

CLASSROOM ACTIVITY SHEET:

Year 3

Overview

This Year 3 unit is designed to give children an introduction to the presence and significance of Aboriginal and Torres Strait Islander people and the Stolen Generations. It is designed to align with National Sorry Day (26 May), National Reconciliation Week (27 May–3 June) or NAIDOC Week (July) but it can be delivered at any time of the year.

The following four activities can be done in one day as a block or can be broken up over a week, a month or a 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 Year 3 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 AND 'WHAT HAPPENS NEXT?' WRITING ACTIVITY (40–60 MINUTES)

Teacher leads students in a guided reading session. Students write a 'What happens next?' narrative. Teacher also introduces the KWL chart that will be used throughout the unit.

ACTIVITY 2: VIDEO RESPONSE AND GROUP RESEARCH ROTATIONS (60 MINUTES)

Class creates four inquiry questions for further research. Students work in groups to use a variety of sources to begin to answer inquiry questions.

ACTIVITY 3: MUSICAL RESPONSE AND CREATION OF CLASS MOVEMENT PIECE (60–80 MINUTES)

Students 'Think, Pair and Share' to respond to a song. Class works in groups to create a symbolic movement piece to the song. Note: as Activity 3 is a more involved lesson, it can continue into Activity 4 if required.

ACTIVITY 4: PERSONAL STATEMENT OF LEARNING (30–40 MINUTES)

Students write and record a personal statement reflecting on what they have learnt and considering what else they wish to know.

Checklist for preparing your classroom

- Liaise with local Aboriginal and Torres Strait Islander resource centres, for example the [Dandiiri Community Library](#), 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

- [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

- [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 [#BTH20 video](#) to parents using your sharing platform (Seesaw, Storypark, Facebook).
 - Prepare a wall of the classroom to hang student work and use as a reference. You can include things like Aboriginal and Torres Strait Islander flags, images of books the class will be reading, images of prominent Aboriginal and Torres Strait Islander people, posters from The Healing Foundation etc.
 - Make a [flower wall for your display](#). This could also be done as a separate Art activity. (The five-petalled Native Cotton, Desert Rose, or Native Hibiscus was originally chosen by members of the Kimberley Stolen Generation Aboriginal Corporation, and later endorsed by the National Sorry Day Committee, to symbolise the Stolen Generations. It was chosen because it is found across Australia and it is a survivor. Its colour denotes compassion and spiritual healing.)
 - Create a 'word wall' of new words related to this topic. Initial words could be reconciliation, Aboriginal, culture, sorry, country, Torres Strait Islander. As you work through the activities, you can add extra words.



Activity 1: Literature introduction and ‘What happens next?’ writing activity (40–60 minutes)

Curriculum links

ENGLISH

- Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting. ([ACELY1679](#))

HASS

- Pose questions to investigate people, events, places and issues. ([ACHASSI052](#))
- Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions. ([ACHASSI054](#))

Resources

- Book for this session: *Stolen Girl* by Trina Saffioti and Norma MacDonald. Note: This book is a longer picture book so it is recommended you read it in sections over the four activities. However, if you do read the whole book in this session, this activity is still relevant.
- KWL chart drawn on butchers’ paper and pens for teacher to record brainstorm (K: What I know, or what I think I know. W: What I want to know. L: What I learned)
- Butchers’ paper
- Pens/sharpiers
- What Happens Next? Worksheet (Worksheet 1)

Lesson

INTRODUCTION

- Briefly introduce the unit and the KWL chart. This is also a good point to explain appropriate terms we will be using during this unit.
- Introduce the KWL chart and tell students that we are going to start to fill out the K column with what they already know about Aboriginal and Torres Strait Islander history and the Stolen Generations (if anything). This activity can also allow teachers to gauge any misinformation students may have about Aboriginal culture or history.
- Read the beginning of the book, stopping to explain or answer questions if necessary. Stop reading at a crucial or climactic point in the story.
- Once you have finished, 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 a sentence to describe how the book made you feel.
 - How does the use of illustration help us feel something in the story?

