

Our Healing. Our Future.



CLASSROOM ACTIVITY SHEET:

Year 7

Overview

This Year 7 unit presents four activities that are designed to enhance and enrich student's knowledge and understanding of Aboriginal and Torres Strait Islander people and the Stolen Generations. This unit is designed to align with Sorry Day (26 May), Reconciliation Week (27 May–3 June) or NAIDOC Week (July) but it can be delivered at any time of the year.

The activities may be delivered in a one-day workshop or spread over the course of 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. This unit allows 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 7 Australian Curriculum Content Descriptions, as well as the Australian Curriculum Cross-curriculum Priority of Aboriginal and Torres Strait Islander Histories and Cultures.

ACTIVITY 1: INTERVIEW AND PICTURE BOOK ANALYSIS (60–70 MINUTES)

Students view interviews with members of the Stolen Generations and write individual responses to the interview. Students critically analyse two picture books with contrasting perspectives on Australian history, society and culture.

ACTIVITY 2: DIARY ENTRY WRITING (60–70 MINUTES)

Students write a diary entry from the perspective of a child whose friend was removed, using the knowledge and understanding gained from Activity 1 to inform their work.

ACTIVITY 3: RESPONSE TO THE STORY OF THE HEALING FOUNDATION (60–70 MINUTES)

Students work in pairs to produce an advertisement for The Story of The Healing Foundation video.

ACTIVITY 4: LETTER TO MINISTER FOR EDUCATION (60–70 MINUTES)

Students consolidate learning to write a persuasive letter written to the Minister for Education, calling for The Healing Foundation units to be compulsory in all schools.



Checklist for preparing your classroom

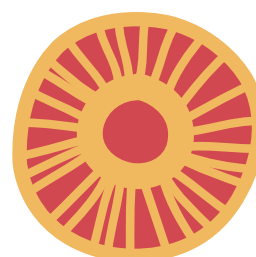
- Liaise with local Aboriginal and Torres Strait Islander resource centres, for example the [Dandiiri Community Library](#), to source age-appropriate texts on a range of topics including culture and country, dreaming stories, Stolen Generations stories, reconciliation, the National Apology to the Stolen Generations and NAIDOC Week, as well as texts for your own reference.
- For your own background knowledge:

Read

- [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

- [The Story of The Healing Foundation](#)
- [Intergenerational Trauma Animation](#)
- Prepare a wall of the classroom to hang student work on and use as a reference. You might include the Aboriginal and Torres Strait Islander flags, stills from videos, images of prominent Aboriginal and Torres Strait Islander people, posters from The Healing Foundation etc.
- Create a word wall that you can add to as you work through the activities. Initial words could be:
 - exploration, discovery, colonisation, settlement
 - invasion, resistance, genocide, massacre
 - perspective, power, marginalised, silenced
 - self-determination, empowered, consent, consult
 - representation, diversity, respect, cultural safety.



Activity 1: Interview and picture book analysis (60–70 minutes)

Curriculum links

ENGLISH

- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts. ([ACELT1619](#))
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources. ([ACELY1723](#))
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts. ([ACELT1621](#))

Resources

- Stolen Generations stories from Western Australia:
 - [Bigali Hanlon](#) (please note: language warning at 10mins)
 - [Josie Boyle](#)
 - [Alf Taylor](#)
- Video transcript (Appendix 1)
- Question sheet (Worksheet 1)
- A range of picture books that explore Australian history/society/culture, such as:
 - *The Rabbits* – John Marsden and Shaun Tan
 - *The First Fleet* – Alan Boardman and Roland Harvey
 - *The Unlikely Story of Bennelong and Phillip* – Michael Sedunary and Bern Emmerichs
 - *Meet Captain Cook* – Rae Murdie and Chris Nixon
 - *My Place* – Nadia Wheatley and Donna Rawlins
 - *This is Australia* – Miroslav Sasek
 - *Sorry Day* – Coral Vass and Dub Leffler
 - *Stories for Simon* – Lisa Miranda Sarzin and Lauren Briggs
 - *Tell Me Why* – Sarah Jackson and Robyn Templeton
 - *They Took The Children* – David Hollinsworth
 - *Sorry Sorry* – Anne Kerr
 - *Down the Hole* – Edna Tantjingu Williams, Eileen Wani Wingfield and Kunyi June-Anne McInerney
 - *The Burnt Stick* – Anthony Hill and Mark Sofilas.
- Picture book comparison worksheet (Worksheet 2)

Lesson

INTRODUCTION

- Introduce unit, facilitate short whole class discussion about what students currently know about the Stolen Generations.
- Check for student understanding of relevant terms:
 - exploration, discovery, colonisation, settlement

- invasion, resistance, genocide, massacre
- perspective, power, marginalised, silenced
- self-determination, empowered, consent, consult
- representation, diversity, respect, cultural safety.
- Facilitate class discussion about cultural safety:
 - A culturally safe classroom environment relies on open-mindedness, respect and honest communication.
 - For a discussion to be culturally safe, participants should be mindful of their privilege, whether it be gender, race, sexuality, social class, education, physical ability or mental health etc.

