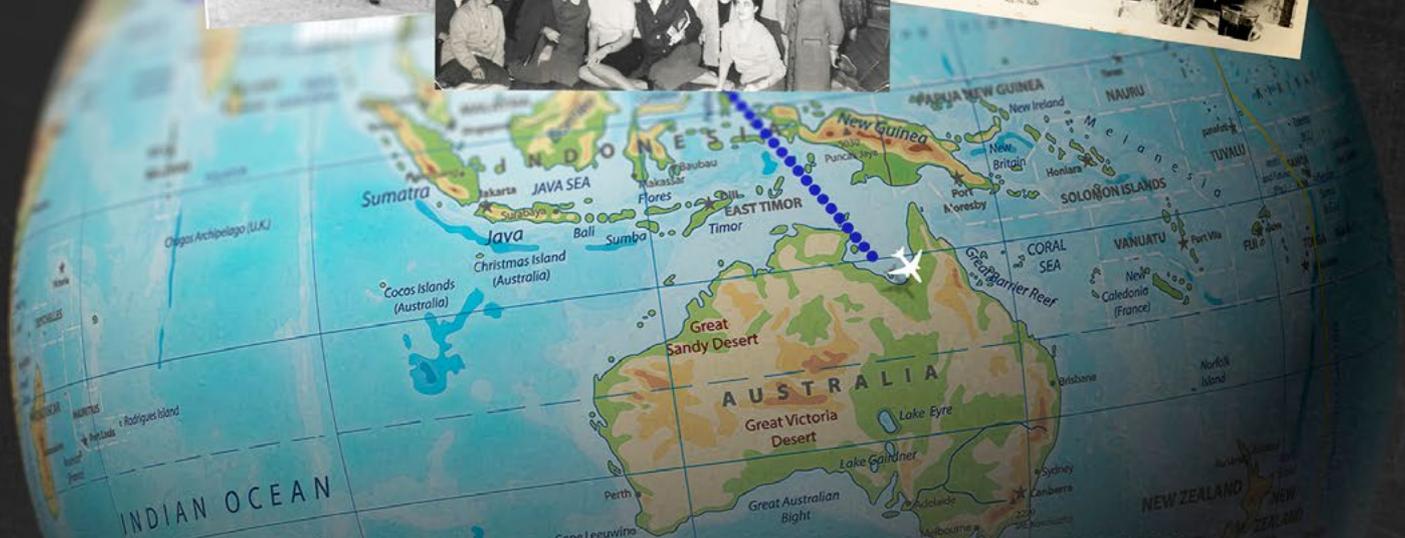


DESENFOQUE POSTPRODUCCIONES DIGITALES S.L.  
& DESTINO FILMS

PRESENT



PABLO ÁLVAREZ GROVER GLORIA ARROQUERO AMAYA BASSET MARI CARMEN CERVERA NAVARRO  
AGUSTINA CILLERO LOS ARCOS LEONTINA GARCÍA JOSEFINA GONZÁLEZ DE URIBARRI SOPHIE INWALD  
MARIA JOSÉ IRONDO OLGA MIRANDA CILLERO MARI PAZ MORENO CRUZ PEREIRA  
MARÍA TERESA SANTAMARÍA RESTITUTA SANZ MARÍA JOSÉ UGARTE

# THE BRIDE FLIGHTS

MONTAJE RENATO SANJUÁN MÚSICA JEANSY AÚZ FOTOGRAFÍA Y SONIDO ENRIQUE ANDRÉS (AUSTRALIA) JUAN CARLOS ARÉVALO (ESPAÑA)  
DISEÑO Y MEZCLA DE SONIDO AMIN ALÍ GAGO WILTRACK SONIDO GRAFISMO EDUARDO MARTÍN DE PINTO  
PRODUCCIÓN CONCHA DÍAZ (ESPAÑA) NATALIA ORTIZ CEBERIO (AUSTRALIA) GUIÓN RENATO SANJUÁN JAVIER CASTRO  
DIRECCIÓN JAVIER CASTRO NATALIA ORTIZ CEBERIO

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Writer Fiona Hall

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**STUDY  
GUIDE**



# Synopsis

In the early 1960s, some 700 Spanish women arrived in Australia, supported by an informal agreement between Francisco Franco's regime (1939-1975) and the Australian government of the time, supported by the Catholic Church. This agreement became known as The Martha Plan or Operation Martha.

The women participating in this plan arrived in Australia with the idea of working as domestic workers when the true intention of the Martha Plan was to balance the gender difference in the Spanish community. Australia's Immigration Department initially encouraged male Spanish migrants to nominate their unmarried sisters of marriageable age to come to Australia. In Spain, the plan was promoted in churches and religious publications since they were mainly looking for young, single, Catholic women.

