

ADAPTED FROM THE NOVEL BY SUE MCPHERSON

GRACE BESIDE ME

AN EXTRAORDINARY GIRL TRYING TO LEAD AN ORDINARY LIFE



<http://www.metromagazine.com.au>

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AUSTRALIAN TEACHERS OF MEDIA

A STUDY GUIDE BY
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Each episode has a running time of 26 minutes

Grace Beside Me (2017) is a thirteen-part children’s television series that tells the story of thirteen-year-old Fuzzy Mac. Fuzzy’s life is turned upside down when she discovers she can communicate with spirits. It’s hard enough navigating the highs and lows of becoming a teenager while living with your eccentric Nan and Pop but throw in a host of ancestor spirits, and you have a recipe for a whole lot of trouble!

Grace Beside Me is adapted from the 2012 novel of the same title by Sue McPherson.

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CURRICULUM LINKS

Grace Beside Me is recommended viewing for students in Years 4 – 8. The television series is relevant to units of work in the learning areas of English, Humanities and Social Sciences, and Media Arts. The *Grace Beside Me* study guide offers curriculum specific to the teaching of Episodes 1, 3, 4, 7, 9 and 10.

The Australian Curriculum: **English** is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In English, students engage with a variety of texts for enjoyment. They read and view, and also interpret and evaluate these texts in which the primary purpose is aesthetic. As a classroom resource, *Grace Beside Me* allows students to respond to, examine and create texts. Recommended link: <https://www.australiancurriculum.edu.au/f-10-curriculum/english/>

The Australian Curriculum for the **Humanities and Social Sciences** which includes the knowledge and understandings of Civics and Citizenship, Geography and History provides students with an insight into the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity. The learning area provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying **Humanities and Social Sciences**, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Recommended links:

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/>
<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/civics-and-citizenship/>
<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/>
<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/geography/>

The Australian Curriculum: **Media Arts**, engages students in critical discussion of contemporary film and television works. They analyse, interpret, and evaluate the stylistic, technical, expressive and aesthetic features of these works and the ways that the works communicate and challenge ideas and meaning. As a classroom resource, *Grace Beside Me* is relevant to the teaching of how media texts engage audiences, draw on codes and conventions, and construct representations. Recommended link: <https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/>

Grace Beside Me provides an opportunity for teachers to develop cross-curriculum units in these learning areas.

In addition, *Grace Beside Me* engages students in discussions about Aboriginal and Torres Strait Islander

identity and allows students to examine the influences of family, kinship, community, Country, culture, spirituality and mainstream Australian society. The Australian Curriculum acknowledges **Aboriginal and Torres Strait Islander Histories and Cultures** as a cross curriculum priority in all learning areas. The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich students' ability to participate positively in the ongoing development of Australia. Details about integrating this cross curriculum priority can be accessed at <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/>.

Given the series' focus on identity and belonging, *Grace Beside Me* can be used as a resource to teach the General Capability: **Personal and Social Capability**. It is important that students are provided with strategies to support their learning about themselves and others. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, and feel positive about themselves and the world around them. Details about integrating this general capability across the curriculum can be accessed at <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/>.

Grace Beside Me can also be used to teach the General Capability: **Intercultural Understanding** in English and Media Arts. In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. Details about integrating this general capability across the curriculum can be accessed at <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>.

The curriculum outlined in this study guide:

- invites students to share their responses to the story told by the series;
- asks students questions about the series as a text;
- provides opportunities for students to complete a close analysis of selected episodes;
- engages students in discussions about the key themes explored in the series.

In completing the tasks, students will have demonstrated the ability to:

- analyse the construction of a television series and comment on the ways it represents an interpretation of ideas and experiences;
- respond to a television series both personally and in detached and critical ways;

- use their own written and spoken texts to explore concepts and ideas and to clarify their own and others' understanding.

Viewing and studying, *Grace Beside Me* will build knowledge and understanding of and respect for Aboriginal and Torres Strait Islander peoples, histories and cultures.

Key discussion points include:

- the lives of Aboriginal and Torres Strait Islander peoples;

- Aboriginal and Torres Strait Islander society, past and present;
- relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians

Teachers are advised to direct students to complete activities that are subject relevant and age appropriate. Vocabulary may need to be edited given the literacy level of students. Teachers should preview each episode prior to screening in the classroom.

Episode	Learning Areas	General Capabilities	Cross Curriculum Priorities
1: Spooky Month	English. Media Arts	Personal and Social Capability. Intercultural Understanding	Aboriginal and Torres Strait Islander Histories and Cultures
3: Yarn For Yar	English. Media Arts. Civics and Citizenship. Geography	Personal and Social Capability. Intercultural Understanding	
4: Sorry	English. Media Arts. Civics and Citizenship. History	Personal and Social Capability. Intercultural Understanding	
7: Grace	English. Media Arts. Geography	Personal and Social Capability. Intercultural Understanding	
9: Blackbird	English. Media Arts. Civics and Citizenship. History	Personal and Social Capability. Intercultural Understanding	
10: Catch Your Death	English. Media Arts	Personal and Social Capability	



SERIES SYNOPSIS

Fuzzy Mac isn't your typical thirteen-year-old. For starters, her mum died when she was a baby and her dad went away to work in the mines, leaving her to live with her eccentric, spooky-loving grandparents. Then there's the fact she's the only teenager in town who is not allowed a mobile phone. Fuzzy is worried about starting high school. But the ancestors have plans for her and things are about to get a lot more complicated!

Growing up with an old-world mix of Aboriginal Australian, Irish and South Sea Islander traditions, Fuzzy's family are the traditional owners of the land. She has the extra responsibility of making sure Country is respected, as her ancestors have done for tens of thousands of years. Nan is teaching her about tradition and the spirits, but sometimes Fuzzy would rather be hanging out with her friends, like any teenager. So imagine Fuzzy's horror when she wakes up on her thirteenth birthday to discover she can see spirits! And worse, they seem to think she's going to help them!

Luckily, her best friends Tui and Yar, always have her back. Tui is smart; she loves words and can help Pop with any crossword. She also owns a brand new mobile phone and lately she's been getting a lot of messages from Jesse, a skater boy from school. Yar is colourful,

unconventional and loud. He dresses with flair and is really into knitting his own beanies.

School wouldn't be complete without the popular girls, Cat and Emmy. Cat is the daughter of the Mayor and likes to boast about it too. Emmy will do anything to help her friend. Sure, they get on Fuzzy's nerves at times but she now has other things to worry about, like the host of ghostly characters wanting her attention.

Over the course of thirteen episodes, Fuzzy and her friends embark on a series of adventures with an eccentric assortment of characters – living and dead – as Fuzzy learns how to help spirits with unfinished business, look after her cultural responsibilities and be a modern teenager.

It's not easy, but with her family, friends, the odd ancestor, and grace by her side, Fuzzy learns to accept her gift and thinks she can overcome anything! But can she?





EPISODE SYNOPSIS

EPISODE 1: SPOOKY MONTH

.....

It's Fuzzy's thirteenth birthday and she wakes to find a young spirit girl in her bedroom. Fuzzy chooses to ignore the spirit, hoping it will go away. Meanwhile her friends, Tui and Yar, hold a surprise birthday party for Fuzzy in Lola's Forest. It doesn't go to plan with Fuzzy upsetting the spirits when she steals a thunder egg. Things go from bad to worse when she opens the thunder egg and tiny ancient frogs escape causing Nan to trip and fall. Fuzzy returns the egg and frogs to their home and learns she is to become a seer. It's the last thing she needs!

EPISODE 2: BLACK HAT'S TREASURE

.....

It's the first day of high school, and Fuzzy's new teacher, Miss Long, assigns the class an assignment to research the history of the Laurel Dale community. Fuzzy, Tui and Yar decide to find the buried loot of local Indigenous bushranger Black Hat with the help of his spirit. But finding the treasure proves harder than expected, especially when everyone at school wants to find it first. Upon finding the treasure, Fuzzy learns that it is not riches that Black Hat buried, but a family heirloom that he held dear to his heart.

EPISODE 3: YARN FOR YAR

.....

Nan takes the class on the annual school excursion to teach water divining only to find their usual spot fenced off. Yar has an idea to protest about the padlocked gate by yarn-bombing it but Fuzzy thinks the idea is too out there and Yar is already being picked on for his eccentricities. Upset that his friends think he is weird, Yar loses his colourful style and dresses like everyone else. Fuzzy meets Bruce the boy spirit who has been watching Yar grow up. He is angry that Fuzzy has not been supportive of Yar's uniqueness. He challenges Fuzzy to fix the situation before it's too late.

EPISODE 4: SORRY

.....

Fuzzy and Cat get into a heated debate about the significance of Sorry Day but it's Fuzzy who crosses the line by calling Cat names. Things escalate when Fuzzy makes it her mission to beat Cat in the class president elections. When Miss Long gives Fuzzy a special assignment, Fuzzy investigates Nan's past and begins to understand the true meaning of the word 'sorry' with a little help from a spirit who used to be friends with Nan as a young girl. After learning the truth about Fuzzy and Cat's family connection, Cat also tries to make amends.



EPISODE 5: MILKA'S SECRET

.....

When Auntie Min and Esther are forced to move in with Nan, Pop and Fuzzy, the house becomes a little cramped. Nan and Min are getting on each other's nerves while Esther is struggling to cope with the big changes happening around her. The only thing that seems to calm her down is a haunted doll belonging to Fuzzy's grumpy neighbour Mr Steiner. Fuzzy investigates the doll's history and learns about Mr Steiner's tragic past. So when the doll goes missing, Fuzzy knows it can't just be replaced. She has to find it and find it fast!

EPISODE 6: HANGI SLEEP OVER

.....

Fuzzy is run off her feet trying to look after the Elders that are visiting Nan. It has her wishing she could live a normal life with a normal family. Fuzzy escapes to Tui's house for a change of environment. But Tui has her hands full with her own visiting family, particularly her cousin Tama who is getting on Tui's nerves so much she has to escape to Nan and Pop's house for some solace. Fuzzy is visited by Lola who wants the sacred stones that Tama stole to use for the Hangi pit to be returned.

EPISODE 7: GRACE

.....

It's the anniversary of Grace's death and Fuzzy wants to know more about how her mum died and why her mum's spirit hasn't appeared to her yet. Distracted and disheartened, Fuzzy gets lost on a class field trip to Lola's Forest. The entire class, including new student Teddy, has to look for her. Yar tries to hone his tracker ancestor instincts much to the annoyance of Tui, while Cat and Emmy try to battle spider-webs and forest creatures. Fuzzy comes to the spot where Grace passed away and realises a big truth about her mum.

