



EPISODE 9: 1928: BRIDIE

English: teaching strategies

Unit focus: English

Year level: Years 3–6

The Australian curriculum: English

The national English curriculum is based on three interrelated strands:

Language: Knowing about the English language ...

Literature: Understanding, appreciating, responding to, analysing and creating literature ...

Literacy: Growing a repertoire of English usage ...

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EPISODE CLIP: CHILDREN'S CHORES

ACTIVITY 1: BRIDIE AND KATH

Subtheme: Relationships

Discover

- As a class discuss what this clip tells us about the characters. Focus attention on the relationship between the two girls.
- Ask students to discuss the following questions:
 - 1 Are these two characters sisters and/or friends?
 - 2 How has the filmmaker provided us with clues about their relationship?

Reflect

- Have students work independently or in pairs and use Student Activity Sheet E9.1 to record as much information from the clip as possible.

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- Student Activity Sheet E9.1: Analysing characters

ACTIVITY 2: POINT OF VIEW (POV)

Subtheme: Relationships

Discover

- Discuss the ways in which a filmmaker or author aligns the audience with one key character. For example, one character is given more attention than the others, and we see things from that character's point of view.
- Ask students to discuss the following questions:
 - 1 Who does the filmmaker align the viewer with in this clip?
 - 2 What filmmaking techniques are used to do this?
 - 3 Why is the character Bridie the most significant character in this story?
 - 4 How might this scene be different if it was shown from Kath's point of view?

Reflect

- Plan a retelling of this scene from Kath's point of view.
- Ask the students to think about how Kath feels about her younger sister and how the filmmaker would show this. Have the groups write a monologue by Kath to tell her mother about the events of the day. Each group should select someone to present the monologue.

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- Student Activity Sheet E9.2: Creating point of view

ACTIVITY 3: THE FAMILY

Subthemes: Multiculturalism; Relationships

Discover

- Discuss the family's circumstances. Ask students to respond to the following questions:
 - 1 How would you describe this family?
 - 2 For example, are they rich or poor?
 - 3 How do you know?
 - 4 How does the filmmaker give us the information we need to know about the family? For example, the mother is going out to clean flats; the father and brother are both working; Dad is going to the pub; the girls have to look after the baby and do the chores around the house.

Reflect

- Have students use Student Activity Sheet E9.3 to guide the discussion on what they think the filmmaker wants the audience to know about this family from this clip.

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- Student Activity Sheet E9.3: Understanding context

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

ACTIVITY 5: 1928 CHORES

Subthemes: Chores, business and employment

Discover

- Kath and Bridie have an extensive list of chores to perform while their mother leaves the house for paid work.
- As a class, list the tasks the girls complete and discuss them. Might anything about these chores constitute a danger to the children?

Reflect

- Discuss the following questions with the students:
 - 1 Do these children have too much responsibility?
 - 2 Are these tasks age-appropriate?
 - 3 Are the responsibilities different to what children of the same age would be expected to have in the 21st century?
- Watch a selection of the other *My Place* episodes and ask students to complete a list of chores that Rowley (Episode 12), Evelyn (Episode 11), Michaelis (Episode 6) and Lily (Episode 3) are expected to complete for their families. Compare these and discuss how they differ and why.
- Organise a class debate on the topic 'Children should not have to do chores'.

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- Student Activity Sheet E9.5: Supporting an argument

EPISODE CLIP: THE FUNERAL

ACTIVITY 6: FUNERAL TRADITIONS

Subthemes: Customs and traditions

Discover

- Discuss what is happening in this clip and how it relates to the entire episode. Ask students to respond to the following questions:
 - 1 What is the most powerful image in this clip?
 - 2 What do students remember most vividly from the clip? Why?
- After the class discussion, ask students to list the information (both seen and heard) that tells the audience this is a funeral, for example, the flowers, the black clothes, the silence, Bridie's and Kath's faces, the crying mother.
- If students have not seen the whole episode, they will not initially know who the funeral is for. Ask them to write down at what point they realised this is the funeral for a young person, for example, the size of the coffin.

Reflect

- Ask students to list what information the clip gives about Lorna and the circumstances of her death. They should look for clues and write an explanation of what they think happened to her.