'WHAT HAPPENS NEXT?' WRITING ACTIVITY

- Introduce the activity. Students need to use their knowledge of what has happened so far in the book (character, setting, narrative style) to predict and write about what might happen next.
- Model the lesson by asking for suggestions or making your own prediction for the next part of the story. Write a paragraph on the whiteboard or SMART Board that continues the story.
- Students make their own predictions for what happens next in the story and complete Worksheet 1. Once they have finished writing they can illustrate their work.

CONCLUSION

- Students swap their work with a classmate for editing and reading appreciation.
- Add extra words to your classroom 'word wall'.

Activity 2: Video response and group research rotations (60 minutes)

Curriculum links

HASS

- Interact with others with respect to share points of view. ([ACHASSI059](#))
- Draw simple conclusions based on analysis of information and data. ([ACHASSI058](#))
- Pose questions to investigate people, events, places and issues. ([ACHASSI052](#))

Resources

- Suggested book for this session: continue reading *Stolen Girl* by Trina Saffioti and Norma MacDonald or select another book from the classroom library (e.g. *Tell Me Why* by Robyn Templeton and Sarah Jackson)
- [The Story of The Healing Foundation video](#)
- Suggested resources for research stations:
 - **Station 1: Computers or iPads with link to:**
 - [The Little Red Yellow Black Website](#) (if computers or iPads are not available, you could use copies of the *The Little Red Yellow Black Book* (Third Edition) by Bruce Pascoe with AIATSIS at this station instead)
 - **Station 2: Computers or iPads with link to:**
 - [ABC's Behind the News Archie Roach segment](#) (if computers or iPads are not available, you could use transcript of Behind the News (BTN) story, also available on the BTN website)
 - **Station 3: Fiction and non-fiction books. Some suggestions might be:**
 - *Sorry Day* by Coral Vass and Dub Leffler
 - *The Little Red Yellow Black Book* (Third Edition) by Bruce Pascoe with AIATSIS
 - *Tell Me Why* by Robyn Templeton and Sarah Jackson.
 - **Station 4: Fact sheets**
 - Copies of [Reconciliation Australia's fact sheet](#) on the Apology to the Stolen Generations.
- 5 x A3 print outs of Research worksheet (Worksheet 2)
- Note: as there is group work and research in this lesson, you might wish to ask teacher aides or even parent volunteers to be present to assist.

Lesson

INTRODUCTION

- Read a text from the classroom library and discuss.
- Use the KWL chart again and this time concentrate on the W column. Ask students what they want to know about the Stolen Generations. Encourage them to pose questions for further research. If students need prompting, remind them of lead-in words for questions: 'Who, what, when, where, why.'
- Guide the class to create **four** meaningful questions for further research and write them in the W column. (While there will be many more questions, this number has been limited to allow for ease of creating groups and researching).

VIDEO RESPONSE AND KWL CHART

- Introduce students to the activity. *First we are going to watch a video that will give us some history of Aboriginal and Torres Strait Islander people and will be a source to help us begin to answer some of our questions.*
- Play the video [The Story of The Healing Foundation](#). Be prepared to answer questions and engage in some discussion about the video.
- To prompt discussion you might ask:
 - How did watching this video make you feel?
 - How does this video relate to the books we have been reading?
 - Why do you think this is important for us to know?
 - Were there any new words in the video that you did not understand?
- Ask students: What is something new that you learned from the source?
- Model the activity by filling out the L column as you discuss what information the class learned from the video.

GROUP RESEARCH

- Break the students into four groups.
- Assign each group one inquiry question from the W column.
- Distribute one Research sheet per group (see Worksheet 2).
- Before students move to the first station, the group must decide who will be:
 - scribe (writes down information)
 - leader (keeps the group on task as they research)
 - presenter (presents findings at the end of the task)
 - all students in the group will also be researchers (looking for information in the sources).
- Send groups to their first research station. Move around the room supporting groups as they find information in sources. Once you feel that all groups have made good progress, move groups around to the next station. Continue the rotations until groups have been to every station.

CONCLUSION

- Bring the class back together and have presenters share the groups' learning. Complete the L column on the class KWL sheet.
- Display the group research worksheets and the class KWL chart on the classroom wall.
- Add extra words to your classroom 'word wall'.