EPISODE 8: THE SWEETEST GIFT

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Desperate for a new bike, Fuzzy performs odd jobs to save money. Unfortunately, it's not enough money. Yar suggests she use her gift and perform seer readings. Reluctantly Fuzzy sets up a tent with a crystal ball and starts charging for her psychic services – even making up lies to keep the customers coming. But when the spirits stop talking to her, Fuzzy is worried she has lost her gift for real. She does everything to try and get it back but is only met with silence. Meanwhile Jesse suffers from stage fright auditioning for the school play.

EPISODE 9: BLACKBIRD

.....

It's Harmony Day and everyone is looking forward to the annual cultural showcase until Fuzzy has a premonition that Tui will be humiliated during her dance. When it comes true, Fuzzy thinks she jinxed Tui. Fuzzy comes home to find Pop working on a traditional carving but when she touches it, she has another premonition about Pop leaving to join his South Sea Islander relatives. Instead of telling him, Fuzzy refuses to sing with him causing a big fight. Fuzzy is suddenly very 'over' her gift.



EPISODE 10: CATCH YOUR DEATH

It's Halloween and Fuzzy and her gang are at the cemetery scaring each other with ghost stories. Fuzzy follows a ghost dog to Pop's good friend Lefty's house and discovers Lefty has passed away. Lefty wants Fuzzy to return all of his stolen booty so he can pass on with a clean slate. But when Fuzzy finds out that Lefty stole a necklace from Tui's family, she is torn between loyalty to Pop and her best friend. Tui feels betrayed that Fuzzy would help someone like Lefty but after spending an afternoon with Jesse, she realises you can't judge a book by its cover.

EPISODE 11: LOVE ME, LOVE ME NOT

Fuzzy is enjoying spending time with her Dad and after seeing a spark between Sonny and Miss Long, she casts a love spell with Auntie Min's flowers. But the love spell goes all kinds of wrong when it accidentally hits Tui and Yar making them act all lovey dovey towards each other. Jesse is confused and fights Yar for Tui's affection. On top of that, Sonny proposes to Miss Long and Fuzzy realises she is out of her depth. Fuzzy must find a way to break the spell before things get too out of hand but more bad news comes when Auntie Min tells her there is no antidote.

EPISODE 12: THE WISHING TREE

It is the annual Wishing Tree time in Laurel Dale and while collecting community gifts, Fuzzy discovers Cat has moved from her big farmhouse and is now living in a tiny apartment with her Dad, Mayor Ridgeway, after their family went bankrupt. But that is not Cat's only problem. Fuzzy discovers there is an annoying girl spirit who is terrorising Cat in her new room. Fuzzy, Tui and Yar come up with a bright idea to make-over Cat's place so the spirit realises it's not hers anymore. The spirit, however, is not easily convinced.

EPISODE 13: THE BATTLE OF LOLA'S FOREST

Fuzzy finds that the forest is dying. Something is sucking the energy out of it and all of the wildlife has fled. When Fuzzy investigates further she sees a black mass following Lola, leaving her frail and old. Nan warns Fuzzy not to go back there; it is too dangerous and stronger than anything she has faced before. But Fuzzy can't sit back and do nothing. She enlists Tui and Yar to help defeat the entity. In a final stand, Fuzzy rounds up the ancestors, including her mum Grace, to stand beside her and fight. Will it be enough to expel the darkness?



CHARACTERS

FUZZY MAC. AGE: 13

Fuzzy (Mac) McCardell is an extraordinary girl who just wants to be ordinary. She identifies strongly with her Aboriginal and Australian South Sea Islander heritage. Having been brought up by her Nan and Pop, Fuzzy has been isolated from normal teen culture such as mobile phones, microwaves and social media. But what she lacks in technology, she makes up for with her artistic perspective, curious mind and active imagination. And lately there's a whole lot of spooky stuff going on! Fuzzy initially rebels against her ability to see spirits but as she grows more confident in who she is, she comes to accept her gift and find her place in two worlds – Nan's world of Country, spirits and Culture and the modern world of a teenager.



TUI. AGE: 13

Fuzzy's best friend Tui is the go-to girl for anything to do with technology and social media. She likes big words and she and Pop enjoy doing challenging cross words together. Tui is proud of her Maori heritage, and comes from a big, noisy, musical family. Tui is into mixing her own beats and is never lost for words. There is nothing she loves more than hanging out with Fuzzy.



YAR. AGE: 13

Yar is not your average kid. A latchkey boy who lives next door, his parents are professionals who commute to the city to work. Witty and theatrical, Yar has a unique way of dressing that ensures he stands out in a crowd. An original thinker, Yar sees the world in a way Fuzzy doesn't always get, but that she accepts all the same. Like Tui, Yar has Fuzzy's back.



CAT RIDGEWAY. AGE: 13

Cat and her friend Emmy are united by their belief that they have status in the town. Cat's Dad is the Mayor and she would die if anybody found out her family don't have money anymore. Egocentric and melodramatic, all she wants is to be liked. Cat and Fuzzy used to be good friends but small town rivalries have got in the way. They have a lot more in common than they want to admit.

EMMY CHU. AGE: 13

Emmy is Cat's best mate. While she is determined to rebel against all Chinese stereotypes and to prove she's more Australian than anybody, she is becoming increasingly interested in her ancestors and her cultural heritage. Emmy's not very comfortable in the bush and has a phobia of insects.



NAN MCCARDELL. AGE: 65

Fuzzy's grandmother Nan is generous, an awesome cook, and has a heart bigger than the whole outback. Her mum was one of the Aboriginal traditional owners and her granddad came straight off the boat from Ireland. A member of the Stolen Generation, Nan was brought up in a Christian Girl's Home and has unflinching moral values that she instills in Fuzzy, along with the importance of her Aboriginal Culture. Having her own special gift of sensing the dead, Nan is prone to premonitions, which annoyingly usually come true.

POP MCCARDELL. AGE: 67

Fuzzy's grandfather Pop is the rock of the household. He is Australian South Sea Islander, whose ways are gently handed down to Fuzzy as he teaches her to 'sit-a-while' when worry and problems arise. Open and fair minded, Pop approaches most issues with a more rounded outlook than Nan, and enjoys quietly outwitting her every now and again. Pop can proudly play the bagpipes thanks to the Scotsman who kidnapped Pop's grandfather to work on his plantation.

LOLA: SPIRIT

Lola is a spirit who chooses to appear to Fuzzy as an eleven-year-old girl. She lives in Lola's Forest, and is Nan and Fuzzy's ancestor. Raised in the old ways, she escaped the mission to live in the forest and died from natural causes. Her spirit is the custodian of the forest and its secrets.



GRACE: SPIRIT OF FUZZY'S MOTHER

Grace died at nineteen when Fuzzy was only one-year-old. She met Sonny at school, and got pregnant when she was only eighteen, and when Fuzzy was born she moved in with Sonny, Nan and Pop. In the few photos Fuzzy has, Grace has beautiful eyes and looks like a free spirit in long flowing skirts and flowers in her hair. Grace's spirit is still with Fuzzy, guiding and protecting her. But Fuzzy doesn't realise this – yet.

SONNY MCCARDELL: FUZZY'S DAD. AGE: 33

Good looking and still youthful, Sonny was a legend as a junior in footballer when he met Grace. He's a hardworking FIFO (Fly in Fly Out) worker who is always away working at the mine to support the whole family. Fuzzy knows he loves her but wishes he wasn't away so much. At heart, Sonny is still Nan's spoilt boy, and needs to grow up a bit.

JESSE. AGE: 14

Jesse is a demon skater and a gorgeous soul whose life experience makes him wiser than his years. He and Tui have a connection they can't explain and when Tui's around Jesse feels awkward, especially when his family makes him sing in the church choir!

TEDDY. AGE: 13

Teddy moves to Laurie to live with his grandparents because his parents are going through a difficult divorce. Teddy is smart and a dreamer, but hides this behind being the charming class clown.

ESTHER. AGE: 11

Fuzzy's favourite cousin lives with Aunty Min. She inhabits her own sweet world and, not understanding secrets or lies, speaks what she thinks and tells what she sees. Sometimes it might take her time to process, but she quietly notices details others miss.

SPIRITS

The spirits that inhabit Fuzzy's world are wacky, wonderful and sometimes plain annoying! They are a diverse mix of Indigenous and non-Indigenous spirit characters, each with a quirky story or unfinished business they want Fuzzy to help resolve, whether she likes it or not!

- **Character Wordles**

Working first as an individual, then with a partner and then as a class, compile a Wordle (<http://www.wordle.net>) for the main characters. When you have finished, use the Wordles to write your own character profiles.

- **Make a character chatterbox**

To make a paper chatterbox, fold a square piece of paper diagonally in half in both directions, fold in each

corner, turn it over and fold each corner again. Simple instructions can be found online.

Your character chatterbox should describe the main characters in *Grace Beside Me*.

- **Character relationships map**

Make a map that shows Fuzzy's relationships with the other characters. Use lines, symbols and words to show character relationships.

KEY THEMES

- Ask students to complete the following sentence:
One thing I have learned from watching *Grace Beside Me* is...
- Themes are the messages of a story.
Working as a class, make a list of the themes explored in *Grace Beside Me*.
Alternatively teachers may choose to provide students with a list of themes, such as the one provided below.
 - **Aboriginal and Torres Strait Islander History**
 - **Aboriginal Language**
 - **Country**
 - **Culture**
 - **Family**

- **Friendship**
- **Problem Solving**
- **Resilience**
- **Spirituality**

- Choose a theme and prepare a PowerPoint or Google Slides about the way this theme is shown in *Grace Beside Me*. Make sure that your analysis considers how the theme is made evident through plot, characters, setting and language.
- What is the meaning of the word 'grace'? As you watch, *Grace Beside Me*, think about the meaning of the title of the series.



PRODUCERS' STATEMENT



Created especially for 8 – 12 year olds, *Grace Beside Me* allows children to roam free with Fuzzy Mac and her mates – and the spirits who Fuzzy attracts like a magnet. Our hope is that young audiences will be transported by their adventures, and through them, experience connection to culture and country.

The series combines the drama and fun of contemporary teenage life with magic realism and the warmth and humour of Fuzzy's eccentric family and community in the fictional country town of Laurel Dale. Each episode combines stand-alone tween adventures and spirit encounters, while following the development of Fuzzy's gift, and the surprising challenges and grace that come with it.

