

## EPISODE 9: 1928: BRIDIE

### History: teaching strategies

Unit focus: History

Year level: Years 3–6

#### The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 will be developed around four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past?
- 3 How did people live in other places?
- 4 How has the past influenced the present?

#### Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills, which include:

- using common historical terms for describing time and sequencing events and developments in chronological order
  - asking questions, finding relevant answers, and constructing informed responses
  - developing a basic understanding of how evidence can be used to provide historical explanations
  - developing appropriate techniques of organisation and communication
- The national English curriculum is based on three interrelated strands:

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## **EPISODE CLIP: CHILDREN'S CHORES**

### **ACTIVITY 1: CHORES**

#### **Subthemes: Chores, business and employment; Relationships**

In 1923 the government of Stanley Bruce created the 'Men, Money and Markets' policy. Its aim was to find new markets for Australian products and to use immigration as a way to increase the number of workers in Australia. This policy benefited the agricultural sector, but conditions and wages for urban workers deteriorated between 1920 and 1929, leading to workers' strikes.

With many Australian men fighting in First World War (1914–18), women filled the jobs left vacant in an effort to support the war effort. The movement into the workforce changed the role of women and by the 1920s it had become more acceptable for both men and women to work.

In 1928, the life of many children in Australia was one of hard work and responsibility to family. This episode portrays the difficulties commonly encountered by many Australian families, with a father and mother who both need to work and children who have to tend to the home and look after their younger siblings.

#### **Discover**

- Watch the clip 'Children's chores' and discuss the types of chores the girls do. Make a list of the chores that Bridie and her sister are responsible for. Make another list of the types of chores children do today. Introduce the concept that technology is the factor that makes the jobs around the home different today. One example is the use of washing machines and dishwashers in today's homes. Additionally, ask students to compare the chores of Bridie and her sister Kath to those completed by other children in previous and subsequent episodes.

#### **Reflect**

- Use Student Activity Sheet H9.1 to record the lists of chores for both eras. Ask students to research information on the tools or technology used to carry out each chore. An example could be a broom used for sweeping, or the vacuum cleaner used for cleaning today. The contrast of activities and machines or tools used can be shared. Questions for discussion during share time could include:
  - 1 Are chores today similar or different to those in the clip?
  - 2 How do tools or machines help with household chores?
- As a class, discuss the topic: 'Are chores easier today compared to 1928?'
- Ask students to write a paragraph about why chores are easier to carry out in today's society and then share their points of view with the class.

#### **Download**

- Student Activity Sheet H9.1: Chores then and now



## **ACTIVITY 2: WORK**

**Subthemes: Chores, business and employment; Entertainment and games; Social order and education**

Times were tough in 1928. The economy was on the brink of depression, and soon Australia would see job losses and a housing crisis. Children were given a lot of responsibility and in many cases had little or no time for play. Episode 9 highlights the quest of the children to escape their daily routine in order to have some fun.

### **Discover**

- 'Historyface' and blog: Using the 'historyface' template students are asked to create a profile for a child in 1928, and add a blog attachment. The blog may include a diary entry, or a list of complaints relating to tough times and chores. Students are encouraged to become the voice of their child character of 1928.

### **Download**

- Student Activity Sheet H9.2: A child in 1928

## **ACTIVITY 3: HERITAGE**

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

Bridie's mother is Irish. In the early 1900s, the Irish constituted a large proportion of immigrants to Australia. Most Irish immigrants came to the colonies on assisted passage after escaping the crippling effects of the 1840s Irish Potato Famine. Find out more about the legacy of the Irish in Australia at:

- 1 Museum Victoria: Origins, 'History of immigration from Ireland', <http://museumvictoria.com.au/origins/history.aspx?pid=30>
- 2 Racism. No Way, <http://www.racismnoway.com.au/classroom/factsheets/57.html>

### **Discover**

- Discuss the countries of origin of students' families. Collect data on the different cultures represented in the class and record this as a graph.

### **Reflect**

- Ask students to interview a senior member of their family and ask them questions about their own parents and grandparents. Students then document and chart a genealogical tree of their ancestors as far back as they can research.