INVESTIGATION

- Students watch the three videos from the Stolen Generations stories from Western Australia series.
- Students read through video transcript (Appendix 1) and complete question sheet (Worksheet 1).
- Facilitate whole class discussion and students share responses to the video interviews.
- Students split into groups. Give each group two picture books.
- In groups, students compare two picture books and complete the table (Worksheet 2) to critically analyse the different perspectives present in each text.

CONCLUSION

- Groups present their findings to the class, giving their opinion as to whether the picture book could be a valuable resource in a culturally safe classroom.

Activity 2: Diary entry writing (60–70 minutes)

Curriculum links

ENGLISH

- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas. ([ACELY1725](#))
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods. ([ACELY1727](#))
- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact. ([ACELY1726](#))

Resources

- Diary entry examples, such as:
 - *Hiding* by David Simmons, in *Remembered by Heart* by Sally Morgan
 - [Ann Curthoys' Diaries](#)
 - [The Stolen Generation: motherhood in black and white](#)
 - [Cook's Journal – Diary Entries](#)
 - [Indigenous Anzacs – letters home from Aboriginal soldiers.](#)
- Diary entry checklist (Worksheet 3)

Lesson

INTRODUCTION

- Facilitate short whole class discussion on Activity 1, taking stock of student knowledge and understanding of Stolen Generations, perspectives and cultural safety.
- Introduce diary entry genre. Read *Hiding* by David Simmons as a class. Guide students to consider experiences and perspectives of non-Indigenous children who were friends with members of the Stolen Generations before they were removed from their families.
- Hand out diary entry examples, have students analyse one diary entry in small groups.
- Facilitate whole class discussion about perspectives and language conventions present in diary entry examples.

INVESTIGATION

- Students plan their own diary entry, writing from the perspective of a child whose friend was removed from their family. The diary entry may be in response to the following situations:
 - going to visit their friend only to find out they are no longer living with their family
 - overhearing their own parents discussing the removal of Indigenous children
 - seeing advertisements in the paper showing homes wanted for Indigenous children.
- Students compare plan with diary entry checklist (Worksheet 3) to ensure criteria is met.
- Students write draft diary entry, swap draft with pair, edit peer's work and return.
- Students write final copy of diary entry.

CONCLUSION

- Select three or four students to read out their diary entries to the class. Peers provide feedback on emotive and descriptive language used to represent perspective.

Activity 3: Response to The Story of The Healing Foundation (60–70 minutes)

Curriculum links

ENGLISH

- Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage. ([ACELT1803](#))
- Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning. ([ACELY1804](#))
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas. ([ACELY1725](#))

Resources

- [The Story of The Healing Foundation](#)
- Video transcript (Appendix 2)
- Question sheet (Worksheet 4)
- [Printed images from The Story of The Healing Foundation video](#) (see Appendix 3)
- A3 cardboard, coloured paper, markers, pencils, scissors, glue.

Lesson

INTRODUCTION

- Facilitate short whole class discussion of relevant terms:
 - audio-visual, text, informative, feature
 - purpose, audience, structure, impact
 - aesthetic, design, stylistic, animation
 - social, individual, community, nation.

INVESTIGATION

- Students watch video: The Story of The Healing Foundation
- Students complete question sheet (Worksheet 4)
- Students read through video transcript (Appendix 2) and highlight sections of text that gave the most impact on the audience
- In pairs, students create a poster encouraging the school community to watch The Story of The Healing Foundation. They can include the following:
 - quotes from the video
 - a persuasive paragraph about the social value of the video
 - visual material found in the video such as imagery, logo, colour scheme etc.

CONCLUSION

- Students finish posters and display in the school library.