The origins of the series come from working with Sue McPherson and each other for the first time on the short film *Nan and a Whole Lot of Trouble*, which was inspired by and explored the characters of Nan and Fuzzy from Sue's novel *Grace Beside Me*.

Both coming from small regional communities, we immediately appreciated the way Sue's writing brings the authenticity of life in a regional town to life, and cleverly weaves humour, love and drama throughout the story arcs and characters. We fell in love with the highly original characters at first sight!

While Sue had written the novel for teenagers, we realised after market consultation that we would need to rework the characters and content to engage a younger audience of

Talking or writing about Aboriginal and Torres Strait Islander Peoples

Australia has two distinct Indigenous groups: Aboriginal peoples and Torres Strait Islander peoples. When talking or writing about Australia's Indigenous peoples, it is considered respectful to say 'Aboriginal and Torres Strait Islander peoples'.

An Aboriginal Australian is someone who is of Aboriginal descent, who identifies as an Aboriginal, and is accepted as an Aboriginal Australian by the community in which he or she lives. The traditional lands of Aboriginal Australians are mainland Australia and most of the islands, including Tasmania, Fraser Island, Palm Island, Mornington Island, Groote Eylandt, Bathurst and Melville Islands.

A Torres Strait Islander is someone who is of Torres Strait Islander descent, who identifies as a Torres Strait Islander, and is accepted as a Torres Strait Islander by the community in which he or she lives. The Torres Strait Islands lie between the northern tip of Cape York in Queensland and the south-west coast of Papua New Guinea.

Grace Beside Me also features characters of South Sea Island and Maori descent. Australian South Seas Islanders are the descendants of South Sea Islanders brought to Australia for labour purposes from the 1860s to just after the turn of the twentieth century. The Maori are the indigenous Polynesian people of New Zealand.

8–12 year olds. However, it was extremely important to us to honour Sue's vision and voice, through maintaining the tone of the world and its characters while at the same time building the full dramatic potential of her original characters and rich story world.

Through the development and production of the series, we consulted closely with Aboriginal Healers, Australian South Sea Islanders and the Mununjali Aboriginal Elders from Beaudesert, Queensland to create unique, important and entertaining stories for our audience. This live action children's drama has been filmed entirely on location in in the Scenic Rim area of South-East Queensland - in the neighbouring towns of Beaudesert and Boonah.

We are very proud of our cast, crew and the series on a whole. *Grace Beside Me* is the first ever drama commission for NITV (National Indigenous Television Australia) and their first live-action drama co-commission with ABC.

We hope our audiences enjoy the ride!

DENA CURTIS AND LOIS RANDALL





EPISODE 1

'SPOOKY MONTH'

ADVICE TO TEACHERS: Episode 1 is particularly relevant to the teaching of English and Media Arts at Years 4 – 8 given its exploration of the ideas of identity and belonging. Teachers should consider teaching Episode 1, 7 and 10 as a unit given the focus on Fuzzy's relationship with family members, past and present, and the portrayal of Fuzzy's ability to see the spirits of her ancestors.

In Episode 1, Fuzzy Mac is given a sketch book for her birthday. During the *Grace Beside Me* unit, ask students to complete tasks in a sketchbook. This could be a hard copy or soft copy sketchbook.

Teachers may choose to provide students with the episode synopsis or ask students to complete **Worksheet 1: Episode notes**.

Alternatively, students could complete the following activity to create a summary of the episode:

- Write a summary of Episode 1 of *Grace Beside Me*. Your summary must explain the what, where, when, who and why of the episode.
 - What: Describe what happens.
 - Where: Name the settings and explain the importance of each setting.
 - When: Describe when the action occurs.
 - Who: Name the characters and explain what the audience learns about the characters.
 - Why: Name the themes and explain what the audience learns about the themes.
- Before watching Episode 1, show students the title

sequence of *Grace Beside Me*. Spend time as a class, discussing what the title sequence suggests about the story, characters, setting and genre of *Grace Beside Me*. Direct students attention to the way the title sequence uses images, sound and typography.

- When we watch a television drama like *Grace Beside Me* we are caught up in the story that it is telling and accept everything that happens on the screen as natural. In fact, everything that we see has been carefully chosen and arranged, on the screen and within the story, to have a specific effect on the audience watching.

Working in a small group, make a detailed analysis of one of the episode's key scenes. Use the following questions to make notes about the scene you have selected.

What do you see?

What do you think?

What do you hear?

What do you feel?

Describe the way the filmmakers have used film tools in this scene. Film tools include:

- camera
- lighting
- costumes
- props
- acting
- sound

Use PowerPoint or Google Slides

to present your scene

analysis to the class. Limit your presentation





to ten slides (including the title slide). Your presentation should use words and images.

Advice to English and Media Arts teachers: The activities listed above are particularly relevant to the study of *Grace Beside Me* as text. These activities can be used to analyse the other episodes in the series.

Fuzzy Mac's dream

Episode 1 begins with Fuzzy's dream. Fuzzy is running through Lola's Forest. When she reaches the waterhole, she sees a young girl dressed in old-fashioned clothes. The young girl tells Fuzzy, 'Bullonga nyangai wumgin.' In Mununjali this means 'Your day has come'. Fuzzy screams herself awake.

- Describe Fuzzy's dream.
What do you think is the meaning of Fuzzy's dream?
Thinking about the way that Episode 1 begins, make predictions about what you think will happen next.

Happy Birthday Fuzzy

Fuzzy is telling herself that there is no need to panic when her Nan and Pop appear in the doorway of her bedroom to wish her happy birthday. Today is Fuzzy's thirteenth birthday.

- Describe Fuzzy's bedroom. What does Fuzzy's bedroom tell us about who she is?
- Fuzzy: Do I have to?
Nan: It's tradition. Start of Spooky month. Got to know what the spirits have planned for the year ahead. Ain't that right Pop?
Pop: You can't upset the spirits in Spooky Month Fuzzy.
Pop gives Fuzzy a cup of tea which she does not want to drink.
Why do Fuzzy's Nan and Pop insist that she drinks the

tea? What do you think Fuzzy means when she says, 'One day I'll have a normal birthday'?

Fuzzy doesn't complain about the Johnny Cakes that Nan has made for her breakfast. Unlike the cup of tea, this is a birthday tradition that Fuzzy enjoys.

How does your family celebrate birthdays? Like Fuzzy, are there some traditions that you enjoy and some that you don't enjoy?

Fuzzy is hopeful that some of the packages on the kitchen bench are for her and that one of the packages might contain a mobile phone. Nan reminds Fuzzy that she will receive her presents at her birthday dinner and that she is not getting a mobile phone. The packages are filled with souvenirs taken from Lola's Forest that tourists have decided to return.

- Research task: Respecting Aboriginal sacred sites.
Lola's Forest is an Aboriginal sacred site.
The word 'sacred' is used to describe places that are very special to Aboriginal and Torres Strait Islander peoples. Aboriginal and Torres Strait Islander peoples believe that it is their duty to respect and care for sacred places.
Have you ever visited an Aboriginal sacred site? Why is it important for visitors to leave sacred sites the way they are? How can we show respect for an Aboriginal sacred site?
Why is it important that visitors to Country (for example: forest, lake, river, sea and bushland) ensure that they do not remove anything from that Country?
Advice to teachers: See **Worksheet 10: Sacred Sites** for further activities about Aboriginal sacred sites.

When Nan hears the noise of the swaying wind chime, she believes that there are moogai in the house. Fuzzy is

telling her nan that there is no such thing as moogai, when she sees the young girl standing in the kitchen doorway. Fuzzy screams and drops the rock that she is holding in her hand.

- Nan: Culture always keeps us safe. Fuzzy asks her Nan for some advice about how to get spirits to back off. What is Nan's advice? What does Nan mean when she uses the word 'Culture'?

Tui and Yar are Fuzzy's best friends. Tui gives Fuzzy a bracelet for her birthday and Yar gives her a pencil case filled with markers. Together the three set off on their bikes to Lola's Forest.

Lola's Forest

As the three friends ride towards Lola's Forest, Tui senses that something isn't quite right with Fuzzy. Fuzzy tells Tui and Yar about her dream. When they arrive at Lola's Forest, Fuzzy returns the feathers and the snake skin to the forest floor but she does not return the thunder egg. Instead she puts it in her pocket.

- Fuzzy: My name is Fuzzy McCardell. I'm a descendent of Lola and the people of this land. We come here with respect, to return these treasures that were taken from the forest. Nan has taught Fuzzy that Lola's Forest is a sacred place. It is guarded by Nan's great grandmother. Why does Fuzzy talk to the forest? What does she say? Are there any places that are really special places for you and your family? Tell the class about these places. How do you show respect for the places that you live, work and play in? How do you protect the places that you live, work and play in?
- Why do you think Fuzzy keeps the thunder egg?

Fuzzy's surprise party

Tui and Yar have organised a birthday party for Fuzzy. Her friends are gathered at the picnic area in Lola's Forest waiting to surprise her.

- Tui: We thought it was about time you had your first proper party. Yar: No adults, or spooky business. What happens at Fuzzy's birthday party? Is it a success?
- The character of Cat Ridgeway is introduced in this scene. Is Cat Fuzzy's friend or frenemy?

The waterhole

When Fuzzy's guests decide to go swimming in the waterhole, Fuzzy warns them not to. Yar agrees with Fuzzy. The waterhole is a sacred place.

- Fuzzy: You can't swim in the waterhole. Cat: Why not? Fuzzy: It's not safe. Things live in there. Billy: Crocodiles? Yar: Worse. Evil spirits. What happens when Fuzzy tries to stop Emmy going in the waterhole? Why is Nan upset when she discovers that Fuzzy has been in the waterhole?

Cursed

Nan slips and falls. She is taken to hospital. Fuzzy fears that she may die. Tui reassures Fuzzy that Nan will be okay, 'Your Nan's not going anywhere. For one thing, she's got a heap of spirit mates looking after her.'



- Why does Fuzzy think she might be cursed? How do the filmmakers show that Fuzzy is sad?
- What happens when the thunder egg breaks in half? How do the filmmakers make this scene funny?

As Fuzzy, Tui and Yar chase the frogs around the kitchen, the ghost of the girl watches on. Fuzzy explains to her friends that she can see a ghost. Pop arrives home. He is hopeful that Nan will soon be okay. Fuzzy believes she is to blame. Even though Tui thinks cute little frogs could not be bad luck, Fuzzy insists that they have to return them to the forest.