### **Download**

- Student Activity Sheet H9.3: Your family tree



## **EPISODE CLIP: THE FUNERAL**

### **ACTIVITY 4: MOURNING**

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

The death of a friend or family member is a difficult issue to deal with at any age. It must be especially hard when the tragedy is caused by an avoidable accident. Bridie and her sister blame themselves for the death of their friend Lorna and find it difficult to cope with the grief. The funeral is an important event in helping the characters to deal with their loss and sense of guilt.

#### **Discover**

Funerals are a way of bringing family and friends together to celebrate the life of a loved one who has passed away. Discuss the emotions of the friends and family members at Lorna's funeral.

#### **Reflect**

If deemed appropriate by the teacher, students could research the rituals and ceremonial traditions associated with funerals and burials in different cultures. Students choose from a list of countries/cultures nominated by the class. These could reflect the heritage of students in the class. Students present their research as a web page or chart.

#### **Download**

Student Activity Sheet H9.4: Funeral ceremonies

### **ACTIVITY 5: THE HEARSE**

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

This clip shows a very simple horse-and-cart hearse used to carry Lorna's coffin from her house to the cemetery. In 1928 working-class people could not afford to have a motorised vehicle. View the different historical examples of hearses used in Australia.

- 1 Way to Go – History of the Hearse, [http://www.postcards.sa.com.au/features/history\\_hearse.html](http://www.postcards.sa.com.au/features/history_hearse.html)
- 2 Classic and Vintage Funeral Coaches, <http://www.funeralcoaches.com.au/history-of-australian-hearses.html>

#### **Reflect**

If deemed appropriate by the teacher view the clip, 'The funeral', again and have the class discuss the questions below. Use the template from the Student Activity Sheet H9.5 to help students focus on the correct elements when watching the clip.

- 1 What style of coffin is Lorna interred in?
- 2 What material is the coffin made from?
- 3 Why are flowers placed on the top?
- 4 Who marches in the funeral procession?



- 5 What order are they in and why?
- 6 What is the significance of the 'Irish wake', occurring after the burial?
- 7 Why do people dress in black?

### **Download**

- Student Activity Sheet H9.5: Lorna's funeral

### **Aligned resources**

Classic and Vintage Funeral Coaches, <http://www.funeralcoaches.com.au/history-of-australian-hearses.html>

Museum Victoria, Biggest Family Album, <http://museumvictoria.com.au/bfa>

— Journeys to Australia, <http://museumvictoria.com.au/journeys>

— Origins, 'History of immigration from Ireland',  
<http://museumvictoria.com.au/origins/history.aspx?pid=30>

Racism.no way, <http://www.racismnoway.com.au/classroom/factsheets/57.html>

Way to Go – History of the Hearse, [http://www.postcards.sa.com.au/features/history\\_hearse.html](http://www.postcards.sa.com.au/features/history_hearse.html)



### Chores then and now

- 1 Make a list of the children's chores, as seen in the clip, and a list of chores you do around the home. Use the table below to record your list. Also note the tools and technology used to assist with each chore.

Chores in 1928	Tools/technology used	Chores today	Tools/technology used

- 2 Informal discussion: 'Are chores easier today compared to 1928?' Write a paragraph stating the reasons why chores are easier today and share this with the class.

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Name: \_\_\_\_\_

Student Activity Sheet H9.2  
Activity 2: Work

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

## A child in 1928

historyface

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

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

Profile information

Groups and causes

Family information				
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## **Your blog**

Write a recount-style diary entry in the form of a blog. You are writing from the point of view of a child in 1928. You must include a recollection of the events and your thoughts and feelings during a day in your life.

