



## **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 Aunty 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 Aunty 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 Aunty 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 Aunty 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 Aunty 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 Aunty 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: AUNTY BEV'S STORY

Subthemes: Indigenous perspectives; Language and scripting; Politics

### Discover

- Aunty 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 Aunty 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.

### Download

- 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.



## Download

- 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.

**Download**

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





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?

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- 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.

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





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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

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- 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.

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