- What happens when Fuzzy and her friends return to the waterhole?
- Describe Fuzzy's relationship with the ghost girl in this scene.

A gift

When Fuzzy, Tui and Yar return to Fuzzy's house, Nan is in the kitchen decorating Fuzzy's birthday cake.

- Write a list of the gifts Fuzzy receives for her birthday. Next to each gift, write the name of the character or characters that give Fuzzy the gift. What do the gifts tell us about Fuzzy?
- What does Fuzzy's family birthday celebration tell us

about Fuzzy's family?

Fuzzy sits at the kitchen table drawing in her new sketchbook. Nan tells Fuzzy that the tea leaves told Nan that Fuzzy has a gift. Fuzzy tells Nan about the girl in the forest.

- What is Fuzzy's gift? How does Fuzzy feel about her gift?
- Nan realises that the ghost girl is Fuzzy's ancestor Lola. What is the meaning of the word 'ancestor'? Who are your ancestors? What do you know about your ancestors? Ask an older relative about your ancestors. Use this information to write a story about one or more of your ancestors.
- What does Nan mean when she tells Fuzzy, 'Just remember, with great gifts come great responsibilities'?
- What is the spirit stone? Why does Nan give Fuzzy the spirit stone?

Vocabulary

The following words and phrases are part of the dialogue of Episode 1. Some of the words and phrases are English. Other words and phrases are Mununjali. Mununjali is the language of Beaudesert, Queensland. Write a definition of each word or phrase in the space provided. There is room for you to add other words to the grid.

WORD/PHRASE	MEANING
Bullonga nyangai wumgin	
bub	
spirits	
Johnny Cakes	
moogai	
tumultuous	
deadly	
descendent	
melodramatic	
seer	



EPISODE 3

'YARN FOR YAR'

ADVICE TO TEACHERS: This episode is particularly relevant to the teaching of HASS at Years 4 – 8. The curriculum promotes student engagement in discussions about Country that are relevant to the teaching of Aboriginal and Torres Strait Islander Histories and Cultures in Geography. Activities and questions about conflict and conflict resolution are relevant to the teaching of Personal and Social Capability in Civics and Citizenship and Intercultural Understanding. A discussion of Yar's expression of his identity and the responses of his peers to his decisions about his appearance, provide opportunities for students to consider the ideas of self-awareness and self-confidence and the issues of gender stereotyping and bullying.

Yar's beanie

Episode 3 begins at Yar's house. He is getting dressed for school. When he stands in front of the mirror, Yar is pleased with his reflection.

- Who is Yar?
In your *Grace Beside Me* sketch book, create a portrait of Yar. In the blank space on the page, use words, colours and symbols to describe who Yar is.

Who are you?

In your *Grace Beside Me* sketch book, create a self-portrait. In the blank space on the page, use words, colours and symbols to describe who you are.

When Yar arrives at school wearing his colourful woollen beanie, Todd calls him a sissy.

- What is bullying? Why

is Todd's behaviour an example of bullying? What does Yar do? What do Fuzzy and Tui do? What would you have done if you were Yar's friend?

Water divining

Fuzzy's class is going on an excursion to learn about water divining. Before they leave, Nan shares her knowledge with the class. Cat and Emmy make jokes while Nan speaks.

- Emmy: Reckon I'd hate having my Nan follow me everywhere I go.
Cat: I know, right. How embarrassing.
Why is Emmy and Cat's conversation an example of bullying? How does this conversation make Fuzzy feel? Why does Tui shake her head at Fuzzy? If you were Fuzzy, what do you think you would have done?
- Nan: Water is life. The ancestors knew that, and they learned how to find it.
What is water divining? Draw a diagram that shows how water divining works?

Country

- Nan: Now the Country we're going to go visit today has been in my family for thousands of years, so we all need to respect it.
What does Nan mean when she uses the word 'Country'?

When Miss Long, Nan and the students arrive at the soak lands, the gate is locked and they cannot access the property.

- Why does Nan tell Fuzzy that 'it's not right' when she sees the lock on the gate?





Later, Nan visits Mayor Ridgeway. She reminds him that her mob has had access to the land for many generations. Mayor Ridgeway tells Nan that he has subdivided the property and sold the block. The new owners have put the padlock on the gate.

Yarn bombing

Yar suggests that they should protest about the gate being locked by yarn-bombing.

- Yar: It's colourful, it's attention grabbing, it's symbolic! What is yarn-bombing? Why does Yar think yarn-bombing will help? Why does Fuzzy disagree with Yar's idea? Why does Yar feel hurt by Fuzzy's opinion of his idea?

Fitting in

Yar takes Fuzzy's advice to not stand out. He swaps his colourful clothes for more ordinary ones. He takes off his beanie and even combs his hair.

- Were you surprised that Yar decided to change his appearance? What do Cat, Emmy and Todd think about Yar's new look? What does Fuzzy think about Yar's new look? What does Yar think about his new look? Do you think Yar's decision to change his appearance is the right decision?

Sit-a-while

Pop is stacking wood in the backyard. Fuzzy decides to talk to Pop about her friendship with Yar,

Fuzzy: I've messed everything up. I don't know what to do

Pop: You tried talking to 'im?

Fuzzy: He won't listen.

- What is 'sit-a-while'?
- Why does Pop suggest Fuzzy should sit-a-while?
- Writing as Fuzzy, describe how her first try at

sit-a-while goes?

- Describe Fuzzy's relationship with her Pop. Write about your relationship with one of your grand-parents or an older relative. What have they taught you?

While Fuzzy is trying to sit-a-while, Nan is on the phone to Mayor Ridgeway.

- Nan: You sold the land to those city folk, now you need to talk to 'em, get 'em to understand. What should Mayor Ridgeway tell the new owners of the land to help them understand that the gate should not be locked?

Fuzzy goes to the soak lands to sit-a-while. She closes her eyes. When she opens her eyes, she sees Bruce.

- Who is Bruce? Describe Bruce's relationship with Yar?
- Bruce: Friends don't make friends feel ashamed of themselves like you did to Yar yesterday. Does Fuzzy accept Bruce's advice about how to be a good friend? What does a good friend do? What does a good friend say? Working as a class, make posters that provide answers to these two questions.
- What happens when Fuzzy gives 'this sit-a-while stuff another shot'?
- Your homework is to find a place to sit-a-while. When you return to class, tell your friends about what happened.



A simple solution

Fuzzy visits Mayor Ridgeway. She asks him to talk to the new owners about giving the traditional owners access to the land. Mayor Ridgeway tells Fuzzy that her request is not appropriate.

- Research task – Land
What does the land mean to Aboriginal and Torres Strait Islander peoples?
Why is it important for Aboriginal and Torres Strait Islander peoples to have access to their traditional lands?
Thinking about your research, write a letter to Mayor Ridgeway that tells him what he should do about the locked gate.

Actions speak louder than words

Tui is still angry at Fuzzy for telling Yar to change. When Fuzzy tries to tell Yar that she is sorry, he ignores her. Fuzzy wants her friends back.

- What does Bruce mean when he tells Fuzzy that she is sounding like a broken record?
- What does Fuzzy realise about why she told Yar to 'tone down' his appearance?

Bruce tells Fuzzy that actions speak louder than words. Fuzzy takes his advice. She decides to do what Yar suggested and yarn bomb the gate. Her plan works. Fuzzy, Yar and Tui are friends again. The new owners decide to unlock the gate



- Imagine that you are a reporter for the Laurel Dale newspaper, write a news report about the yarn bombing of the gate.

Cat Ridgeway

At the start of Episode 3, Cat is showing off the gold bracelet that her dad Mayor Ridgeway has given her. At the end of the episode, Cat gives the bracelet back to her dad.

- Why does Cat ask her father to return the bracelet to the store? Did this scene change the way you think about Cat?

Vocabulary

The following words and phrases are part of the dialogue of Episode 3. Write a definition of each word or phrase in the space provided. There is room for you to add other words to the grid.

WORD/PHRASE	MEANING
unique	
water divining	
soak	
subdivided	
yarn bombing	
out-of-towner	
bankruptcy	
viral	
silt	
guardian angel	



EPISODE 4 'SORRY'



ADVICE TO TEACHERS: This episode is particularly relevant to the teaching of HASS at Years 4 – 8. The curriculum promotes student engagement in discussions about the Stolen Generation, The Apology, Sorry Day and Reconciliation that are relevant to the teaching of Aboriginal and Torres Strait Islander Histories and Cultures in History. Activities and questions about shared responsibility and leadership are relevant to the teaching of Personal and Social Capability in Civics and Citizenship and Intercultural Understanding. A discussion of the importance of accepting blame, saying sorry and finding common ground are relevant to the teaching of Personal and Social Capability.

Worksheets 7, 8 and 9 can be used during the discussion of Episode 4.

7:

8:

9:

Teachers should approach the discussion of the Stolen Generations with care. Some students' relatives may have been forcibly taken away their relatives. These students may want to share their experiences with the class. For others sharing their hurt in a classroom setting may be too confronting.

Background information for teachers

The term 'Stolen Generations' refers to Aboriginal and Torres Strait Islander Australians who were forcibly removed, as children, from their families and communities by government, welfare or church authorities and placed into institutional care or with non-Indigenous foster families.

The forced removal of Aboriginal and Torres Strait Islander children began as early as the mid 1800s and continued until 1970. Many of these removals occurred as the result of official laws and policies aimed at assimilating the Aboriginal and Torres Strait Islander population into the wider community.

The 1997 Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families, conducted by the Human Rights and Equal Opportunity Commission, found that between one in ten and three in ten Aboriginal and Torres Strait Islander children were forcibly removed from their families and communities in the years 1910 to 1970.

The Bringing Them Home report found that the forced removal of Aboriginal and Torres Strait Islander children from their families and communities has had life-long and profoundly disabling consequences for those taken, and has negatively affected the entire Aboriginal and Torres Strait Islander community. For many of the children, removal meant that they lost all connection to family, traditional land, culture and language and were taken to homes and institutions where they were often abused, neglected and unloved.

The *Bringing Them Home* report suggested that the first step in healing is the acknowledgment of truth and the delivery of an apology.

On 13 February 2008, the then Prime Minister, the Honourable Kevin Rudd MP, moved a motion of Apology to Australia's Indigenous Peoples with specific reference to the Stolen Generations. The Prime Minister described it as an occasion for 'the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence in the future'. The motion honoured Indigenous Australians and reflected in particular on the mistreatment of those who were Stolen Generations: 'For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry'.