The women were asked to sign a paper indicating that they would be working as domestic workers for two years, but the document had no legal validity.

## CONTENT HYPERLINKS

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The first Martha Plan group arrived at Melbourne Airport on March 10, 1960. In facilitating the transition of newly arrived immigrants, the Catholic Church proved to be a crucial factor. Once in the country, the women found religion to be a comfort in an unknown nation. They were assisted by various affiliated Catholic organizations, such as the International Catholic Migration Committee.

The women of the Martha Plan were instrumental in creating the Spanish Club on Sydney's Liverpool Street. The club offered free English classes for newcomers, free Spanish classes for children of Spanish descent, movie nights, cultural activities, and on Saturdays, ballroom dancing, and later, a youth club. The founding of the Spanish Club of Sydney in 1962, which closed in November 2013, was a major focal point for Spanish social life and its community during this period.



*The Bride Flights* contains some of the stories of these women as well as documentation and archive material.



# Curriculum Links

*The Bride Flights* can be linked to the following subject areas in the Australian Curriculum:

- **Civics and Citizenship**
- **Health and Physical Education**
- **History**
- **English**
- **The General Capabilities of ‘Ethical Understanding’ and ‘Personal and Social Capability’**

*The Bride Flights* is also recommended as a supplementary text for students studying the following Senior School subjects:

- **Ethics**
- **Health and Human Development**
- **History**
- **Psychology**

In Tertiary Education *The Bride Flights* is recommended in

- **Migration studies**
- **Gender Studies**
- **Spanish Studies**
- **Intercultural Studies**
- **History**

## Specific Links to Levels 7-10 Civics and Citizenship:

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society ([ACHCK052](#))

Appreciate multiple perspectives and use strategies to mediate differences ([ACHCS071](#))

How and why individuals and groups, including religious groups, participate in and contribute to civic life ([ACHCK079](#))

The influence of a range of media, including social media, in

shaping identities and attitudes to diversity ([ACHCK080](#))

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues ([ACHCS086](#))

## Specific Links to Levels 7-10 English:

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ([ACELT1619](#))

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing ([ACELY1720](#))

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ([ACELT1626](#))

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ([ACELT1807](#))

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts ([ACELT1635](#))

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts ([ACELT1639](#))

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues ([ACELY1756](#))

Evaluate the social, moral and ethical positions represented in texts ([ACELT1812](#))

## Specific Links to Levels 7-10 Health and Physical Education:

Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing ([ACPPS074](#))

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity ([ACPPS075](#))

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity ([ACPPS079](#))

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others ([ACPPS089](#))

Critique behaviours and contextual factors that influence health and wellbeing of diverse communities ([ACPPS098](#))

## Specific Links to Level 10 History:

The Modern World and Australia: Depth Study ‘The globalising world: Migration Experience 1945 – present’

The waves of post-World War II migration to Australia, including the influence of significant world events ([ACDSEH144](#))

The impact of changing government policies on Australia’s migration patterns, including abolition of the White Australia Policy, ‘Populate or Perish’ ([ACDSEH145](#))

The contribution of migration to Australia’s changing identity as a nation and to its international relationships ([ACDSEH147](#))



**Suggested sites to assist with research:**

<https://www.nma.gov.au/>

<https://museumsvictoria.com.au/immigrationmuseum/>

Create a propaganda poster encouraging immigration to Australia for Spanish women in the 1950s that would have been used as part of the Martha Plan. Present completed posters to the class and discuss your choice of words and images.

With reference to your research and experiences we hear about in *The Bride Flights*, how do you think it would feel if you had to assimilate into a new culture? What do you think would be the biggest challenges and why? Working in small groups, complete **Table 1** on the following page with reference to how you might approach the following aspects of migrating to an entirely new country and culture; when complete, share and discuss answers as a class.

▶ “Jump to Table 1” on page 6

# Post-Viewing Activities

## FOCUS ON POST-WAR IMMIGRATION IN AUSTRALIA FROM 1945

The documentary shows us an archival clip of Arthur Calwell, Minister for Immigration, in 1945 explaining Australia’s need for increased immigration. Working in small groups, students are to conduct research and prepare a slideshow or podcast that presents an overview of Post-War Immigration in Australia from 1945 onwards.

**Areas to include:**

- Immigration policy prior to 1945 (including reference to the White Australia Policy)
- Definition and rationale of ‘Populate or Perish’
- Patterns of immigration in Australia across the years
- Specific reference to immigration from Spain from 1958 onwards
- Societal attitudes towards immigration in Australia
- The broad social, cultural and economic impacts of post-war immigration on Australian society





YOU CAN COMPLETE  
TABLE 1 IN AROBAT

YOUR  
NAME

<b>Decision</b>	<b>Factors to consider</b>	<b>How you would approach this decision and why</b>
<b>Where to live</b>		
<b>Occupation/ income</b>		
<b>Schooling for your children</b>		
<b>Engagement with your new country's language</b>		
<b>Engagement with your new country's culture</b>		
<b>Finding friends</b>		
<b>Citizenship</b>		
<b>Revisiting your old country</b>		
<b>Maintaining a connection to your old country's culture</b>		



## FOCUS ON THE BRIDES

Throughout *The Bride Flights* we meet several of the 'brides' as they recall their incredible journey and reflect on their lives in Spain and in their new homeland in Australia.