Activity 3: Musical response and creation of class movement piece (60–80 minutes)

The Arts

- Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander people. ([ACAMUR087](#))
- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices. ([ACADAM005](#))
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories. ([ACADAM007](#))

Resources

- Suggested book for this session: continue reading *Stolen Girl* by Trina Saffioti and Norma MacDonald or select another book from the classroom library (e.g. 'Took the Children Away' by Archie Roach and Ruby Hunter).
- [Behind the News segment on Archie Roach](#)
- Archie Roach '[Took the Children Away](#)' song
- Archie Roach 'Took the Children Away' lyrics (see Appendix 3)
- For your own background knowledge listen to or read [Archie Roach's interview with Compass](#)
- Three pieces of butcher's paper with 'Melody', 'Lyrics' and 'Message' written at the top
- Post-it notes and pencils for students
- iPad or video camera

Note: As Activity 3 is a more involved lesson, it can continue into Activity 4 if required.

Lesson

INTRODUCTION

- Read a text from the classroom library and discuss.

'THINK, PAIR, SHARE' ACTIVITY

- Introduce students to the activity. Today we are going to listen to a song written by a member of the Stolen Generations.
- Tell students they need to listen closely to the song's melody (the music) and the lyrics (the words of the song) and consider the song's message (what the song is trying to communicate).
- Students listen to the song. You can display the lyrics as the students listen.
- Break students into pairs and distribute several post-it notes and pencils to each pair.
- Students do a 'Think, Pair, Share' activity. First, think in your own head about the melody of the song. Encourage students to think of adjectives (feeling/describing words) that describe the melody. Give them 30 seconds to do this.
- Now, talk to your partner about some of the words you thought of and see if your partner agrees or has different ideas. Write your words down on post-it notes.
- Ask pairs to share their thoughts with the class and stick their post-it notes on to the melody paper.
- As a class, discuss some of the similarities and differences in the words.
- Repeat the activity with the lyrics paper and the message papers.

CREATION OF A CLASS MOVEMENT PIECE

- Explain the task. Students are going to work in groups to create a movement/dance piece in response to the song. You can create the movement piece in any way you wish but a suggested format would be:
 - Break students into five groups and assign each group a verse of the song.
 - Have each group work together to decide on ONE simple movement they feel symbolises the feelings and mood of their verse. This movement could be as simple as performers giving themselves a hug and hanging their heads or wiping away a tear. These movements can be abstract or literal.
 - When each group has thought of and practised their movement, bring the groups back together and show their movements.
 - Now the class will perform their movements in canon (one after another). Clear a performance space in the classroom and arrange all the groups around it. Play the song and have Group 1 perform their movement, with Groups 2,3,4 and 5 following them in canon. You may have to encourage the groups to slow their movements down so the canon takes the whole verse. Then do the same with the movements of Groups 2–5 as their respective verse of the song plays.

CONCLUSION

- Once the class has rehearsed their movement piece a few times, record it using an iPad or video camera. The footage will be used in the next activity.
- Reflect with students about how the song and story made them feel during the performance.

Activity 4: Personal statement of learning (30–40 minutes)

Curriculum links

HASS

- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions. ([ACHASSI060](#))
- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms. ([ACHASSI061](#))

Resources

- Suggested book for this session: finish reading *Stolen Girl* by Trina Saffioti and Norma MacDonald or select another book from the classroom library (e.g. *Sorry Day* by Coral Vass and Dub Leffler).
- For reference:
 - class KWL chart
 - group research A3 sheets
 - previously completed sheets with melody, lyrics and message post-it note ideas
- Personal statement of learning (see Worksheet 3).

Lesson

INTRODUCTION

- Read a text from the classroom library and discuss.

PERSONAL LEARNING STATEMENT

- Introduce students to the task. They are going to reflect on what they have been learning by writing a Personal Learning Statement. They will be given some sentence starters and they need to write their own statement and then record it. Teachers/classes will then create a video presentation that will include their class movement piece from the last activity. This video presentation will be distributed to their families via the school sharing platform and could also be shown during school assembly.
- Distribute Personal Statement of Learning for students (Worksheet 3).
- Assist students with writing and editing their personal statements.
- Students should write a good copy of their personal learning statements.
- If you have the resources, students can work in pairs to record each other reading their personal statements or you can record them individually.