Sources and recommended links:

Australian Human Rights Commission – The *Bringing Them Home* report

<https://www.human-rights.gov.au/publications/bringing-them-home-report-1997>

Reconciliation Australia – The Apology to the Stolen Generations

<https://www.reconciliation.org.au/wp-content/uploads/2013/12/Apology-fact-sheet.pdf>

Reconciliation Australia – National Sorry Day

<https://www.reconciliation.org.au/wp-content/uploads/2015/05/Sorry-Day-PDF.pdf>

Learning about the Stolen Generations: the National Sorry Day Committee's School Resource (2013)

http://vaeai.org.au/_uploads/rsfil/000386_fadc.pdf



Fuzzy's dream

Fuzzy dreams about her Nan when she was a young girl. In the dream, Nan is playing with her friend Enid. When Fuzzy wakes up, she is confused about the meaning of her dream.

- What happens in Fuzzy's dream? Why do you think she tells Pop that her dream was 'weird'? What did Fuzzy's dream make you wonder?

What's sorry about Friday?

Nan is busy cooking for Friday. Johnno is confused. Nan tells Johnno, 'Friday's Sorry Day Johnno. Nan feels sad on Sorry Day.'

- Johnno asks, 'What's sorry about Friday?' How does Fuzzy answer Johnno's question? If Johnno asked you this question, what would you say?

When Nan hears the wind chimes, she asks Fuzzy if she can see a spirit.

- What does Nan find on the kitchen chair?

The class election

It is class election time at Fuzzy's school. Tui and Yar tell Fuzzy that she would make a great class president.

- Does Fuzzy think she would make a great class president? What are the qualities of a good student leader? Do you agree with Tui and Yar that Fuzzy would make a great class president?

Even though Cat Ridgeway does not have any competition in the class election, she is still trying to convince students to vote for her.

- Cat: Vote one Cat Ridgeway. What does mean when she tells Fuzzy, 'election victories are in my blood'? Why do you think Cat wants to be a student leader? Do you agree with Fuzzy that Cat 'deserves to win'?





Dinner at Nan and Pop's house

During dinner, Nan talks about being taken away from her parents.

- Why do Billy, George and Johnno want to have dinner at Nan and Pop's house?
- Johnno: Did you know Nan was a kid once?
George and Billy: No way!
Johnno: It's true. She got taken away from her parents by the government.
What does Nan tell Billy, George and Johnno about her experience of being taken from her parents?
Nan is a Stolen Generations survivor.
Make a fact sheet about the Stolen Generations. Use the thinking tool 5Ws and 1H – Who? What? When? Where? Why? and How? to format your fact sheet.

After listening to Nan's story, Billy, George and Johnno run home to check on their parents.

- Nan tells Fuzzy that her experience of being stolen has made her 'understand how precious family is'.
What does family mean to you?

The Apology

Nan believes that the Australian Government's apology to the Stolen Generations was important. When Fuzzy's class learn about The Apology, Cat says she doesn't understand why the Australian Government had to apologise. Fuzzy accuses Cat of being 'clueless'. Cat says that she can say what she thinks. Fuzzy disagrees. Miss Long reminds the class that 'it's not as simple as one person's opinion versus another'.

- Cat: Why does the government have to apologise?
Those Aboriginal babies were sent to school to learn, and were given nice clean clothes. It improved their lives. They were heaps better off.
Fuzzy: My Nan was taught our ways, by our own people. She had good tucker and clothes, and she was looked after.
Cat: Still, it's not like she lost anything.
Miss Long: Actually, that's not entirely true. She lost a lot.
Yar: Yeah, like her home, her parents, her whole family.
How would you like it if you were ripped away from yours?
Make a class KWL chart about The Apology.

Use the Internet to research The Apology.
Hold a class discussion about The Apology.

- Fuzzy and Cat both accuse each other of being stupid. Miss Long insists that they apologise. Why won't Fuzzy apologise?
What is an apology?
Why is it important to apologise?
What thoughts and feelings do you have when you are waiting for someone to say they are sorry to you? Do you feel differently once they have said sorry?
Can you think of a time when, like Fuzzy, you found it difficult to apologise?

Vote one Fuzzy McCardell

Fuzzy decides to run for class president. She tells Tui and Yar that she will 'represent all the kids in the class, not just a chosen few.'

- Why do you think Fuzzy decides to run for class president?
- Is Cat worried about losing the election? Why?

Miss Long gives Fuzzy an assignment

Miss Long gives Fuzzy an assignment – a three-hundred-word essay on the significance of the word sorry. Fuzzy's essay is about the importance of saying sorry to the Stolen Generations.

- Why does Miss Long ask Fuzzy to write the essay? What does she hope Fuzzy will learn?
- What does Fuzzy mean when she says, 'Sorry's much more than a word, and Sorry Day is much more than a day.'?
- Fuzzy: Imagine walking home from school, but you never get there. You never see your family again. This is what happened to my Nan and her sister Min when they were little. One day a policeman pulled up. He told them it was too hot to be walking, and to get in. They climbed in, but he didn't take them home. He took them to the police station, and from there they were sent to the girls home. What did you think and how did you feel when Fuzzy told the class about Nan's experience of being stolen? How



does Fuzzy's story of Nan's time at Ballan Station help to heal Fuzzy and Cat's relationship?

- The story of young Nan and Enid's friendship is told using flashback scenes.

What is a flashback scene? Describe young Nan and Enid's friendship. What were the obstacles in the way of their friendship?

Forgiveness

When Nan learns that Fuzzy has told the class about Enid and Nan's friendship, she talks to Fuzzy about forgiveness. Nan does not blame Enid for the end of their friendship. She tells Fuzzy, 'Things were different back then.' Fuzzy is confused.

- What is blame? Make a list of examples of blame that are part of the story of this episode.
- Nan: Forgiveness brought me peace, Fuzz. So now I have time for anyone who has time for me. What is forgiveness? Think of times when you have forgiven someone or you have been forgiven. How did you feel before and after? Why do you think Enid appears in the kitchen doorway during this scene?

Sorry Day

Everyone is gathered around the McCardell dining table, including Billy, George and Johnno who love Nan's cooking. Everyone is surprised when Cat arrives as well.

- What does Cat tell Nan? How does Nan respond?
- Who is Bruiser? Why does he say sorry to Nan? Why do Billy, George and Johnno decorate the tree in Nan and Pop's backyard with flowers in bottles?

Enid

Enid tells Fuzzy that she wants to make things right with Nan. Fuzzy helps Enid to say sorry.

- What does Enid say to Nan?
- What is the meaning of the grass and feather necklaces?

Fuzzy and Cat say sorry

Fuzzy visits Cat's house to say sorry. Cat also apologises to Fuzzy.

- Why do both Cat and Fuzzy want to pull out of the class election?
- Explain the significance of Cat and Fuzzy's decision to be co-class presidents.

Vocabulary

The following words and phrases are part of the dialogue of Episode 4. Some of the words and phrases are English. Write a definition of each word or phrase in the space provided. There is room for you to add other words to the grid.

WORD/PHRASE	MEANING
bully beef	
tucker	
sensitive	
complex	
crossed a line	
tragedy	
chockers	
candidates	
dual	
unanimous	



EPISODE 7

'GRACE'

ADVICE TO TEACHERS: Episode 7 is particularly relevant to the teaching of English and Media Arts at Years 4 – 8 given its exploration of the ideas of identity and belonging. Teachers should consider teaching Episode 1, 7 and 10 as a unit given the focus on Fuzzy's relationship with family members, past and present, and the portrayal of Fuzzy's ability to see the spirits of her ancestors. HASS teachers can use this episode to extend student knowledge and understanding of the concept of Country through a discussion of sacred sites.

Grace

Grace is Fuzzy's mother. She died when Fuzzy was a baby. Grace was bitten by a snake when she was in Lola's Forest collecting bush medicine to treat a rash. Fuzzy has been raised by Nan and Pop. Sonny is Grace's father. His job with a mining company means that he is often not at home. In the opening scene of Episode 7, Fuzzy is watching a family video.

- What adjectives best describe Fuzzy's mood in this scene.

In a scene that follows, Fuzzy asks Nan the same question, 'What's the point of having this gift if I can't see Mum?'

- How does Fuzzy sound when she asks Nan this question?
- Fuzzy's class is going on an excursion to Lola's Forest. Why do you think Nan thinks the excursion is 'bad timing'? Does Pop agree with Nan?

Lola's Forest

In the carpark at Lola's Forest, Nan McCardell reminds the students of the importance of Lola's Forest,

'Now listen, Lola's Forest is a sacred place. It was named after my great grandmother Lola. She was the last ancestor to live traditionally on this land. So be respectful.'

Aboriginal sacred sites are sites that are sacred to Aboriginal people or are sites which have significance according to Aboriginal tradition. Aboriginal people have a right to access sacred sites.

ADVICE TO TEACHERS: See Episode 1 and **Worksheet 6: Country** for information and curriculum about sacred sites.

Teachers wanting to extend student knowledge and understanding about sacred sites should consult the following resources:

Aboriginal Areas Protection Authority
<http://www.aapant.org.au/>
<http://www.aapant.org.au/sacred-sites>



A suggested extension activity (see **Worksheet 10: Sacred Sites**) is for students to use online resources to research Aboriginal sacred sites in their state or territory. Students living in the Torres Strait region can research sacred sites on the Torres Strait Islands.

- What does it mean to be disrespectful? Is Cat and Emmy's behaviour disrespectful? What happens when Nan realises that Cat and Emmy aren't listening?
- How does Fuzzy show her respect of Lola's forest?
- Teddy is new to Laurel Dale. How does he show his respect as a visitor to Lola's Forest?

Where's Fuzzy?

Even though Miss Long has reminded the students to stick to the paths and stay together, Fuzzy's group soon find themselves without their leader.

- Why does Fuzzy abandon the other students? Is her behaviour irresponsible? What do the others decide to do? Is their decision responsible or irresponsible?
- Create an A4 comic strip that tells the story of what happens to:
 - Jesse and Teddy
 - Or
 - Tui and Yar
 - Or
 - Cat and Emmy
 when they become lost in Lola's Forest. Begin the comic strip with their discovery that Fuzzy is missing and end the comic strip with their return to the carpark. Base the comic strip on the scenes that feature the characters you have selected. Use the dialogue to help you write the text and the speech bubbles.