### **A blog**

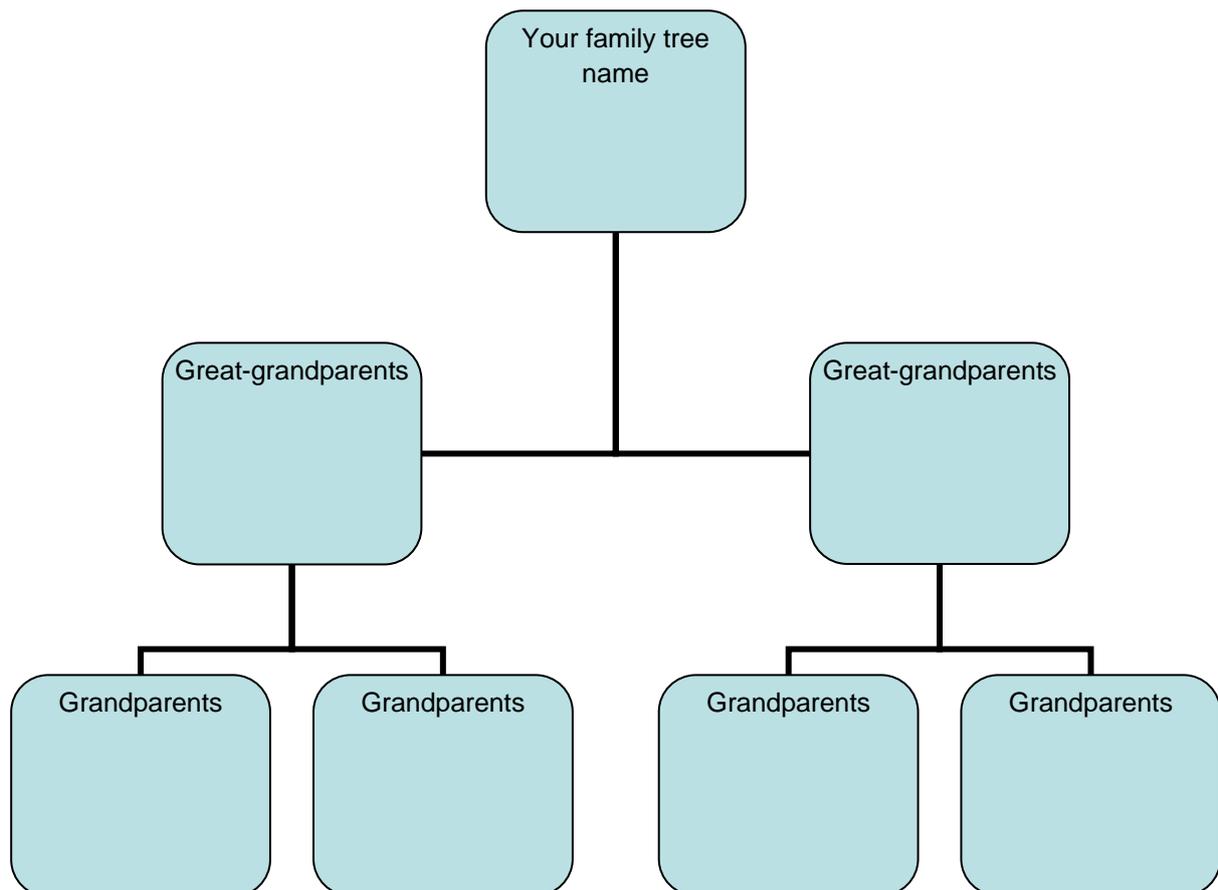
A blog is an informal piece of writing and a place where you can express thoughts and feelings freely. You can write very honestly and openly about your day as a child in 1928. Check out some blogs on your local news website.

### **Blog tips**

Be honest and speak your mind about a topic or event from the day. Write as if you are a child in 1928. Write about chores, parents and your general opinion of it all.

## Your family tree

- 1 Use the template below as a model to create a family tree. Create the family tree in a digital format or redraw the diagram onto a poster.
- 2 Add the names of your family members, beginning with the oldest known relatives at the top and continuing with other family members in each box below.
- 3 You can also add photographs to your family tree by inserting a picture from a digital file or by printing and pasting them onto the poster.
- 4 Ask an older family member to help you with your family tree. This is an ideal way to find out the names of those relatives you have never met!







### **Lorna's funeral**

Watch the clip 'The funeral' and make notes on the following questions.

1 What is the style of coffin Lorna is interred in?

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2 What material is the coffin made from?

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3 Why are flowers placed on the top?

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4 Who marches in the funeral procession?

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5 What order are they in, and why?

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6 What is the significance of the 'Irish wake' occurring after the burial?

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7 Why do people dress in black?

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## **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.

#### **Download**

- 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.

### **Download**

- 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.

### **Download**

- 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.

### **Download**

- 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'.

### **Download**

- 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.

#### **Download**

- 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.

### **Download**

- 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.

### **Download**

- 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.

#### **Download**

- 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.



## 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?

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

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

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

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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.

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### 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?

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### 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.



Name: \_\_\_\_\_

Student Activity Sheet E9.6  
Activity 6: Funeral traditions

Episode 9: 1928: Bridie  
Clip: The funeral

### 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:

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- 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.

