



# 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

### **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

### **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.
- at the script for Episode 1: 2008: Laura and find the scene where Laura apologies 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 3: 1988: LILY

Unit focus: English

Year level: Years 3–6

### EPISODE CLIP: FIRST DAY

### ACTIVITY 8: REFUGEES

Subthemes: Language and scripting; Politics

#### Discover

- Lily's neighbour Mrs Benson remarks, 'You know there are laws against turning your house into a refugee camp.' As a class, discuss this comment and what it means. Ask students why they think Mrs Benson made this statement. What might she be afraid of? Introduce the term 'prejudice' and discuss its meaning with the class.
- Ask students to consider and respond to the following question: What is a refugee camp?
- Explain to the class that there are still many refugees in immigration detention centres in different parts of Australia waiting to be processed.

#### Reflect

- Ask students to find a variety of newspaper articles regarding recent Australian reports about asylum seekers, legal and illegal refugees, and detention centres. Students should read a selection of these articles and list them and their references including date and place of publication. The students are to nominate if they feel the article is for or against asylum seekers coming to Australia. As a group, they are to present a brief report to the class, describing one event that made national headlines in Australia about refugees.

#### Download

- Student Activity Sheet E3.8: The law and refugees



## **EPISODE 12: 1898: ROWLEY**

Unit focus: English

Year level : Years 3–6

### **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:
  - 3 What historical information was presented?
  - 4 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

## **EPISODE 1: 2008: LAURA**

Unit focus: History

Year level: Years 3–6

### **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; Politics

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.
  - 5 Australian Human Rights Commission, <http://www.hreoc.gov.au>
  - 6 —'Bringing them home, education module', <http://www.humanrights.gov.au/education/bth/index.html>
  - 7 —'Bringing them home Community Guide 2007', [http://www.humanrights.gov.au/education/bth/community\\_guide/index.html](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

## EPISODE 11: 1908: EVELYN

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: MR WONG'S EMPORIUM

## **ACTIVITY 4: MULTICULTURAL AUSTRALIA**

### **Subthemes: Multiculturalism; Politics; Social order and education**

In the early years of the twentieth century, at the time of the Federation of the colonial states and territories, many important events occurred in Australia. These include:

- the implementation of laws to improve working conditions and devise fairer wages
- the extension of the vote to non-Indigenous women
- the introduction of the White Australia policy, which restricted immigration.

The new Australian Constitution discriminated against Indigenous Australians by excluding them from the national census and preventing parliament from making laws about them.

At the time of Federation in 1901, three quarters of the population were Australian born, the majority of English, Scottish and Irish descent. The Chinese, who had represented 3.3% of the population in 1861, represented 0.8% of the population at the time of Federation.

#### **Discover**

- Students can research why and when Chinese people came to Australia. Mr Wong is a significant character in this episode and his story could be a good starting point for discussing the reasons Chinese people came to Australia at different times. Why might Mr Wong have come to live in Australia?

#### **Reflect**

- As a class, look at the laws and policies of Australia that have had an impact on Chinese Australians. How might Mr Wong have been affected by Australian laws and policies?
- Students could develop a timeline of Chinese migration to Australia. The timeline should use dates, images and reasons for coming to Australia.

#### **Download**

- Student Activity Sheet H11.4: Timeline of Chinese immigration

## **EPISODE CLIP: CHORES AND PUNISHMENT**

### **ACTIVITY 10: CORPORAL PUNISHMENT**

#### **Subthemes: Customs and traditions; Politics**

#### **Discover**

As a class, research and discuss the changes made in legislation regarding corporal punishment in schools. Make a list of all of the discussion points and the opinions of everyone in the class regarding corporal punishment.

Useful websites to use as a starting point are:

- Queensland Government: Library Services, 'Corporal Punishment in Queensland State Schools', <http://education.qld.gov.au/library/edhistory/topics/corporal/public.html>
- Global Initiative to End All Corporal Punishment of Children, 'Global Progress: Australia', <http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>



### **Reflect**

- Using the list of opinions from the class discussion, organise a debate where one side of the classroom is designated for students who agree with the opinion and the other side is for those who disagree. Read out each point from the list and ask students to move into the designated areas of the classroom. If a student moves from 'for' to 'against' or vice versa, they must justify their move by sharing their reasoning with the class.