Extension activity: Create an A4 comic strip that shows what happens to the group of students who stay with Miss Long.

Meeting Grace

In a light filled clearing in Lola's Forest, Fuzzy finds a marker engraved with her mother's name. When Fuzzy



kneels at the marker and begins to speak to her mother, Grace appears.

- Fuzzy: Where am I? Mum? Mum are you here? Nan told me you were here that day looking for a remedy for my rash. Then the snake bit you. I'm sorry. If I could have stopped you from coming out here I would've. I miss you. Mum?
Grace: Fuzzy.
Fuzzy: Why did you come out here that day?
Grace: For these.
Fuzzy: So it was my fault.
Grace: No bub. No it wasn't your fault. I was an accident. And no-one's to blame. Not even the snake.
Fuzzy: I can't believe you're really here.
Grace: I'm always here Fuzzy. Right beside you.
Read the conversation between Fuzzy and Grace. What emotions do you think Fuzzy is feeling in this scene? Give reasons for your answers. How does the meeting with her mother, change what Fuzzy is thinking and feeling?
- Fuzzy: I'm so happy you let me see you.
Grace: You were ready. Now, it's time to take care of this rash.
Fuzzy: Thanks Mum. I just wish...
What do you think Grace means when she tells Fuzzy that she was 'ready'?
Imagine Fuzzy got to say more to Grace. What do you think she would say? Continue the sentence that begins 'I just wish'.



Back at the bus

Just before Miss Long sends out a search party, the missing students walk out of the forest and into the carpark.

- Give one word to describe how each character is feeling in this scene. Follow each word with a reason why.

MISS LONG	TUI	EMMY
NAN	YAR	JESSE
FUZZY	CAT	TEDDY

Grace

- Fuzzy tells Nan that she saw Grace. How does Nan respond?

That night, Fuzzy is in her bedroom sketching.

- What does Fuzzy draw? What does Fuzzy's drawing tell us about what she is thinking and feeling? Has Fuzzy changed?
Can you think of a day in your life when who you were in the evening, was very different from who you were in the morning?

Vocabulary

The following words and phrases are part of the dialogue of Episode 7. Some of the words and phrases are English. Write a definition of each word or phrase in the space provided. There is room for you to add other words to the grid.

Fuzzy to the rescue

When Fuzzy finds Cat and Emmy in Lola's Forest, she assures them that they are not lost because Fuzzy knows exactly where they are. Lola, who is watching from a distance, smiles. Fuzzy helps Teddy and Jesse to climb down the tree!

- How does Fuzzy help her class mates? What do Fuzzy's actions tell us about her knowledge of Country?
- When Cat asks Fuzzy, 'How do you know all this stuff?', Fuzzy replies, 'Guess I've had some good teachers'. Writing as Fuzzy, make a list of the characters she thinks of as 'good teachers'.



WORD/PHRASE	MEANING
bush medicine	
harsh	
custodian	
respect	
tracker	
dramatic	
instinct	
black fella	
stingers	
antidote	





EPISODE 9

'BLACKBIRD'

ADVICE TO TEACHERS: This episode is particularly relevant to the teaching of HASS at Years 4 – 8. The curriculum promotes student engagement in discussions about blackbirding – the use of South Sea Islanders as slave labour by the Australian sugar industry during the late 19th century that are relevant to the teaching of Aboriginal and Torres Strait Islander Histories and Cultures in History. Activities and questions about Harmony Day are relevant to the teaching of Personal and Social Capability in Civics and Citizenship and Intercultural Understanding.

Background information for teachers

From the 1860s until the early 20th century, traders supplied approximately 60,000 labourers to work on sugar cane plantations in Queensland. This practice was called blackbirding as the people were employed through force or deceit.

The labourers who were referred to as Kanakas* were mostly from the South Sea Islands including the Solomon Islands, Vanuatu (then the New Hebrides) and the Loyalty Islands of New Caledonia.

The South Sea Islanders worked in exploitative and harsh conditions. They were made to sign work contracts that they could not read, work long hours and were paid in weekly rations. They did not receive their wage of six pounds per year until the end of the contract. Most experienced some form of physical or mental abuse.

The death rate of the South Sea Islander workforce was high due to exposure to European diseases, malnutrition and mistreatment. Most were buried in mass unmarked graves, some of which are still being uncovered today.

In 1901, the majority of the 10,000 South Sea Islanders in Australia were compulsorily deported under the Pacific Island Labourers Act 1901. Approximately 2,500 South Sea Islanders avoided deportation. The descendants of those who remained are officially referred to as Australian South

Sea Islanders.

It was not until 1994, that the Commonwealth Government recognised South Sea Islanders as a distinct cultural group and thanked them for their services to Australia's economy.

* The word Kanaka is considered derogatory by South Sea Islander communities in the Pacific and Australia.

Sources and recommended links:

Australian South Sea Islander Historical Chronology
<http://www.assipj.com.au/australian-south-sea-islander-historical-chronology/>

Big Stories Small Towns
<http://www.bigstories.com.au/story/blackbirded-beauesert>

Blackbirding – Wikipedia
<https://en.wikipedia.org/wiki/Blackbirding>

Blackbirding: Australia's history of luring, tricking and kidnapping Pacific Islanders
<http://www.abc.net.au/news/2017-09-17/blackbirding-australias-history-of-kidnapping-pacific-islanders/8860754>

State Library of Queensland – Australian South Sea Islanders
<http://www.slq.qld.gov.au/showcase/ASSI>

The Sugar Labour Trade
<http://dl.nfsa.gov.au/module/364/>



Spewy Tui

Fuzzy wakes suddenly, shocked by the content of her dream in which Tui vomits all over the class during a Harmony Day rehearsal. When Fuzzy warns her, Tui isn't worried. She reassures her friend, 'Don't worry Fuzz, I'll take Harmony Day by storm. Today's only just a taste.' Yar helpfully suggests that if Fuzzy's premonition does come true, he will have a bucket on standby.

- Fuzzy and Pop are preparing an Australian South Seas Islander Welcome to Country for Harmony Day. What is a Welcome to Country? What is the difference between a Welcome to Country and an Acknowledgement of Country?
- Tui: Your dream. Everything was fine until you had your stupid dream, and...
Fuzzy: Technically it was more of a premonition.
Tui: and this happens! Because of you.
Fuzzy: I didn't mean it. I can't control the things I see. What is a premonition? Is it fair that Tui blames Fuzzy when her premonition comes true? Is it understandable that Tui doesn't want to dance at the Harmony Day celebration?

Blackbirding

Pop is in his shed carving a drum. He is practising the song that he and Fuzzy are going to sing at the Harmony Day celebration. Fuzzy joins in,

**'Blackbirds are we, from far across the sea.
For the place we came from still a mystery to me.'**

Pop learnt how to carve from a man called Albi Waters. Unlike Pop, Albi has been able to connect with his family in Vanuatu.

- Fuzzy: How can we not know where we came from?
Pop: Well, our ancestors were kidnapped, and brought over as slaves, to farm cotton and cane. They call it blackbirding. They were made to forget their identity. Don't even know our real last name.

Use print and electronic resources to research blackbirding. Imagine that you were alive during this period in Australia's history. Use your research to write a letter to the editor of a newspaper that was published during this period. Your letter should express your view of blackbirding. Now that you know about blackbirding, explain the meaning of the lyrics of the song that Pop and Fuzzy plan to sing at the Harmony Day celebrations.

- Fuzzy: It was about Pop. He was with a bunch of people that looked like they were from the South Sea Islands.
Yar: What were they doing?
Fuzzy: Some kind of ceremony. I need to know what it was about. Especially since my other premonition came true.
When Fuzzy touches the drum, she has a premonition. What does she see? What word best describes her reaction to what she sees?
While Fuzzy is trying to make sense of her premonition, Tui is sitting on the school steps waiting for her friend.
- If you were Tui, waiting and waiting for Fuzzy to arrive, how would you feel? Were you surprised by Cat's apology?

00Yar

Fuzzy thinks that Pop is leaving. The thought of him returning to Vanuatu makes Fuzzy sad. Yar decides to secretly follow Pop to gather what he calls 'intel'.

- Why does Yar call himself 00Yar?
- Why does Yar decide that Pop is a super spy?

Harmony Day is stupid

- Fuzzy: Well I'm not going to be a part of it. I'm not singing with you tomorrow at Harmony Day. Why does Fuzzy decide not to participate in Harmony Day? What adjectives best describe Pop's reaction? Explain why you chose these adjectives.

During dinner, Nan is confused. Fuzzy and Pop aren't eating their dinner. They are just rearranging the food on their plates.

- What do Pop and Fuzzy argue about?

Pop tells Fuzzy to go to her room. She leaves the kitchen, slamming the door as she goes.



- What do you think happens when Fuzzy goes to her bedroom? Write a short scene set in Fuzzy's bedroom after the argument.

Pop returns to his shed to work on the drum. As he carves he sings,

'Blackbirds are we, from far across the sea... for the place we came from is just a mystery to me. Blackbirds are we...'

Fuzzy is on the back steps listening to Pop sing.

- Do you think Fuzzy wants to say sorry to Pop? Why do you think Pop shuts the shed door?

The real Fuzzy

The next morning at breakfast, Nan speaks her mind,

'I hope the real Fuzzy's with us today. Because I wasn't a fan of the one who was here last night.'

Fuzzy is still upset. She tells Nan that she isn't hungry.

- Imagine you are Nan. Write a description from Nan's perspective of the 'real' Fuzzy.

When Yar tells Fuzzy that she is not in Tui's good books, Fuzzy realises that she did not meet up with her friend as she promised.

- What happens when Fuzzy apologises to Tui? What adjectives do you think best describe how Tui is feeling and how Fuzzy feels when Tui says she is going to go to the Harmony Day celebration with Cat and Emmy?

Later in the day when Nan asks Fuzzy for an explanation, Fuzzy blames her behaviour on her premonitions.

- Fuzzy: I just wish I didn't have to deal with this so-called gift.
Nan: You were chosen for this by the ancestors. They're the ones who are guiding you. Pop's ancestors as well as mine.
Why does Fuzzy resent her gift? What does Nan want Fuzzy to understand about her gift?

Yar and Pop

When Pop sees Yar sneaking around the shed, he suggests that Yar try carving. Yar chooses a piece of wood to carve into a spear. Pop is impressed with Yar's work. He tells Yar he is 'a natural'.