Activity 4: Letter to Minister for Education (60–70 minutes)

Curriculum links

ENGLISH

- Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition. ([ACELT1625](#))
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas. ([ACELY1725](#))
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods. ([ACELY1727](#))
- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact. ([ACELY1726](#))

Resources

- Video: [What is History for?](#)
- [Persuasive letter writing infographic](#)
- Persuasive letter writing examples, such as:
 - [Yirrkala Bark Petitions](#)
 - [The huge debt that we owe to Aborigines](#)
 - [Social Justice Report – National Apology](#)
 - [Open letter to the Minister for Education.](#)

Lesson

INTRODUCTION

- Watch video: What is History for?
- Facilitate whole class discussion about the importance of learning about all aspects of Australia’s history in the classroom. Students consider how education can shape perspectives of history, society and culture.
- Guide students to consolidate and communicate learning from Activity 1, 2 and 3 to form opinions about Australian historical, social and cultural issues. Create a mind map on the board to explore the following questions:
 - What are social and cultural issues in Australia today?
 - How can we use education about the Stolen Generations to bring awareness to these issues?

INVESTIGATION

- Begin by looking at ‘The huge debt that we owe to Aborigines’ as a class.
 - Before analysing the persuasive text, facilitate a whole class discussion about the use of appropriate terms. This can be linked to students’ prior learning of cultural safety.
 - Recognise that we have the privilege to gain education and awareness about which terms are appropriate to use (Aboriginal and Torres Strait Islander) and which are not (Aborigine, Native, Half-Caste etc.).
 - Acknowledge that the use of inappropriate terms does not necessarily equate to discrimination or intentional offence, but that age, socioeconomic status and geographic location all contribute to an individual’s awareness of correct terms.

- In small groups students look at examples of persuasive letters and identify persuasive language features in each (hook, opinion statement, evidence, linking sentence etc.).
- Refer students to the format of a persuasive essay. Display a visual guide on the whiteboard or hand out hard copy templates to students.
- Students plan and write a persuasive letter written to the Minister for Education, recommending that The Healing Foundation units be compulsory in all schools, incorporating evidence, examples and argumentative language features.
- Students swap drafts with pairs to provide peer feedback on work before writing final copy.

CONCLUSION

- Select three or four students to read out their letters to the class.
- Students may post or email their letters to the Minister for Education if they wish.

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.
- 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.
- Develop a booklist for your classroom. 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. For more book suggestions and support in choosing texts or to source other materials, please contact a local Aboriginal or Torres Strait Islander library, for example [Dandiiri Community Library](#), or the [The Australian Institute of Aboriginal and Torres Strait Islander Studies](#).



Appendix 1: Video transcript – Year 7

Excerpts from videos: Stolen Generations stories from Western Australia

BIGALI HANLON

None of 'em could do anything. They just picked the two of us up, and off ... They take you away from your land, your family, your language, your culture. It's really genocide—that's what it is—it's genocide.

I used to want my family to come down, but I didn't realise they didn't even know where I was. I used to want my family to come down, but I didn't realise they didn't even know where I was. Mum never even knew where I'd been taken to.

There's a big pine tree, I used to climb up there, and I used to look over the hills and I'd think "I'm gonna go home one day".

JOSIE BOYLE

I was wondering who I was. I was only young and I'd just come out of a mission and I wanted to come back to the land and find myself. I came here when my lovely English mother let go of my hand and I came here and my traditional mother grabbed my hand and she took me on a journey to find my soul and to calm my spirit.

People come on this journey and walk with you, then they let you go and another hand comes and takes you and you learn another journey. On this journey with my Mum we lived here in Gwalier, in a shack, we lived outside on the ground. They were my loveliest years growing up and I found myself.

I always had my language. I could speak my language fluently and I could sing in my language. I had that with me because in those days before we came in the 80s everyone was scared to say they were Aboriginal and they were scared to say they had a language. My kids said they used to slink down in their chairs when anything was said about Aboriginal people...

ALF TAYLOR

We were like inmates in a prison. Speak when you're spoken to. Don't laugh, don't cry, do as you're told. That's it. The priests used to tell us, "if you ever speak in your Aboriginal tongue or speak about your Aboriginal culture then God is coming down from heaven and sending you to hell. No more will you see your mums and dads".

Sometimes when I wanted to get away from everything, like the boys, the prayers, the mass, I would jump over this wall and climb up in to this old mill. That was my imagination, my stairways to the world. My mind is my travel agency, it takes me any place I fancy.

It makes me write a fancy verse, or let me explore the universe.

Appendix 2: Video Transcript – The story of The Healing Foundation – Year 7

This is the story of The Healing Foundation.

It begins more than 60,000 years ago. It's a story of a nation and Australia's first people.

The first Australians, a strong proud people; a nation of many nations, many languages, cultures and traditions, connected by spirit and body to their families, land and ancestors.

