

## CLASSROOM ACTIVITY SHEET:

# Foundation year



### Overview

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This Foundation Year unit is designed to give children an introduction to the presence and significance of Aboriginal and Torres Strait Islander people and the Stolen Generations. The unit is designed to align with National Sorry Day (26 May), National Reconciliation Week (27 May–3 June) or NAIDOC Week (July).

The following four activities can be done in one day as a block or they can be broken up over a week, month or term. They are designed to be done as a whole class, so the teacher can guide and support students. However, if resources are available the activities can be done in small groups with adult support.

Each of these activities is linked to Foundation Year Australian Curriculum Content Descriptions, as well as the Australian Curriculum Cross-curriculum Priority of Aboriginal and Torres Strait Islander Histories and Cultures.

These activities are designed to be a starting point for teachers to embed Aboriginal and Torres Strait Islander perspectives into your classroom. For more activities and organisations to contact for support and information see the 'Continuing the work' section.

#### **ACTIVITY 1: LITERATURE INTRODUCTION (20–30 MINUTES)**

Teacher leads children in a guided reading session and helps children create their own yarning circle.

#### **ACTIVITY 2: ARTWORK RESPONSE (20–30 MINUTES)**

Students view and respond to artwork.

#### **ACTIVITY 3: MUSICAL RESPONSE (20–30 MINUTES)**

Students listen to and respond to music and create a personal artwork response.

#### **ACTIVITY 4: REFLECT AND SHARE LEARNING (20–30 MINUTES)**

Students record a 'digital postcard' to reflect on their learning.



### Checklist for preparing your classroom

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- Read information about [yarning circles](#).
- Liaise with local Aboriginal and Torres Strait Islander resource centres, for example the [Dandiiri Community Library](#) in Brisbane, to source age-appropriate texts on a range of topics including culture and country, dreaming stories, Stolen Generation stories, reconciliation, the National Apology to the Stolen Generations and NAIDOC Week, as well as texts for your own reference. For initial suggestions, see the book list at the end of this document. You may also be able to source puzzles and games from the library that will be useful for group rotations or students who finish quickly.



- For your own background knowledge:

## Read

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- Reconciliation Australia's fact sheet on the [Apology to the Stolen Generations](#)
- [The Little Red Yellow Black Book](#)
- The [Australian Institute of Aboriginal and Torres Strait Islander Studies](#) (AIATSIS) website for more information about Aboriginal and Torres Strait Islander culture and history.

## Watch

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- [Florence Onus and her granddaughter](#)
  - [The Story of The Healing Foundation](#)
  - [Intergenerational Trauma Animation](#)
- Send a note or newsletter home to parents so they can facilitate and support discussion at home. If desired, distribute The Story of the Healing Foundation video or the Florence Onus video for parents to watch using your sharing platform (Seesaw, Storypark, Facebook).
  - Prepare a wall of the classroom to hang work on and use as a reference. You might include Aboriginal and Torres Strait Islander flags, images of books the class will be reading, images of prominent Aboriginal and Torres Strait Islander people etc.).
  - Make a [flower wall for your display](#) (this could also be done as a separate Art activity)

Read more information about [Sorry Day flowers](#) here.



# Activity 1: Literature introduction (20–30 minutes)

## Curriculum links

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### ENGLISH

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences. ([ACELT1575](#))
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. ([ACELY1646](#))
- Share feelings and thoughts about the events and characters in texts. ([ACELT1783](#))

## Resources

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- Suggested book: *Sorry Sorry* by Anne Kerr and Marda Pitt.
- Equipment to help you create a yarning circle (e.g. logs arranged outside, cushions arranged inside, an object that will act as a 'power instrument' for speaker to hold).
- For your own background knowledge, read information about [yarning circles](#).

## Lesson

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### INTRODUCTION

- Briefly introduce the unit and facilitate a discussion about what students currently know about Aboriginal and Torres Strait Islander culture and history and the Stolen Generations (if anything). This is also a good point to explain appropriate terms we will be using during this unit.
- Read the selected book, stopping to explain or answer questions if necessary.
- Once you have finished the book, discuss any key points. You might ask:
  - What did you like about the story?
  - What did you learn from the story?
  - Are there any words in the story that are new to you?
  - Use one word to describe how the book made you feel.
  - How does the book use illustration to help us feel something in the story?
- These questions can be repeated with any text you read in this unit.