### **Download**

- Student Activity Sheet H11.9: Facts about corporal punishment

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- Global Initiative to End All Corporal Punishment of Children, 'Global Progress: Australia', <http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>

#### **Reflect**

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#### **Download**

- Student Activity Sheet H11.9: Facts about corporal punishment

## **EPISODE 12: 1898: ROWLEY**

Unit focus: History

Year level: Year 3–6

### **EPISODE CLIP: FOUNDING THE ALP**

#### **ACTIVITY 6: PARTY POLITICS**



## Subtheme: Politics

The Australian Labor Party (ALP) is Australia's oldest political party, having celebrated its centenary in 1991. It is one of a small group of genuine political labor parties around the world which affiliate trade unions, incorporating them into the structure of the party. From its inception, the ALP has been a party for the working class, supporting the rights of Australian workers.

### Discover and reflect

- Students should research and respond to the following questions:
  - 1 What is a political party?
  - 2 What do political parties aim to do?
  - 3 Who were the original founders of the ALP?
  - 4 How many ALP prime ministers have been elected in Australia?
  - 5 Who is the leader of the ALP today?
  - 6 Use the websites below to find information about the ALP:
  - 7 The Australian Labor Party, <http://www.alp.org.au/labor-history>
  - 8 Labor History, <http://www.laborhistory.org.au/home.html>
- Students could create an A5 election flyer to elect the first ALP Prime Minister in 1904, JC Watson.

### Download

- Student Activity Sheet H12.4: What is the ALP?

## ACTIVITY 7: THE ALP

Subthemes: Politics; Social order and education

### Discover

- As a class discuss the question: Why was the Australian Labor Party (ALP) formed and who were the founders trying to help?

### Reflect

- Hot seat role-play is a strategy where students research and analyse a character from the episode. Through their observations they find out who the person is, their importance to the story and what differentiates them from other characters. Once students understand the character, they can pretend to be them and answer questions from other members of the class while remaining in character.
- Students choose a character from the episode. In small groups, students can develop a storyline for their character, creating a drama in which the character interacts with other characters based on a given scenario.
- Each scenario listed below relates to the hard times experienced by workers in the 1890s.
  - 1 Brickworks employee gets ill and faces his boss about the situation. He gathers others who are ill to support his case.
  - 2 Local publican hosts secret meetings for the unemployed brickworks employees at the back of his pub.



- 3 Unemployed workers have a meeting to discuss the problems they face. Some of them agree that they should join the ALP and others feel scared.
- 4 Bosses and company owners talk about not paying out money to ill workers. They are faced with having to deal with locals getting together for secret ALP meetings.

### Download

- Student Activity Sheet H12.5: Hot seat role-play

## EPISODE CLIP: WORKERS' RIGHTS

### ACTIVITY 8: FAMILY VALUES

#### Subthemes: Politics; Social order and education

A woman's role in the late 1800s was restricted. It was expected that she maintain the home and family while the husband/father went out to work. However, in many poor families the woman had to work to earn money, especially when men lost their jobs.

#### Discover

- Research and discuss women's roles in History. Ask students to utilise the following websites to locate stories and pictures of women of the era:
  - 1 National Library of Australia, 'Picture Australia: Picture Trails: Society', <http://www.pictureaustralia.org/trails/society.html>
  - 2 ABC, 'Australian Suffragettes', <http://www.abc.net.au/ola/citizen/women/women-home-vote.htm>

#### Reflect

- Students can create an imaginary 'historyface' profile (based on something similar to a Facebook page) for a female suffragette from the 1800s. Information can include a profile picture, status update, education, family background, likes and dislikes and groups she may be linked with. Student Activity Sheet H12.6 contains a 'historyface' template that can be used for this activity. Make sure that students answer the questions:
  - 1 Who is she?
  - 2 What groups and causes does she stand for?
  - 3 What is her status?

#### Download

- Student Activity Sheet H12.6: Suffragette profile







## 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 apologies 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.







## The law and refugees

- 1 Lily's neighbour Mrs Benson remarks, 'You know there are laws against turning your house into a refugee camp.' Why do you think Mrs Benson made this statement? What is she afraid of?

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- 2 What is a refugee camp?

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- 3 What is meant by the word 'prejudice'?

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- 4 Where are the Australian immigration detention centres?

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- 5 Research newspaper articles on asylum seekers coming to Australia. Note the date they were published, the title and the name of the news-media outlet. Do you think the article is for or against asylum seekers coming to Australia?