- If someone says you are a natural, they mean that you can do something very easily and very well. When do you think someone would tell you that you are a natural?
- Yar's parents work long hours and he is often home alone. What role do Nan and Pop play in Yar's life?

Pop's suitcase

Fuzzy goes to Lola's forest to sit-a-while. When she returns home, she goes to Pop's shed to look inside the suitcase he keeps under his workbench. When Pop finds Fuzzy looking through his suitcase, he demands an explanation. Fuzzy finally shares her fear with her Pop,

'I had a premonition with you with this suitcase, and then Yar found you circling flight offers. I thought you were leaving us forever. I couldn't stand it.'

- Draw Pop's suitcase. Your drawing should show the contents of Pop's suitcase. Label the contents. Below the drawing explain why the suitcase and its contents are important to Pop.

Pop's dream is to go back to Vanuatu to learn about his family. He tells Fuzzy, 'It's hard not knowing who they are.'

- Pop: I tell ya, you're lucky you know so much about your Nan's ancestry. It grounds a person to know their history. What do you know about your family's history? Do you agree with Pop?

Feeling rueful

Fuzzy apologises to Tui in a Tui sort of way. Tui loves words, so Fuzzy uses as many words as she can to tell Tui that she is sorry and to convince her to dance at the Harmony Day celebrations.

- Fuzzy tells Tui that she is feeling rueful, contrite and repentant. These words are all synonyms for feeling sorry. A synonym is a word that has the same or nearly the same meaning as another word.
Find three more words that Fuzzy could have used to tell Tui that she was sorry. Use the words and the definition of the words to write dialogue that Fuzzy could say to Tui.

Harmony Day

It is Harmony Day and people have gathered at the Cultural Centre to celebrate. Yar shows off the spear he has carved; Tui performs a traditional Maori dance; and when Pop and Fuzzy sing, their ancestor spirits stand beside them.

Australia is a multicultural country and Harmony Day is a celebration of Australia's cultural diversity. Held every year on March 21, the message of Harmony Day is 'everyone belongs'. The colour that has been selected to represent Harmony Day is orange. Learn about Harmony Day online by visiting the Harmony Day website – <https://www.harmony.gov.au/>.

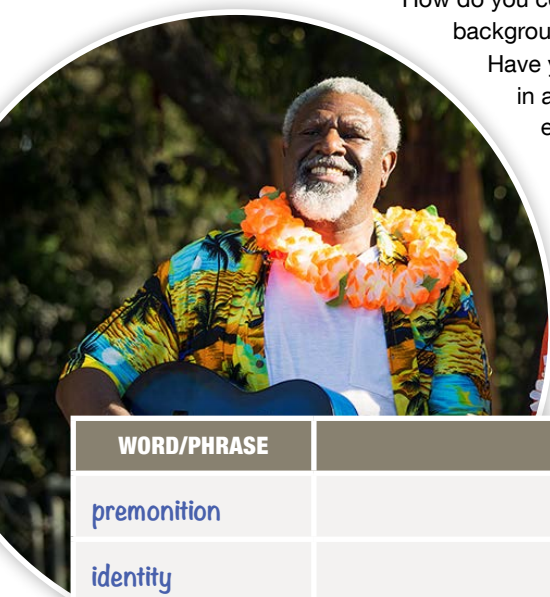
Advice to teachers: Education is a key focus for Harmony Day. Resources to support the teaching of cultural diversity and planning for Harmony Day can be accessed online at the Harmony Day website – <https://www.harmony.gov.au/get-involved/schools/>.

- Nan: On Harmony Day we celebrate the many cultures of Laurie. But today is special, because we properly welcome our Australian South Sea Island brothers and sisters.

Fuzzy: Many of us lost our connection to our South Sea Island homelands, but today, both my Aboriginal and South Sea Islander ancestors sit together.

How do you celebrate your cultural background?

Have you ever participated in a Harmony Day celebration? Share your experience with the class. Would you like to participate in Harmony Day in the future? Why?



Respect

Write the word respect in the middle of an A4 page.

Use the space around the word to write and draw about how the idea of respect is explored in this episode.

Make sure that you write and draw about

- Respecting people
- Respecting Culture
- Respecting the past
- Respecting Country

Vocabulary

The following words and phrases are part of the dialogue of Episode 9. Some of the words and phrases are English. Write a definition of each word or phrase in the space provided. There is room for you to add other words to the grid.

WORD/PHRASE	MEANING
premonition	
identity	
misread	
intel	
ants in your pants	
yoga	
disrespectful	
good books	
apprentice	
fashionista	





EPISODE 10

CATCH YOUR DEATH

ADVICE TO TEACHERS: Episode 10 is particularly relevant to the teaching of English and Media Arts at Years 4 – 8. Teachers should consider teaching Episode 1, 7 and 10 as a unit given the focus on Fuzzy's relationship with family members, past and present, and the portrayal of Fuzzy's ability to see the spirits of her ancestors. This episode also deals with a moral dilemma – should Fuzzy help her Uncle Lefty?

- *Grace Beside Me* is set in an Australian country town called Laurel Dale. It is set in the present. The ancestor characters show the connection between the present and the past. The filmmakers use many settings to tell the story of *Grace Beside Me*. Working as a class make a list of the settings used to tell the story. Write a description of each setting. Below the description of each setting, explain why the setting is important. Draw a map of Laurel Dale. Show the town, the homes of the characters and Lola's Forest. Advice to teachers: To begin the teaching of BOLTSS, lower primary students should be encouraged to use a border and give their map a title. Upper primary and lower secondary students should be encouraged to use a border, title and a legend.

A ghost story

Fuzzy and her friends are at the cemetery listening to Teddy telling a ghost story about a demon dog but Fuzzy is distracted by a friendly spirit dog.

- Do you like ghost stories?
- Fuzzy leaves her friends, telling them that she needs to go home, as Jesse begins the story of Muddy Mary. Working with a partner, write Jesse's ghost story about Muddy Mary.

Lefty

The spirit dog that Fuzzy saw belongs to Lefty. The next day, when Fuzzy follows the dog, he leads her to Lefty's house. At first, Fuzzy thinks that Lefty is out of prison but when she learns that Lefty can see the spirit dog, she realises that Lefty has died. Fuzzy heads home to check on Pop.

- In a scene to follow, Pop tells Fuzzy that Lefty is 'a good man'. Who is Lefty? What do you learn about Lefty in this scene? What do you learn about Lefty in the scenes that follow? Why do you think the filmmakers gradually reveal the details of Lefty's life? Did your judgement of Lefty change as you watched Episode 10?
- Lefty: Peace? What peace? I'm not ready for peace, which is why I need to talk to you. Why does Lefty need Fuzzy's help?

When Fuzzy refuses to help Lefty, he haunts the McCardells. He blows out the matches Nan strikes to light the stove. He changes the radio station when Pop is listening to the football. He makes a racket when he jangles the wind chimes. After a very noisy night, Fuzzy confides in Nan and Pop.



- Fuzzy: Uncle Lefty's haunting us.
Pop: But why?
Fuzzy: He wanted me to help him return some stuff that he stole, but I don't feel comfortable doing that.
Why doesn't Fuzzy want to return the stolen property?

Stolen property

Fuzzy tells Tui and Yar that she can't go to the shop because she has to do a favour for a ghost,

'I just need to return some bits and pieces. Old junk that was borrowed, and never given back.'

- Why do Tui and Yar agree to help Fuzzy return the stolen property? If you were Fuzzy's friend, would you have agreed to help?



- Use the table to make a list of the property that Lefty has stolen.
- Why did Lefty steal the property from his neighbours?
- What happens when Tui learns that Lefty stole her Nan's necklace? Do you think her response is understandable?
- Describe how and why the filmmakers use comedy in the scenes that show Fuzzy and her friends return the stolen property.

Tui learns to skate

Disappointed with Fuzzy's behaviour, Tui heads to the skate park. When Jesse offers to teach Tui to skateboard she initially says no. Soon, with Jesse's encouragement, Tui is learning the basics.

- Aside from skateboarding, what else does Jesse teach Tui in the scenes set at the skatepark?

Less heavy

Having returned all but the necklace that Lefty stole from Tui's Nana, Fuzzy meets Lefty at the cemetery.

- What do you think Lefty means when he tells Fuzzy that his spirit feels 'less heavy'? When Fuzzy returns the necklace to Tui do you think she feels 'less heavy'? Can you think of a time in your life when your behaviour caused you to feel 'less heavy'?

ITEM	ILLUSTRATION OF ITEM	OWNER OF ITEM

One more thing

Fuzzy thinks that she is done but Lefty has one more thing for Fuzzy to do. He wants Fuzzy to give Pop his bravery medal.

- Why does Lefty want Pop to have his bravery medal?

Second chances

Tui and Yar visit the McCardells. The McCardells have just returned from Lefty's funeral. Yar asks about the funeral. Fuzzy tells her friends that the funeral was an opportunity for people to acknowledge that 'Lefty was a good man with a good heart'. Tui also has another reason for visiting. She wants to return the beads that belonged to Fuzzy's mother. Tui took the beads and then forgot to return them.



- What does Tui mean when she tells Fuzzy, 'I shouldn't have been so judgemental. Everyone deserves a second chance'? Do you agree with Tui about second chances? Can you think of a time in your life when you were given a second chance or when you gave someone a second chance?

Vocabulary

The following words and phrases are part of the dialogue of Episode 10. Some of the words and phrases are English. Write a definition of each word or phrase in the space provided. There is room for you to add other words to the grid.



WORD/PHRASE	MEANING
snarling	
deadly	
eternity	
left hook	
heartbroken	
priceless	
enemy fire	
misery	
stacking	
judgemental	

FROM NOVEL TO TELEVISION SERIES

An adaptation of a text occurs when some or all of its plot, characters and language are transferred to another form. An adaptation alters the audience's experience of the original text.

Grace Beside Me is a television adaptation of Sue McPherson's novel.

- Have you read *Grace Beside Me*? Did you enjoy the novel?
- Use a Venn diagram to show the novel and the television series' similarities and differences.
- Do you think the television series is a successful adaptation of Sue McPherson's novel?

TELLING INDIGENOUS STORIES

Sue McPherson, the author of the novel *Grace Beside Me* is an Indigenous story teller. Many of the filmmakers involved in the making of the television series *Grace Beside Me*, including producer Dena Curtis, director Beck Cole and director of photography Murray Lui are Indigenous Australians.

- Have you read any novels written by Indigenous Australians?
- Have you watched any films or television series made by Indigenous Australians?
- Why is it important for Indigenous Australians to tell their own stories?