### CREATING A YARNING CIRCLE

- Introduce children to the concept of a yarning circle and discuss its importance in Aboriginal and Torres Strait Islander culture. As a group, pick an appropriate place in the classroom that will be set up as a permanent yarning circle.
- Create the yarning circle using cushions/blankets if inside, or logs/mats/other appropriate material if outside.
- Practice using the yarning circle in this session by having students talk about the book they just read (if children need prompting, they can give one word to describe their thoughts and reactions to the book).

## Activity 2: Artwork response (20–30 minutes)

### Curriculum links

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#### ENGLISH

- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. ([ACELY1784](#))
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge. ([ACELY1651](#))

#### THE ARTS

- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists. ([ACAVAM106](#))
- Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander peoples. ([ACAVAR109](#))

#### HASS

- Pose questions about past and present objects, people, places and events. ([ACHASSI001](#))
- Interpret data and information displayed in pictures and texts and on maps. ([ACHASSI007](#))
- Explore a point of view. ([ACHASSI005](#))

### Resources

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- Suggested book for this session: *Stories for Simon* by Lisa Sarzin and Lauren Briggs.
- *Healing Country* by Riki Salam (Appendix 1).
- For your own background information, read the artist statement for *Healing Country*.
- 'I see...I think...I feel...' worksheet (Worksheet 1).

### Lesson

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#### INTRODUCTION

- Remind students of the unit topic and include a brief introduction to the Stolen Generations.  
*Before you were born, the governments in Australia created laws that said that many Aboriginal children should be taken from their homes and families to live in other places. Taking these children away from their homes and families caused a lot of pain and sadness that still exists today. The children who were taken are called the Stolen Generations. These children have grown up now and have families of their own and lots of them are trying to heal from their sadness.*
- Read a text from the classroom library and discuss. You can choose to ask students the same questions as in Activity 1 and record some of their thoughts on butchers' paper if you wish.

#### ARTWORK RESPONSE

- Introduce the activity,  
*Today we are going to study some art that represents the healing journey of lots of Aboriginal people who are members of the Stolen Generations.*
- Show students *Healing Country* by Riki Salam. Give students time to look and encourage them to talk to a partner or small group about what they can see in the artworks. Some questions that could prompt discussion are:
  - What do you like about painting?
  - What do you feel when you look at the painting? What makes you feel that?

- Talk to students about the history of the artwork.

*This artwork was made by an artist called Riki Salam. To create this artwork he listened to the stories of lots of members of the Stolen Generations and used their stories to think about how the artwork would look...*

- Be prepared to answer questions and discuss ideas further.
- Have students respond to the artwork using the 'I see...I think...I feel...' worksheet (Worksheet 1). If they are capable they can write one or two words to respond to each section or you can scribe for them.

### **CONCLUSION**

- Use the yarning circle to allow students to share their writing.
- Display their work on the classroom wall along with a colour print-out of the artwork.



## Activity 3: Musical response (30–40 minutes)

### Curriculum links

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#### THE ARTS

- Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander peoples. ([ACAMUR083](#))
- Use and experiment with different materials, techniques, technologies and processes to make artworks. ([ACAVAM107](#))
- Create and display artworks to communicate ideas to an audience. ([ACAVAM108](#))

### Resources

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- Suggested book for this session: *Welcome to Country* by Aunty Joy Murphy and Lisa Kennedy.
- Video and audio of [Shellie Morris' performance at the Deadly Awards](#) (Waliwaliyangu li-Anthawirriyarra a-Kurija by Shellie Morris and the Borroloola Songwomen).
- For your own background information, read more about the creation of these songs and [Shellie Morris' story](#).
- 'I hear...I think...I feel...' worksheet (Worksheet 2).
- Drawing paper, pencils, crayons.

### Lesson

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#### INTRODUCTION

- Read a text from the classroom library and discuss. You can ask students the same questions as in Activity 1 and record some of their thoughts on butchers' paper if you wish.

