impact on the listener?

Words or phrases	Meaning

- a How do these words or phrases make you feel?

- b What was the intention of the Prime Minister when choosing his words?

- c Are these words or phrases successful in stressing the intent and meaning of his apology? Why or why not?

- 2 Look also at the use of repetition of the phrase 'we are sorry'. Why did the Prime Minister use the repetition of these words in the speech? Does this repetition add or detract from the power of the speech? Why or why not?

- 3 Write a one-minute speech on a topic of your choice and present it to the class.



Name: _____

Student Activity Sheet E1.5
Activity 5: The old fella

Episode 1: 2008: Laura
Clip: The apology

The ancient fig tree

The ancient Moreton Bay fig tree provides a quiet place for Laura and her Aunty Bev, who was taken away from her family and is a member of the Stolen Generations. Laura sits close to her as she tells her poignant story.

- 1 Research the Moreton Bay fig. Where did it get this name? Find other interesting information to present as a report to the class.

- 2 Collect samples, make drawings and find as much information as you can about native trees in your area. Write a haiku poem about your chosen tree or trees.



Name: _____

Student Activity Sheet E8.1
Activity 1: Hardship

Episode 8: 1938: Colum
Clip: The dole inspector

Tough times

1 What are the main difficulties for Colum's family and for his friends?

2 Why do you think Colum's family is on the dole?

3 Why are these families raising chickens and growing vegetables in their backyards?

4 What benefits would this have for them?

5 What would happen to people on the dole if they were caught raising 'chooks'? Why?

6 Do you think it is fair to stop a family's dole payments for doing this?



Name: _____

Student Activity Sheet E9.4 Page 1 of 2
Activity 4: Adapting text to screen

Episode 9: 1928: Bridie
Clip: Children's chores

Comparing clues

- 1 View the clip 'Children's chores' and look carefully at all the information in the setting for clues that help build up a picture of this family and their background. You can pause the clip to examine sets in more detail.
- 2 Then look at Bridie's pages (1928) in the picture book *My Place*.
- 3 In the table below, list the clues you gather about the family's cultural and religious practices from the illustrations and text in the book. Then do the same with the clip.

Book	Clip

- 4 Compare the list of clues from the book and the clip. Has the television version borrowed from the original book? How?



Name: _____

Student Activity Sheet E9.9
Activity 9: Further reading and viewing

Episode 9: 1928: Bridie

Creating a memorial

- 1 Design and plan a memorial for Lorna. Consider Lorna's accomplishments, her character and her legacy. What should the memorial look like? What should it say? Where would you place it and why?

a Text on the memorial:

- 2 Design of the memorial and its location:



Name: _____

Student Activity Sheet E11.9
Activity 9: Punishment

Episode 11: 1908: Evelyn
Clip: Chores and punishment

A debate about punishment

There is to be a class debate on the question: 'Punishment is the most effective form of communication for parents in dealing with their children today.'

- 1 Choose a side in the debate and write three effective points to support your position.

- 2 Add any other points you think your team should include in their arguments. Include any further suggestions you have as to how your team should approach the topic.



Name: _____

Student Activity Sheet E12.2
Activity 2: Educating boys

Episode 12: 1898: Rowley
Clip: 1,000 good deeds

The state of education

- 1 Conduct some research of statistical data on children's education in 1898 and compare it with today's statistics. You should examine the number of children educated, and their age, gender and school level reached, among other facts. Government websites may assist your collection of data.
- 2 Present your findings about education as a number of graphs comparing data.

- 3 Interpret these graphs in a report on 'The state of schooling today compared with 1898.'



Name: _____

Student Activity Sheet E12.6
Activity 6: The Australian Labor Party (ALP)

Episode 12: 1898: Rowley
Clip: Founding the ALP

A point of view

1 After watching the clip 'Founding the ALP', respond to the following questions:

a What historical information was presented?

b How did the filmmaker present this information to the audience?

2 What point of view was presented to the audience about the formation of the Australian Labor Party (ALP) and workers' rights?

3 Pretend that you are either a worker or an employer in 1898. Design and create a half-page flyer that advocates for or against workers' rights. You should use text and images to explain your point of view.