Date	Article title	Publication	For or against



### **A point of view**

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

**a** What historical information was presented?

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

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

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**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.

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## 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.

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- 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:

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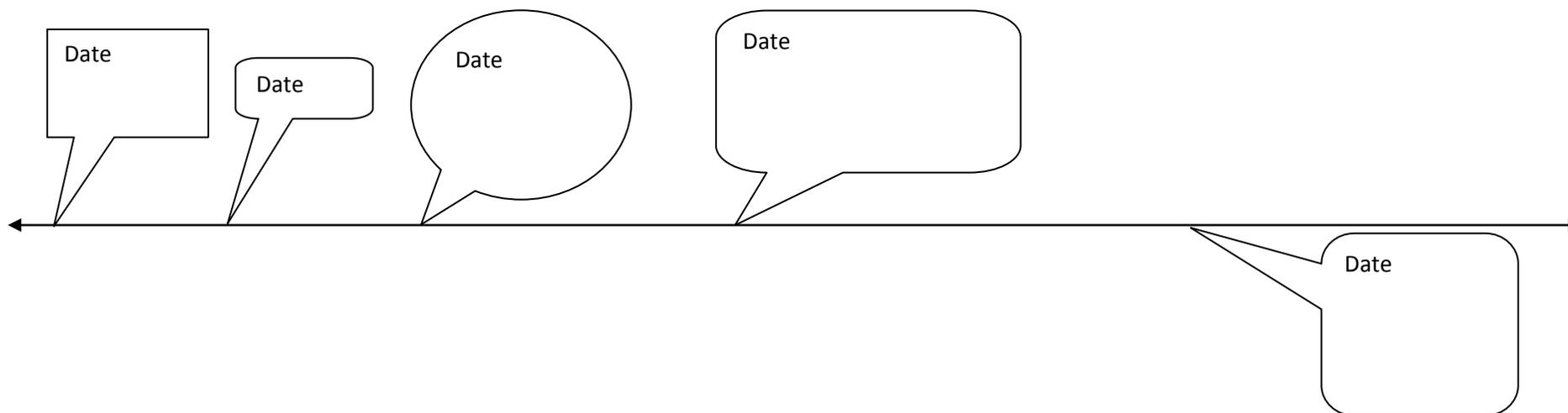
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- 3 After watching the clip and parts of the apology, write a diary entry and explain how you feel.



## Timeline of Chinese immigration

- 1 Investigate why, when and how Chinese people first came to Australia.
- 2 Record this on a timeline and add in the dates of Chinese immigration that followed.
- 3 Locate Mr Wong on the timeline.
- 4 Use the style in the timeline example below or create your own version.





## **Facts about corporal punishment**

- 1 Research corporal punishment. Find out the facts, take notes and summarise the information you have found. Use the table below for your summarised information about corporal punishment. When you have filled in the table, complete the Plus/Minus/Interesting (PMI) chart.

<b>Facts about corporal punishment</b>	<b>Websites and resources used</b>

- 2 Fill out the PMI chart on the next page.





## What is the ALP?

Research the formation of the Australian Labor Party (ALP) and then respond to the following questions.

1 What is a political party?

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2 What do political parties aim to do?

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3 Who were the original founders of the ALP?

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4 How many ALP Prime Ministers have been elected in Australia?

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5 Who is the leader of the ALP today?

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### Hot seat role-play

- 1 Below you will find scenarios adapted from scenes in this episode. Choose one of the scenarios and identify with one of the characters. You will need to understand who your character is and why he or she is in that situation.
  
- 3 You will then be asked to answer questions about your character and your situation in the scenario. Have fun in the hot seat!
  - a **Scenario 1**  
Brickworks employee gets ill and faces his boss about the situation. He gathers others who are ill to support his case.
  - b **Scenario 2**  
Local publican hosts secret meetings for the unemployed brickworks employees at the back of his pub.
  - c **Scenario 3**  
Unemployed workers have a meeting to discuss the problems they face. Some of them agree that they should join the ALP and others feel scared.
  - d **Scenario 4**  
Bosses and company owners talk about not paying out money to ill workers. They are faced with having to deal with locals getting together for secret ALP meetings.
  
- 2 Prepare some notes about your character below.

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### Suffragette profile

historyface

Username: \_\_\_\_\_

Status: \_\_\_\_\_

Profile information

Groups and causes

**Family information**