Use your viewing notes to answer the following questions:

- Prior to coming to leaving Spain, what were some of the ideas the women had about Australia?
- Note down the overarching memories of what their life was like in Spain (consider with reference to how they lived and with whom, their connections to their family and community, their roles in the towns they lived).
- Reflect on the different reasons the women had for wanting to move to Australia. Are there any similarities/differences in these reasons?
- Describe the experience of undergoing the required health-checks before departing for Australia for the women.
- What was the plane ride like, and describe the conditions upon arrival for the women (refer to the migrant hostels, the ways that women were selected for domestic service and their sense of isolation)?
- Who was Sister Paquita and what help did she provide to some of the women?
- What role did the Catholic Church play in the lives of the women in terms of providing them with support, connection, and a sense of identity?
- How did the women manage their feelings of nostalgia for Spain? What difficulties were associated with the ability to return to or visit Spain? What were their different experiences of returning to their mother country?
- Write a detailed reflection on the story of Pablo Alvarez Grover's mother, Carmina, and the Inwood family. Comment on the connection that developed between the Carmina and the Inwood family and the impact she had on their lives.
- Write a detailed reflection on Josefina Gonzalez Uribarri and her experience of coming out to Australia and her life here. Include reference to her daughters Mari José and Amaya.
- As a class, discuss the ethical issues associated with the Martha Plan. Consider the purpose of bringing the women over from Spain and the ways this was communicated, as well as the lack of legal validity regarding their domestic worker contract.





Poet and writer Mari Paz Moreno was one of the first members of the Spanish Club and arrived on the first flight of Marthas Plan. Students are to listen to her two poems, *Lejanias* (Distances) and *Foreigner at Home*, and write a reflection on the joys, challenges and traumas of the migrant experience that her writing explores:

<<https://www.youtube.com/watch?v=tN4P2JQo6w8>>

## FOCUS ON THE SPANISH CLUB

We learn about the formation of the Spanish Club in Sydney in 1962. As a class, discuss the reasons for this club's formation and the services/sense of connection it provided to its members. Why was having a central place to meet so important to the Spanish community?

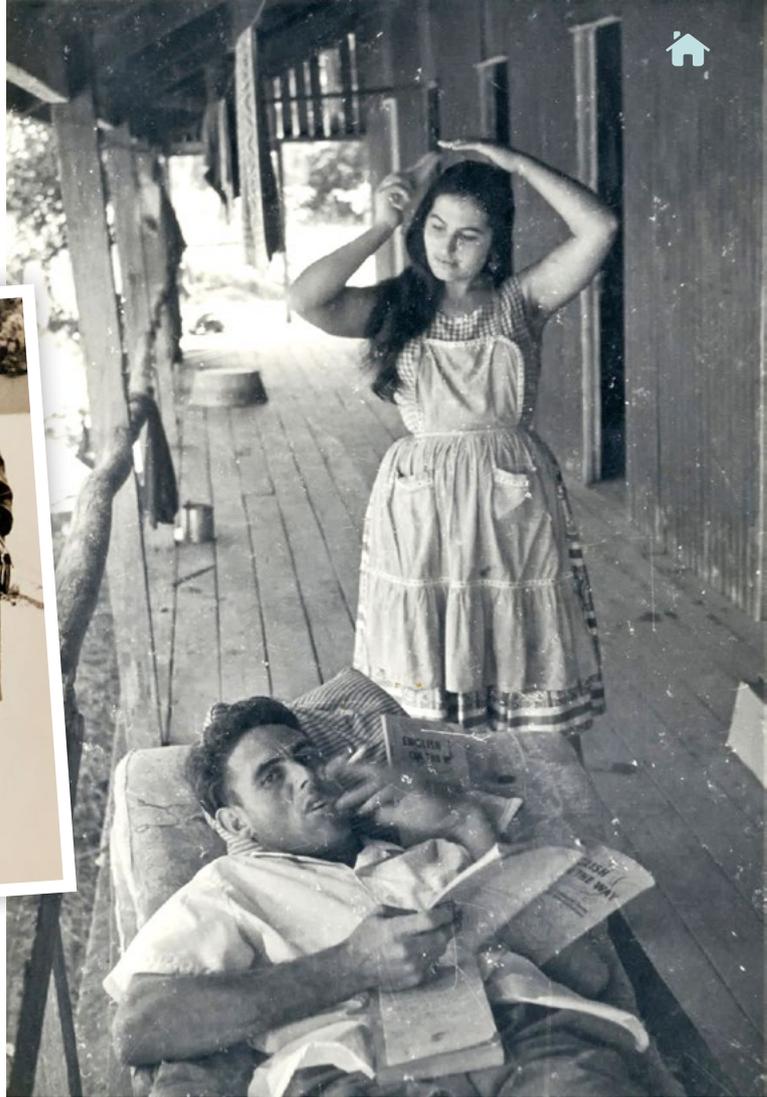
We learn that the Club closed its doors in August 2013; what factors do you think led to its demise?