#### MUSICAL RESPONSE

- Introduce the activity. Remind students that in Activity 2 we started talking about healing journeys and the ways that members of the Stolen Generations help themselves to heal some of their sadness.  
*One way that some members of the Stolen Generations help themselves is with creating music and today we are going to listen to a song by Shellie Morris, who was a member of the Stolen Generations.*  
Give a brief description of Shellie Morris' story and play song.
- Give students time to listen and then encourage them to talk to a partner or small group about what they can see in the artworks. Some questions that could prompt discussion are:
  - What do you like about the song?
  - What do you picture in your head when you listen to the song?
- Have students respond to the song using the 'I hear...I think...I feel...' worksheet (see Worksheet 2). If they are capable they can write one or two words to respond to each section or you can scribe for them.

#### DRAWING THE MUSIC

- Explain that now we are going to 'draw the music'. *We are going to listen to the song again and use colours and shapes to show how the music is making us feel.*
- Model the lesson by playing the beginning of the song again and using butchers' paper and coloured pens to show how you would respond. As you draw, explain your thinking. For example:  
*This piece of music makes me feel a bit sad and slow, so I am going to use this dark blue pen and draw big, slow waves to show how I am feeling.*
- Move students to their own drawing spaces and give out materials for them to 'draw the music'. Play a new section of the song and repeat if necessary.

## CONCLUSION

- Give children time to view each other's work in the yarning circle. You could also facilitate a discussion about how we each have our own responses to the same piece of music.
- Display the artwork on the classroom wall.

## Activity 4: Display and reflect on learning (30–40 minutes)

### Curriculum links

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- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge. ([ACELY1651](#))

#### THE ARTS

- Use media technologies to capture and edit images, sounds and text for a purpose. ([ACAMAM055](#))

### Resources

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- Suggested book for this session: *The Lost Girl* by Ambelin Kwaymullina and Leanne Tobin.
- ‘What I think and feel’ worksheet (Worksheet 3). Coloured print out of *Healing Country* artwork by Riki Salam.
- iPads with Book Creator or other recording app OR video camera set up in a quiet area to record students.
- If you wish, create your own ‘model’ version of the task to show students. Take a photo of the *Healing Country* artwork using the iPad or position it in front of the video camera so it fills the screen. Then, make an audio recording of yourself talking about your thoughts and feelings about the unit.

### Lesson

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#### INTRODUCTION

- Read a text from the classroom library and discuss. You can choose to ask students the same questions as in Activity 1 and record some of their thoughts on butchers’ paper if you wish.

#### CREATING DIGITAL POSTCARDS

- Introduce students to the task. *Today we are going to create a digital postcard to reflect on our learning.* Show your own modelled version of the task if you made one.
- Distribute the ‘What I think and feel’ worksheet (Worksheet 3) and assist students in completing it. They can refer to their ‘I see...I hear...I feel...’ worksheets if they need to and you could also replay the song or show them the artwork again if required.
- Set class up in small groups with puzzles, games or books so you can work individually with students.
- One by one, bring students over and ask them to take a photo of the artwork using the iPad or hold it up to the camera. Use the iPads recording capabilities to help students record themselves reading their ‘What I think and feel’ worksheet. Depending on capability, you can read the sentence starters for them.

#### SHARING LEARNING

- Play the completed videos for a ‘buddy class’, and then email the videos home for parents and carers or show the videos on parade.



## Continuing the work

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Once you have completed these set lessons you might like to continue or follow up with some other activities. You could:

- Retain the [yarning circle](#) and use it for daily check ins for discussions.
- Start each day/week with an [Acknowledgement of Country](#) or display a written statement in the classroom.
- In guided reading time, include stories by, about and full of Aboriginal and Torres Strait Islander people.
- Introduce children to language through ICTV's '[Our Bedtime Stories](#)' and research more about [Aboriginal and Torres Strait Islander languages](#).
- Invite parents and carers to an open day style session, where children can show their work.
- Seek further information or [incursions](#) from Elders, Stolen Generations members or community members.
- Join the [Narragunnawali community](#) (and develop a Reconciliation Action Plan for your school) to access a variety of curriculum resources about reconciliation and Aboriginal and Torres Strait Islander histories, cultures and contributions.
- Hold [National Reconciliation Week](#) or [NAIDOC Week](#) celebrations in your school or attend events in your local community.

