

## CLASSROOM ACTIVITY SHEET:

# Year 6

### Overview

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This Year 6 unit is designed to give students 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) 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 they can be broken up over a week, month or term. They are designed to allow the teacher to guide and support students in their learning, incorporating individual responses, small group activities and whole class discussions. The activities allow students to consolidate their prior learning of Aboriginal and Torres Strait Islander perspectives and Australian history. The activities are designed to support students in acquiring new knowledge and developing critical analysis skills in response to different viewpoints and perspectives. The transcripts and worksheets included with these activities may be printed individually or compiled as a booklet for students to document their responses.

Each of these activities is linked to Year 6 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 (40–60 MINUTES)**

Teacher leads students in a guided reading session. Students read a case study from a member of the Stolen Generations and respond by creating a descriptive paragraph.

#### **ACTIVITY 2: STATISTICAL ANALYSIS (60–80 MINUTES)**

Students work in groups to analyse and discuss statistics related to the Stolen Generations and begin to understand Intergenerational Trauma.

#### **ACTIVITY 3: RESEARCH AND CREATION OF POSTER AND PRESENTATION (60–80 MINUTES)**

Students work individually to research the ongoing effects of the Stolen Generations and create a poster and presentation to share their learning.

#### **ACTIVITY 4: PLANNING AN EVENT AND POSTER WALK (30–40 MINUTES)**

Students plan and hold a poster presentation event for another class and members of the school community.

### Checklist for preparing your classroom

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- 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 Generations 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 booklist at the end of this document.

- For your own background knowledge:



## Read

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- [Bringing them Home 20 Years On report](#)
- [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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- [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
  - Prepare a wall of the classroom to hang student work on and use as a reference. For example, it could include the [AIATSIS map of Indigenous Australia](#) that can be purchased from AIATSIS Aboriginal Studies Press. You could also have 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. (The five-petal 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 (40–60 minutes)

## Curriculum links

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### ENGLISH

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects. ([ACELA1518](#))
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways. ([ACELT1618](#))

## Resources

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- Book: *Tracks* by Stephen Kinnane, in *Remembered by Heart* by Sally Morgan (Note: this is an excerpt from Stephen Kinnane's book *Shadow Lines*. Sections from either book can be read at the beginning of each session as part of the lesson introduction)
- Case study: [Isabel Reid](#)
- Writing paper and pencils.

## 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).
- Facilitate class discussion about cultural safety.

A culturally safe classroom environment relies on open-mindedness, respect and honest communication.

- Create a list of expectations around how a culturally safe classroom will operate. Expectations could include use of appropriate terms (e.g. Aboriginal and Torres Strait Islander, Aboriginal Language Group when speaking about distinct geo-linguistic communities etc.).

### LITERATURE RESPONSE

- Introduce the text and read the first section from *Tracks* by Stephen Kinnane (from 'My grandmother's skin was concealed...' to 'Tracks can be followed.') You may like to pass the book around so that students can also read aloud.
- Discuss the text. To prompt discussion, you could ask:
  - What devices does the text use to convey meaning? (e.g. metaphor, simile, personification)
  - How did the European settlers view the land and subsequently the people who lived on it?
  - What do you know about Aboriginal and Torres Strait Islander peoples' connection to country and place and how does the text reflect this?

### CASE STUDY NARRATIVE WRITING

- As a class, read Isabel Reid's case study and discuss.
- Introduce the task. Students must take one part of Isabel Reid's story (e.g. when she and her siblings said goodbye to their mother and father in the morning) and expand on it in a descriptive paragraph. Their paragraph must:
  - be written in third person
  - utilise information that is already in the case study
  - expand on this information and focus on imagery in descriptions of setting and character
  - use language devices such as metaphor, simile, personification to build on the setting and characters.
- If required, model turning one part of the story into a descriptive paragraph.

- Students can write and edit their own paragraph and share with a peer for editing and appreciation.

### **CONCLUSION**

- Select three or four students to read their paragraphs aloud.
- Students can type their paragraphs and display on the classroom wall.
- Add any new words to the classroom word wall.