CONCLUSION

- Once this activity has been completed, organise a viewing of all the learning statements and the video of the movement piece for the class and other members of the school community.

Continuing the work

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

- Create a class action plan for how students could help their school learn more about the Stolen Generations.
- 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.
- Create a [yarning circle](#) in the classroom to share feelings and news.
- Start each day/week with an [Acknowledgement of Country](#) or display a written statement in the classroom.
- Introduce children to language through ICTV's '[Our Bedtime Stories](#)' and research more about [Aboriginal and Torres Strait Islander languages](#).
- Send books from the classroom library home for students to discuss with parents and carers.
- 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.
- Hold [National Reconciliation Week](#) or [NAIDOC Week](#) celebrations in your school or attend events in your local community.



Books to read: Year 3

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.

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, illustrated by Lauren Briggs

The Rabbits by John Marsden, illustrated by Shaun Tan

Saying Sorry: Speeches about Reconciliation. Prime Ministers Paul Keating and Kevin Rudd

The Burnt Stick by Anthony Hill, illustrated by Mark Sofilas

Down the Hole by Edna Tantjingu Williams and Eileen Wani Wingfield, illustrated by Kunyi June-Anne McInerney

Stolen Girl by Trina Saffioti and Norma MacDonald

Sister Heart by Sally Morgan

ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE AND STORIES

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 Somerville and Grace Fielding

A is for Aunty by Elaine Russell

Sand Symbols by Nola Turner-Jensen and Sid Harta

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, illustrated by Sally Morgan

The Lost Girl by Ambelin Kwaymullina, illustrated by 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, illustrated by Bronwyn Bancroft

When I Was Little, Like You by Mary Malbunka

The Little Red Yellow Black Book (Third Edition) by Bruce Pascoe with AIATSIS



Worksheet 2: research sheet

Our inquiry question: _____

What is the source? (i.e. website name, fact sheet title, video title, book name)	What we learned...

Appendix 3

Took The Children Away

Archie Roach

This story's right, this story's true
I would not tell lies to you
Like the promises they did not keep
And how they fenced us in like sheep
Said to us come take our hand
Sent us off to mission land
Taught us to read, to write and pray
Then they took the children away,
Took the children away,
The children away
Snatched from their mother's breast
Said this is for the best
Took them away

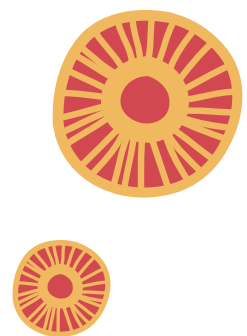
The welfare and the policeman
Said you've got to understand
We'll give them what you can't give
Teach them how to really live
Teach them how to live they said
Humiliated them instead
Taught them that and taught them this
And others taught them prejudice
You took the children away
The children away
Breaking their mothers heart
Tearing us all apart
Took them away

One dark day on Framingham
Come and didn't give a damn
My mother cried go get their dad
He came running, fighting mad
Mother's tears were falling down
Dad shaped up and stood his ground
He said 'You touch my kids and you fight me'

And they took us from our family
Took us away
They took us away
Snatched from our mother's breast
Said this was for the best
Took us away
Told us what to do and say
Told us all the white man's ways
Then they split us up again
And gave us gifts to ease the pain
Sent us off to foster homes
As we grew up we felt alone
Cause we were acting white
Yet feeling black

One sweet day all the children came back
The children come back
The children come back
Back where their hearts grow strong
Back where they all belong
The children came back
Said the children come back
The children come back
Back where they understand
Back to their mother's land
The children come back

Back to their mother
Back to their father
Back to their sister
Back to their brother
Back to their people
Back to their land
All the children come back
The children come back
The children come back
Yes I came back



Worksheet 3: personal statement of learning

This week we have been learning about the Stolen Generations. When we were learning about the history of Aboriginal and Torres Strait Islander people I felt _____
_____ because _____

_____.

One thing I learned this week, that I didn't know before was _____

_____.

This is important for me to know because _____

_____.

Now that we have started learning about the Stolen Generations, I would also like to know

_____.