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- Student Activity Sheet E9.6: Finding clues

ACTIVITY 7: DEATH AND TRAGEDY

Subthemes: Language and scripting; Relationships

Discover

- Explore the way in which Miss Miller tries to help the girls, particularly Kath, to come to terms with Lorna's death. Ask students to discuss the following questions:
 - 1 What does Miss Miller say to Kath?
 - 2 What does Kath think about this?
 - 3 How do we know?
 - 4 Why do you think she feels like this?
 - 5 How do you think Bridie feels and why?
- Ask students to look at the ways in which the filmmaker shows us the girls' feelings without them needing to say anything. As a class, talk about how Kath and Bridie each respond to the tragedy of Lorna's drowning. Ask students to discuss the following topics:
 - 1 How does death affect people in different ways?



- 2 Is our reaction influenced by how well we knew the person and how close we were to them? Some students may wish to talk about a loss they have experienced and how they felt.
- 3 What are some ways people learn to cope with the loss of a loved one?
- 4 How can words describe feelings? Students should list as many words as they can that could be used to describe 'sad' emotions. Then they could explore some of these words further using a thesaurus and dictionary.

Reflect

- Encourage students to talk or write about a loss they have experienced of someone or something they have loved. Ask them to write a five-line poem about this.
- Students could research the poems of Australian writers dating from the period of the clip (late 1920s), including Kenneth Slessor, David Campbell, AD Hope, Gwen Harwood and Judith Wright.

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- Student Activity Sheet E9.7: Expressing feelings

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



EPISODE 9: 1928: BRIDIE

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:
 - 1 *Bridge to Terabithia* by Katherine Paterson (for older students)
 - 2 *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

ACTIVITY 10: STORY DIFFERENCES

Subthemes: Art, music and literature; Language and scripting

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

Discover

- Introduce or revisit the pages about Bridie (1928) in the picture book *My Place*.
- Identify the differences between the film and book version of the story. Ask students to discuss the following questions:
 - 1 What is in the book, but not in the film version?
 - 2 What is in the film version, but not in the book?
 - 3 Why might the changes in the film version have been made?

Reflect

- Students could develop a short picture book (4–6 pages) based on the television episode about the story of Bridie, her sister Kath, and their friend Lorna. They should use text and images to construct the story.

Download

- Student Activity Sheet E9.10: Adapting a story to a different media

Aligned resources

Wheatley, Nadia, Rawlins, Donna (ill.) 2008, *My Place*, Walker Books Australia Pty Ltd, Sydney.

There are many excellent resources on death, coping with loss and funeral rituals.

Crew, Gary, Rogers, Gregory 1992, *Lucy's Bay*, Jam Roll Press, Nundah, Queensland. This picture book is a lesson on coping with grief.

Paterson, Katherine 1977, *Bridge to Terabithia*, Puffin Books, London.

Turner, Ethel 2003, *Seven Little Australians*, Puffin Books, Camberwell.

Wagner, Jenny, Brooks, Ron (ill.) 2005, *John Brown, Rose and the Midnight Cat*, Puffin Books, Camberwell. This picture book looks at Rose's impending death.

Poems of writers of the 1920–30s, including Kenneth Slessor, David Campbell, AD Hope, Gwen Harwood and Judith Wright.



'Lift Off' – Grandma's Knee is a short animation that deals with the death of a grandparent. To view this resource, you will need to log in to your school portal. For more information about accessing The Learning Federation resources, please go to the 'Access information' page on the TLF website at <http://www.thelearningfederation.edu.au/access>

Tulip (1998, director Rachel Griffiths) is a short 15-minute film suitable for older children. When her mistress dies, Tulip the cow refuses to be milked by anyone else. William must solve this dilemma while coming to terms with his wife's death.



Name: _____

Student Activity Sheet E9.1
Activity 1: Bridie and Kath

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

Analysing characters

- 1 View the clip 'Children's chores' and use the table below to record information about the characters of Kath and Bridie and their relationship.

Comparing the characters		
	Use adjectives to describe what each character thinks	Explain how you know this
Kath thinks Bridie is ...		
Bridie thinks Kath is ...		

- 2 Are these two characters sisters or friends? Do they like each other?