TEXT RESPONSE TOPICS

It is important that students in Years 7 – 8 have the opportunity to write extended interpretations about texts. The topics listed below require students to draw on their knowledge and understanding of *Grace Beside Me*. Students are expected to take a position and to then justify that position by using direct and indirect evidence.

Text response topics can also be used to generate online forums, debates and panel discussions. Teachers may also choose to use some of the questions featured in other sections of the study guide as text response topics.

- 'Like it or not, Fuzzy must accept that she is not an ordinary teenager.' Discuss.
- 'Fuzzy learns to find grace beside her.' Discuss.
- '*Grace Beside Me* is about staying connected.' Discuss.





CREATIVE RESPONSE TOPICS

Your challenge is to complete an individual creative project based on *Grace Beside Me*. Options for projects are listed below. You may design your own project. All projects must be discussed with and approved by your teacher.

- Use iMovie to make a trailer for *Grace Beside Me*.
- Working with a partner, make a board or card game about *Grace Beside Me*
Your game should offer an accurate use of plot, characters, themes, setting and symbols. Your game should also reflect the style of the film. You will need to decide how many players your game needs. You will need to write clear instructions. You will need to ensure that the pieces of game are durable and that the game itself is well packaged. Spend some time thinking about existing board and card games, and how some of the elements of these games may be appropriated in your design. Trial your game at home and then bring it to class for others to play.
- How does Series 2 Episode 1 begin? Write the script of the opening scene of this episode.



ABOUT THE CREATORS

LOIS RANDALL

PRODUCER and EXECUTIVE PRODUCER

Lois Randall has extensive experience in screen and arts production and industry development. She was producer of the six-episode mini-series *The Gods of Wheat Street* (Every Cloud Productions for ABC), awarded Miniseries of the Year at the 2014 Screen Producers Australia Awards, and Executive Producer on the Every Cloud Productions web series *Deadlock* in 2017. Previous credits include line producer of *East of Everything* drama series (ABC); production manager on John Weiley's international Imax documentary *Solarmax*, and producer of short films including *Last Drinks at Frida's* (Sydney Film Festival, ABC, ImagineNative), *Nan and a Whole Lot of Trouble* (ABC, Flickerfest), *Air* (animation, SBS, Dendy Awards) and *The New Boots* (Sydney Film Festival).

Randall's professional experience includes Executive Officer at Australian Screen Directors Association (now ADG), CEO at Arts Northern Rivers, and Manager of Metro Screen. She is a member of the NSW Film and Television Industry Advisory Committee and a board member of Screenworks.

DENA CURTIS

PRODUCER

Dena Curtis is a Producer and Director from Central Australia. Her short film *Hush* won the audience award for Best Foreign Short Film at the Films de Femmes, Créteil France, whilst her documentary, *Cheeky Dog*, premiered at the Sydney Film Festival. In 2009 Curtis premiered another multi-award winning short film, *Jacob*, at Message Sticks Indigenous Film Festival. After a short stint at NITV, Curtis joined the ABC as the Series Producer on *Message Sticks* than later became the Commissioning Editor for Indigenous overseeing development and production on Warwick Thornton's *The Darkside*, *Yagan*, *88*, *The Redfern Story*, *Outside Chance* and *Wild Kitchen*.

Curtis directed the Comedy Series, *8MMM Aboriginal Radio*, as well as *Nan and a Whole Lot of Trouble*, written by Sue McPherson, which premiered at the 2016 Flickerfest Short Film Festival in Sydney. Other recent credits include director and co-producer on the documentary series, *Shadow Trackers*, co-producer on feature documentary, *Ella*, directed by Douglas Watkins, writer on series one of NITV's *Family Rules*, and director of the latest *Colour Theory* Series.

LYNN-MAREE DANZEY

DIRECTOR (Episodes 1, 2, 3 and 6)

Lynn-Maree Danzey has been directing since 1997 when her short film *Fetch* premiered at Cannes Film Festival in 1998 and was nominated for the Palm D'or. Danzey's credits as a director include *A Place to Call Home* (Foxtel and Seven Network), the Emmy nominated teen series *Dance Academy* (Werner Productions/ABC), *All Saints*, the highest rating Australian drama *Packed to The Rafters* (Seven Network), the US series *Camp* starring Rachel Griffiths (Matchbox Pictures/NBC), *House Husbands* (Playmaker/Nine) and *Love Child* (Playmaker/Nine). Danzey directed the telemovie pilot of *The Secret Life of Us*, for Network Ten in 2000. In 2002, she directed the acclaimed telemovie *Secret Bridesmaid's Business* for ABC.

NICHOLAS VERSO

DIRECTOR (Episodes 4, 7, 8 and 9)

In 2016, Nicholas Verso's debut feature film, *Boys in The Trees*, made its world premiere at the 73rd Venice International Film Festival before screening at festivals around the world. His short film work includes *Hugo*, three *Apocalypse Bear* webisodes, *Flight* and *The Last Time I Saw Richard*. Verso's television work includes directing *Nowhere Boys* for Matchbox Pictures and ABC/NBCUniversal, *Snake Tales* - a children's sitcom for Network Nine and directing multiplatform content

CAST

Fuzzy	Kyiric Masella
Tui	Mairehau Grace
Yar.....	Tjiirdn McGuire
Nan	Tessa Rose
Pop.....	Charles Passi
Cat	Emma Cob
Emmy.....	Lucy Adair
Little Lola	Simone Sanders
Miss Long	Elaine Crombie
Mayor Ridgeway	Andrew Buchanan
Aunty Min	Roxanne McDonald

CREDITS

PRODUCERS: Lois Randall, Dena Curtis. **STORY PRODUCER:** Sam Carroll. **WRITERS:** Sam Carroll, Sue McPherson, Danielle MacLean, Briar Grace-Smith, Tristan Michael Savage, Gina Roncoli, David Hannam, Giulia Sandler and Kodie Bedford. **DIRECTORS:** Lynn-Maree Danzey, Nicholas Verso, Beck Cole. **DIRECTOR OF PHOTOGRAPHY:** Murray Lui. **PRODUCTION DESIGNER:** Gillian Butler. **COSTUME DESIGNER:** Pele Hehea. **HAIR AND MAKE UP:** Anita Lowe. **EDITORS:** Ken Sallows, Ahmad Halimi. **COMPOSER:** Amanda Brown

for *Conspiracy 365*, *Dangerous Remedy*, *Time of Our Lives*, *Miss Fisher's Murder Mysteries* (Season 2 & 3), *Molly* and *Glitch*.

BECK COLE

DIRECTOR (Episodes 5, 10, 11, 12 and 13)

Beck Cole is a writer and director who hails from Alice Springs. She is a member of the Warramungu people of Central Australia. Cole wrote and directed her first feature, *Here I am*, in 2011. Most recently Cole directed two episode of the ABC TV Series *The Warriors*. Other TV credits include *Black Comedy* and *Redfern Now*. In 2009, Cole made a documentary for the Australian Broadcasting Corporation that follows the trials and tribulations of the two young Aboriginal kids cast in Warwick Thornton's debut feature film *Samson & Delilah*. Other documentaries written and directed by Cole include *Wirriya: Small Boy*, *The Lore of Love* and the acclaimed SBS history series *First Australians; the Untold Story of Australia*. Cole also writes for television, having written episodes of the SBS series *The Circuit*. Her short films *Plains Empty* and *Flat* have screened at Sundance Film Festival.

EPISODE SUMMARY

KEY SCENES	CHARACTERS	SETTINGS	THEME
<p>Make a list of key scenes. Write a brief synopsis for each key scene that you have listed.</p>	<p>Name the characters that appear in each key scene.</p>	<p>Identify the settings and write a brief description of the setting for each key scene.</p>	<p>Use a word to identify the most important theme of each key scene.</p>

2

CHARACTERS

Working with a partner, complete the character chart. Your notes should make reference to specific moments from the episodes you have watched to prove your claims about the characters.

CHARACTER	Use adjectives to describe each character's appearance and their personality. Include other facts about the character that you think are important.
FUZZY	
TUI	
YAR	
CAT	
EMMY	
NAN	
POP	
LOLA	
MAYOR RIDGEWAY	

4

SYMBOLS

Symbolism is when something is used to represent something else. Symbols are used in *Grace Beside Me* to add to the audience's understanding of the plot, themes, characters and setting.

The wind chimes, Nan's spirit stone and Grace's sketch book are three examples of symbols. What other symbols can you add to this list? Use the table to make an analysis of five significant symbols.

SYMBOL: List the symbols and match each symbol with a quotation from the series.
ILLUSTRATION: Provide an illustration of the symbol.
MEANING: Explain what each symbol represents.

SYMBOL	ILLUSTRATION	MEANING

ABORIGINAL SPIRITUALITY

Aboriginal people have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

1. What is the Dreaming?

The Dreaming is a word used by Aboriginal Australians to describe the time of Earth's creation.

Use the Internet to research the Dreaming. You could also ask an Elder or member of your local Aboriginal community.

Use the space provided to draw an annotated illustration that provides a detailed answer to the question 'What is the Dreamtime?'.

2. Research the creation beings and stories for a place that you know well. For example, the place might be the area you live in or go to school in or visit during the holidays. Use the space provided to write and draw about the creation being or story.

3. What is a totem?

A totem is a natural object (usually an animal) that is a person's spiritual emblem. Totems are used by Aboriginal people as a way of maintaining connections with the Dreaming, the land and their ancestors. Totems are passed down from one generation to the next.

Use the Internet to research Australian Aboriginal and Torres Strait Islander totems. You could also ask an Elder or member of your local Aboriginal community.

Use the space provided to draw an annotated illustration that provides a detailed answer to the question 'What is a totem?'.

SAYING SORRY

On February 13, 2008, the Australian Parliament apologised to the Indigenous peoples of Australia. Commemorating the anniversary of The Apology is important. National Sorry Day is also a very significant day for the Indigenous peoples of Australia.

1. Why was The Apology important?

2. Why was the word 'sorry' an important part of the Apology?

3. Do you think The Apology has made a difference? Why or why not?

4. What is National Sorry Day?

5. When did National Sorry Day begin?

6. List the reasons why National Sorry Day is important.

7. What do you think people your age should know about The Apology and National Sorry Day?

Grace Beside Me online

Magpie Pictures
<http://www.magpiepictures.net.au/grace-beside-me/>

Grace Beside Me Facebook page
<https://www.facebook.com/gracebesideme/>



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