## Activity 2: Statistical analysis (60–80 minutes)

### Curriculum links

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#### ENGLISH

- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts. ([ACELA1524](#))
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. ([ACELY1709](#))

### Resources

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- Book: *Tracks* by Stephen Kinnane, in *Remembered by Heart* by Sally Morgan (Note: this is an excerpt from Stephen Kinnane's book *Shadow Lines*. Sections from either book can be read at the beginning of each session as part of the lesson introduction).
- [Stolen Generations infographics](#)
- For your own background knowledge read [Stolen Generations demographics](#)
- Statistics for descendants of Stolen Generations (Appendix 1). Print and cut out into strips.
- Statistics Analysis Worksheet (Worksheet 2). One sheet per group printed at A3.

### Lesson

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#### INTRODUCTION

- Read a text from the classroom library and discuss.
- Remind students of the unit topic and briefly review the learning from Activity 1.
- Explain to students that in the context of learning about the Stolen Generations, we will now be specifically focusing on the long-lasting effects of removal by looking at Intergenerational Trauma. Briefly discuss what students think 'Intergenerational Trauma' could mean, activating prior knowledge of word meanings.

#### ANALYSIS OF INFOGRAPHICS

- Display and discuss this quote from *Bringing them Home*, the report of the *National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*  
"Between one in three and one in 10 Indigenous children were forcibly removed from their families and communities in the period from approximately 1910 until 1970. In certain regions and in certain periods the figure was undoubtedly much greater than one in 10. In that time not one Indigenous family has escaped the effects of forcible removal ... Most families have been affected, in one or more generations, by the forcible removal of one or more children."
- Use projector to display Stolen Generations infographics, examine and discuss as a class.
- Break students into groups. Give each group one of the Descendants of Stolen Generations statistics (Appendix 1). Ask groups to appoint a speaker who will share their ideas with the rest of the class.
- Give groups Worksheet 2 and explain questions.
- As a group, students discuss their statistic and complete Worksheet 2.

#### CONCLUSION

- Bring groups back together and ask speaker to share their group's statistic and their reactions.
- Display the discussion sheets on the classroom wall along with the statistics for reference in a later activity.
- Add any new words to the classroom word wall.

## Activity 3: Research and creation of poster and presentation (60–80 minutes)

### Curriculum links

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#### ENGLISH

- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings. ([ACELY1712](#))
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts. ([ACELY1713](#))

### Resources

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- Book: *Tracks* by Stephen Kinnane, in *Remembered by Heart* by Sally Morgan (Note: this is an excerpt from Stephen Kinnane's book *Shadow Lines*. Sections from either book can be read at the beginning of each session as part of the lesson introduction).
- Material for students to create posters (A3 cardboard, pens, images from case studies).
- Sources for reference:
  - demographics from Activity 2
  - non-fiction books
  - news articles (to find more news articles, visit the [NITV website](#) and search for 'Intergenerational Trauma')
  - videos from members of the Stolen Generations
    - [Mark Bin Baker video](#)
    - [Florence Onus video](#)
    - [Lorraine Peeters video](#).
  - Case studies printed (multiple copies of each) or on computer or iPad for students to easily access:
    - Michael Welsh
    - Ian Hamm
    - Florence Onus
    - Tony Hansen
    - Doreen Webster
    - Richard Campbell
    - Lorraine Peeters.

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

### Lesson

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#### INTRODUCTION

- Read text from the classroom library and discuss.
- Remind students of the unit topic and briefly review what we have learned so far about Intergenerational Trauma.

## RESEARCH FOR PERSUASIVE POSTER AND SPEECH

- Introduce the activity. Students will read stories from members of the Stolen Generations and understand the ongoing effects of their removal on them, their family and community.
- Students will then choose one person's story to focus on and use the knowledge they have gained from Activity 1 and 2 and their own research to create:
  - a persuasive poster about the ongoing effects of the Stolen Generations
  - a two minute presentation to accompany the poster.
- Students must:
  - give their poster a title
  - use demographics and statistics from The Healing Foundation
  - use and reference other sources
  - use quotes from their selected case study.
- Students should plan their poster and a short presentation to accompany it. They can use Worksheet 3 to assist them in planning.
- Students should write a good copy of their speech on to index cards and create a final copy of their poster on A3 cardboard. Remind students that it is not appropriate to recreate Aboriginal and Torres Strait Islander art forms.

## CONCLUSION

- Students can view each other's posters and practise their speeches with a partner.
- Posters and speeches should be kept safe for the next activity.
- Add any new words to the classroom word wall.