## Books to read: Foundation Year

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Here is a preliminary list of suggested books for your classroom, chosen with the guidance of Vanessa Kerley, teacher librarian at the Dandiiri Schools and Community Library.

For more book suggestions and support in choosing texts or to source other materials, please contact Dandiiri Community Library or the Australian Institute of Aboriginal and Torres Strait Islander Studies.

When choosing books for your classroom, investigate if the author and illustrator are Aboriginal and/or Torres Strait Islander and consider this as part of your selection.

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### RELEVANT TO THE STOLEN GENERATIONS

*Tell Me Why* by Robyn Templeton and Sarah Jackson

*Sorry Sorry* by Anne Kerr and Marda Pitt

*Sorry Day* by Coral Vass and Dub Leffler

*Stories for Simon* by Lisa Miranda Sarzin and Lauren Briggs

*Bush Games and Knucklebones* by Doris Kartinyeri and Kunyi June Anne McInerney

*The Rabbits* by John Marsden and Shaun Tan



## ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE AND STORIES

*Tracker Tjugingji* by Uncle Bob Randall

*Nyuntu Ninti (What you should know)* by Bob Randall and Melanie Hogan

*Munyourarn: Look And Learn – an Aboriginal Elder's Story* by Vi McDermott and Leah King-Smith

*Fair Skin Black Fella* by Renee Fogorty

*Look See, Look At Me!* By Leonie Norrington and Dee Huxley

*The Lizard Gang* by Kirra Sommerville and Grace Fielding

*A is for Aunty* by Elaine Russell

*The Sand Symbols* by Nola Turner-Jensen and Skelton

*Same, But a Little Bit Diff'rent* by Kylie Dunstan

*No Way Yirrikipayi* by Alison Lester and the Children from the Milikapiti community

*Mad Magpie* by Gregg Dreise

*Mrs White and the Red Desert* by Josie Boyle

*Kick With My Left Foot* by Paul Seden and Karen Briggs

*Shake a Leg* by Boori Monty Pryor and Jan Ormerod

*How Frogmouth Found Her Home* by Ambelin Kwaymullina

*Caterpillar and Butterfly* by Ambelin Kwaymullina

*Yirruwa Yirrilikenuma-langwa When We go Walkabout* by Alfred Lalara and Rhoda Lalara

*My Country* by Ezekiel Kwaymullina and Sally Morgan

*The Lost Girl* by Ambelin Kwaymullina and Leanne Tobin

*Our Island* by the Children of Gununa with Alison Lester and Elizabeth Honey

*Welcome to Country* by Aunty Joy Murphy and Lisa Kennedy

*ABC Dreaming* by Warren Brim

*Shapes of Australia* by Bronwyn Bancroft

*Big Rain Coming* by Katrina Germein and Bronwyn Bancroft



Appendix 1: *Healing Country* by Riki Salam



## Worksheet 1: I see... I think... I feel...

### When I look at the painting

I see \_\_\_\_\_

I think \_\_\_\_\_

I feel \_\_\_\_\_

### When I look at the painting

I see \_\_\_\_\_

I think \_\_\_\_\_

I feel \_\_\_\_\_

### When I look at the painting

I see \_\_\_\_\_

I think \_\_\_\_\_

I feel \_\_\_\_\_

## Worksheet 2: I hear... I think... I feel...

### When I listen to the song

I hear \_\_\_\_\_

I think \_\_\_\_\_

I feel \_\_\_\_\_

### When I listen to the song

I hear \_\_\_\_\_

I think \_\_\_\_\_

I feel \_\_\_\_\_

### When I listen to the song

I hear \_\_\_\_\_

I think \_\_\_\_\_

I feel \_\_\_\_\_

## Worksheet 3: What I think and feel

This week we have been learning about\_\_\_\_\_.

When I heard about the Stolen Generations I felt \_\_\_\_\_

because \_\_\_\_\_.

When I looked at the painting *Healing Country* I felt \_\_\_\_\_

because \_\_\_\_\_.

When I listened to the song by Shellie Morris I felt \_\_\_\_\_

because \_\_\_\_\_.

I liked learning about this because \_\_\_\_\_.