We lived and thrived as a culture and a society for thousands of years and then, the tall ships came. Colonisation is to send settlers to a place and establish political control over it by the separation, dismantling and eventual assimilation of any pre-existing cultural laws, practices and traditions into the new colonising nation's empire.

To create this new colony lands were cleared, stations were built and traditional owners of the land were rounded up. In many cases across the country these acts heartbreakingly separated families, tearing people from their traditional lands and cultural connections disconnecting people from their very identity and purpose. Many children across consecutive generations were removed from their families due to government policies these children are known as the Stolen Generations.

The physical and emotional trauma of these events is unimaginable, but for many it was real and has created an onflowing legacy of sorrow and trauma to many people across every one of these generations.

The effect of past day events that have a present day impact is now known as Intergenerational Trauma.

The gap that needs to be closed is across these generations. The gap is physical, the gap is emotional, the gap is different for every person and community in this story and we are all in this story. As a **nation** we are stronger together.

Part of the (actual) National Apology speech by Prime Minister Kevin Rudd:

For the pain, suffering and the hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

This gap needs to be closed, not from the outside in, but from the inside out. Aboriginal and Torres Strait Islander people building communities and healing the trauma with the support of a nation will help to close this gap and preserve and celebrate our culture and our people.

The Healing Foundation; supporting communities, strong spirit, strong culture, strong people.

Appendix 3: Images from The Story of The Healing Foundation video



HealingFoundation
Strong Spirit • Strong Culture • Strong People

Story of the Healing Foundation

We are the first Australians, a strong, proud people of many nations, languages, cultures and traditions - connected to our families, land and ancestors.



We lived and thrived as a culture and society for thousands of years.

Until the tall ships came.

Colonisation means to send settlers to a place and establish control over it. Our people were torn away from our cultural laws, practices and traditions into the new colonising nation's empire.



Families were separated.



STOLEN GENERATIONS

The physical and mental trauma is unimaginable. It is felt and passed on to their children today. The legacy of sorrow and pain from these actions is known as intergenerational trauma.

Many children across many generations were removed from their families because of government policies. These children are the Stolen Generations.

This is the beginning of the gap for Aboriginal and Torres Strait Islanders. This gap is across these generations. It is physical and emotional and different for every person and community in this story.

We all play a part. Together we...



To build this strength we must start from the inside out.

Sorry

As a nation we can close the gap by supporting Aboriginal and Torres Strait Islanders to build stronger communities, heal the trauma, and preserve and celebrate our culture and our people.

the gap for Aboriginal and Torres Strait Islanders across generations. It is physical and emotional and different for every person and community.

play a part in this story. Together we are stronger.

Worksheet 1: Question sheet – Year 7

Question 1: Bigali Hanlon compares the Stolen Generations to genocide. Write your own definition for genocide:

Question 2: What aspects of the Stolen Generations connect to the definition of genocide?

Question 3: Josie Boyle talks about feeling embarrassed for where she lived on the mission. Why do you think she felt that way? Write down your definition of embarrassment.

Question 4: Josie says she found herself when she returned home to Gwalier. How important was it for her to learn about her culture, language and song from her Mum?

Question 5: Alf Taylor is a writer. How important are stories from the past and why do you think it is important that they're honest?

Question 6: Why would it be important for Alf's stories and poems to keep being shared for many years to come?

Worksheet 2: Picture book comparison and analysis – Year 7

	Book 1	Book 2
Title		
Author/Illustrator		
Date published		
Perspectives that are heard		
Perspectives that are marginalised		
Perspectives that are silenced		
Cultures that are represented positively		
Cultures that are represented negatively		
Examples of diverse perspectives		
Examples of self-determination for Indigenous Australians		
Is this book a valuable resource for a culturally safe classroom? Why/why not?		

Worksheet 3: Diary entry checklist – Year 7

Have I included or used	Me	Teacher
A date (early 1900s)		
“Dear Diary” at the beginning		
Language in first person		
Past tense		
Time connectives		
Chronological order		
Adjectives to describe feelings and thoughts		
Important events		
Informal language		
A reflection at the end		
An ending to sign off		

Worksheet 4: Question sheet – Year 7

How did you feel after watching the video, and why?

What did you learn from the video? What do you feel you need, or would like, to learn more about and why?

What parts affected you the most, and why?

What are your thoughts about how the information was presented?

- **Aesthetics**—Australian Curriculum Glossary—relates to a sense of beauty or an appreciation of artistic expression

- **Animation**

- **Voice over**

- **Inclusion of a section of the Apology speech**

Why is the video important?

Who else should see the video and why?