# Activity 4: Planning an event and poster walk (30–40 minutes)

## Curriculum links

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### ENGLISH

- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis. ([ACELY1710](#))

## Resources

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- Book: *Tracks* by Stephen Kinnane, in *Remembered by Heart* by Sally Morgan (Note: this is an excerpt from Stephen Kinnane's book *Shadow Lines*. Sections from either book can be read at the beginning of each session as part of the lesson introduction)
- A3 completed posters and presentations from Activity 3

## Lesson

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### INTRODUCTION

- Read text from the classroom library and discuss.
- Introduce the activity. Students will now plan and hold a poster presentation event for another class and members of the school community. This event could align with National Sorry Day or Reconciliation Week.

### PLANNING THE EVENT

- As a class, brainstorm what you will need for the event:
  - invitations (consider who it will be appropriate to invite. Does the school have a relationship with local Aboriginal and Torres Strait Islander community members?)
  - a dedicated space to display posters
  - food (could students make food with at least one ingredient that is Indigenous to Australia?)
  - music (what would be appropriate music to play at the event?).
- You could also consider some other actions in your school community that could align with the event:
  - flying [flags](#) at half mast
  - working with a younger class to create [Sorry Day flowers](#)
  - inviting other classes to display their work at the event (e.g. Year 5 acrostic poem posters).

### HOLDING THE EVENT AND POSTER PRESENTATION

- Once planning is complete, students will host the event.
- During the event, students should stand near their posters and as attendees approach them they should give their presentation and answer any questions.

### CONCLUSION

- Students should discuss and reflect on the event and their learning.

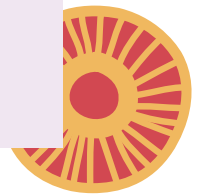


## Continuing the work

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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:

- 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.
- Research more about [Indigenous Australian 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 6

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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, illustrated by Lauren Briggs

*The Rabbits* by John Marsden, illustrated by Shaun Tan

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

*The Burnt Stick* by Anthony Hill and Mark Sofilas

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

*Stolen Girl* by Trina Saffioti and Norma MacDonald

*Sister Heart* by Sally Morgan

*Remembered by Heart* edited by Sally Morgan

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## ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE AND STORIES

*Why I Love Australia* by Bronwyn Bancroft

*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

*When I was Little, Like You* by Mary Malbunka

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



# Worksheet 1: Response to video

Watch The Healing Foundation's Intergenerational Trauma Animation and consider these elements and how they contribute to the video's overall aesthetic and persuasive message:

<b>Linguistic</b> (language used)	
<b>Visual</b>	
<b>Auditory</b> (music)	
<b>Symbolism</b>	

## Appendix 1: Descendants of Stolen Generations

**2.0 times**

as likely to have  
**experienced discrimination**  
in the last 12 months

**1.9 times**

as likely to have  
**experienced violence**  
in the last 12 months

**1.6 times**

as likely to be in  
**poor health**

**1.5 times**

as likely to have been  
**arrested by police**  
in the last 5 years

**1.4 times**

as likely to have  
**low levels of trust**  
in the general community

**1.3 times**

as likely to report  
**poor mental health**

**1.2 times**

as likely to have  
**used substances**  
(in the preceding 12 months)

## Worksheet 2: Statistics for descendants of the Stolen Generations

As a group, examine your statistic and consider its ongoing impact.

Discuss what it means and seek clarification from your teacher if you need it.

As a group, discuss and record your thoughts about your statistic.

**HOW WOULD THIS ISSUE AFFECT A PERSON'S DAY TO DAY LIFE?**

**HOW WOULD THIS ISSUE AFFECT THE LIFE OF THE PERSON'S CHILDREN OR FAMILY?**

**HOW COULD THIS ISSUE PREVENT A PERSON FROM ACHIEVING THEIR OWN GOALS OR SUCCESS?**

## Worksheet 3: Writing a speech to accompany your poster

### ANSWER THESE PROMPT QUESTIONS TO HELP YOU CREATE A PERSUASIVE POSTER AND WRITE A POSTER PRESENTATION

What have you been learning about in this unit?

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What does your poster show?

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What have been some of the ongoing impacts of the policies surrounding the Stolen Generations for Aboriginal and Torres Strait Islander people?

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What evidence do you have to show this on your poster?

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What have been some personal impacts on people who were removed, and their families?

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What evidence do you have to show this on your poster?

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What do Aboriginal and Torres Strait Islander people believe needs to happen to continue the journey of healing and break the cycle of Intergenerational Trauma?

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What evidence do you have to show this on your poster?

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