Belinda Lopez grew up in Sydney's Spanish community, and upon hearing of the Club's imminent closure in 2013, she and multimedia producer Benjamin Ball began interviewing members about what the Club meant to them over the years. Students are to listen to their audio documentary, and share and discuss any insights gained into the important role the Spanish Club played in the lives of its members:

<<https://www.abc.net.au/radionational/programs/archived/hindsight/adios-to-the-spanish-club/5093288>>

Students are to conduct research into the existence of similar national clubs in their local area/capital city. Compare and contrast the establishment, history and services of these clubs with the Spanish Club.





## WRITING ACTIVITIES

Use one of the following prompts to write an expository essay about the various journeys we learn about in *The Bride Flights*. Ensure your response draws directly on individuals and events from the documentary:

- We can lose our identity and belonging when our environment changes.
- A change in our landscape can challenge our sense of belonging.
- Culture is an important factor in shaping one's identity.
- Our sense of self is always connected to our cultural past.



Use on the following quotes from *The Bride Flights* to write an exploration of the social, emotional and cultural impacts of immigration. Ensure your response draws directly on individuals and events from the documentary:

**'I believe the biggest mistake one can make is to migrate. For the simple reason that your world splits into two parts...you are always divided.'**

**'Spain is my motherland, Australia is my home.'**

**'Why did we return? Because the land called you, it called.'**

**'For me, I always wanted to return ... I cried twenty years for Spain.'**

**'I am very Spanish ... but I am also very much Australian.'**

Assume the persona of one of the women we meet in the documentary and write a series of journal entries about their experiences immigrating to Australia, their memories and feelings about Spain, and the course that their lives took in their new country.

## FILM REVIEW OF *THE BRIDE FLIGHTS*

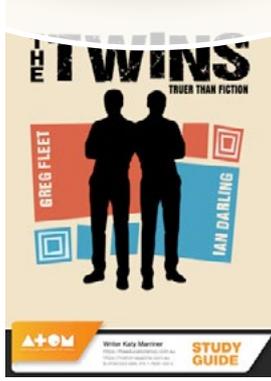
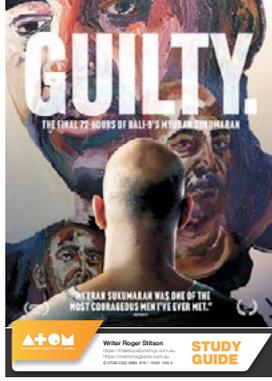
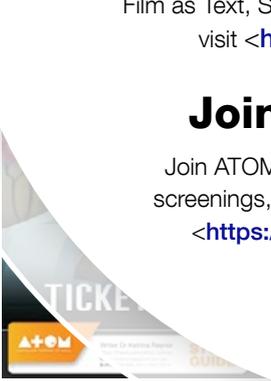
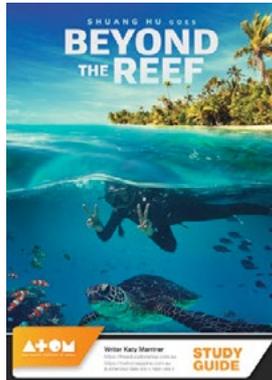
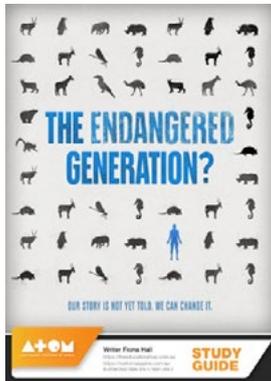
Students are to write a 500-word review of *The Bride Flights*. Reviews should include:

- Title of the film and the key players
- Where and when the film was made
- A brief synopsis
- The key themes and messages contained in the documentary
- Most memorable lines of dialogue, as well as most memorable scenes/sequences
- Describe the types of camera shots/editing/use of voice over and interviews. What sort of mood and atmosphere do these elements combine to create in terms of an overall feel?
- Particular audiences to whom you would recommend the film



## References

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AUSTRALIAN TEACHERS OF MEDIA

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