- 3 How does the filmmaker give us clues about their relationship?



Creating point of view

1 A filmmaker or author often aligns us with one key character. For example, one character might be given more attention than the others, and we see things from that character's point of view. Respond to the following questions:

a Which character does the filmmaker align us with in this clip?

b What filmmaking techniques does he/she use to do this?

c Why does Bridie seem to be the most significant character in this story?

d How might this scene be different if it was shown from Kath's point of view?

2 In a small group or with a partner, plan a retelling of this scene from Kath's point of view. Think about how she feels about her younger sister and how the filmmaker would show this. Write and present a monologue by Kath to tell her mother about the events of the day.



Understanding context

1 Respond to these questions:

a How would you describe this family?

b For example, are they rich or poor?

c How do you know?

d How does the filmmaker give us the information we need about the family?

2 Use the table below to explore what you think the filmmaker wants us to know about this family from this clip.

Who belongs to the family besides Bridie and Kath?		
Character	Adjectives that describe her/him	How do you know this?
Bridie's mother		
Bridie's father		
Bridie's older brother		
What are the family's circumstances?		
Circumstances	Adjectives that describe this	How do you know this?



Name: _____

Student Activity Sheet E9.4
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?



Supporting an argument

- 1 List the chores that Kath and Bridie complete. Do you think any of these pose a possible danger? If so, what?

Chores	Danger

- 2 Respond to the following questions:

a Do you think these children have too much responsibility?

b Do you think these tasks are age-appropriate?

c Are these responsibilities different to those of children today?

- 3 Watch different *My Place* episodes and complete a list of chores that each of the people below are expected to complete for their families.

Bridie/Kath (1928)	Rowley (1898)	Evelyn (1908)	Michaelis (1958)	Lily (1988)

- 4 State some ways in which the chores in different periods are similar and different from each other.

- 5 Prepare a debate on the subject 'Children should not have to do chores' by coming up with points for and against.



Finding clues

1 Think about how this clip relates to the entire 'Bridie' episode. Respond to the following questions:

a What is the most powerful image in this clip?

b What do you remember most vividly from the clip? Why?

2 Watch the clip and list the information (both seen and heard) that tells the audience this is a funeral.

3 At what point did you realise this is the funeral for a young person?

4 Look for clues in the clip that tell you what Lorna was like and the circumstances of her death. List the information about Lorna in the table and explain how you know this. What do you think happened to Lorna?

What do we know about Lorna?	How do we know this?



Expressing feelings

1 Explore the way in which Miss Miller tries to help the girls, particularly Kath, come to terms with Lorna's death. Respond to the following questions:

a What does Miss Miller say to Kath?

b What does Kath think about this?

c How do we know?

d Why do you think she feels like this?

e How do you think Bridie feels and why?

2 Think about how Kath and Bridie each respond to the tragedy of Lorna's drowning. Then respond to the following questions:

a How does death affect people in different ways?

b Is our reaction affected by how well we know a person and how close we are?

c What are some ways people learn to cope with the loss of a loved one?

d List as many words as you can think of that describe 'sad' emotions.

3 Write a five-line poem about losing someone close to you.



Name: _____

Student Activity Sheet E9.8
Activity 8: Burials and rituals

Episode 9: 1928: Bridie
Clip: The funeral

Showing sympathy

- 1 List the Christian funeral traditions you see in the clip.

- 2 Plan a presentation of the beliefs of some different cultures about what happens when we die. Write which culture or cultures you will use in your presentation and some ideas of what you would like to include.

- 3 List five ways people show sympathy to someone who is bereaved.

- 4 Write a sympathy letter to either Bridie or Kath with a condolence message and some advice on how they may cope with the loss of their friend.



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 E9.10
Activity 10: Story differences

Episode 9: 1928: Bridie

Adapting a story to a different media

Read Bridie's pages (1928) in the picture book *My Place*.

1 Respond to the following questions.

a What is in the book, but not in the film version?

b What is in the film version, but not in the book?

c Why might these changes have been made in the film version?

2 Plan a short picture book (4–6 pages) based on the TV episode about Bridie, her sister Kath, and their friend Lorna. Make a storyboard of the text and images you could use to construct the story.

