

Our Healing. Our Future.

CLASSROOM ACTIVITY SHEET:

Year 8

Overview

This Year 8 unit presents four activities that are designed to enhance and enrich students' 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 scaffold students in acquiring new knowledge and developing critical analysis skills in response to different viewpoints and perceptions. 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 8 Australian Curriculum Content Descriptions for English, as well as the Australian Curriculum Cross-curriculum Priority of Aboriginal and Torres Strait Islander Histories and Cultures.

ACTIVITY 1: NOMINATION WRITING (60–70 MINUTES)

Students watch an interview with an Elder who is a member of the Stolen Generations and analyse the textual features of irony in the transcript. Students consolidate their knowledge of reconciliation and write a nomination for the Elder to be recognised for a Reconciliation Award.

ACTIVITY 2: WRITING AND DESIGNING INFOGRAPHIC (60–70 MINUTES)

Students participate in a yarning circle to share their knowledge and understanding of the Stolen Generations and The Healing Foundation. Students design their own infographic poster to inform their school community about the ongoing impact of the Stolen Generations.

ACTIVITY 3: MULTI-MODAL PRESENTATION (60–70 MINUTES)

Students conduct research to enhance their knowledge and understanding about the Apology to the Stolen Generations and National Sorry Day. Students compile their research to create a multi-modal presentation about the importance of recognising these events every year in the school community.

ACTIVITY 4: NATIONAL DAY OF MOURNING PITCH (60–70 MINUTES)

Students explore the National Day of Mourning (1938) and other peaceful protest actions. Students write a pitch for a current affairs television segment promoting compulsory education about the National Day of Mourning for 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

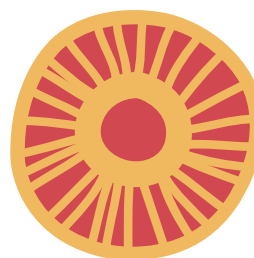
- [Bringing them Home 20 Years On report](#)
- [Reconciliation Australia's fact sheet on the Apology to the Stolen Generations](#)
- [The Little Red Yellow Black Book](#)
- [The Australian Institute of Aboriginal and Torres Strait Islander Studies \(AIATSIS\)](#) website for more information about Aboriginal and Torres Strait Islander culture and history
- [The 1938 Day of Mourning](#)
- [Dialogue circles.](#)

Watch

- [The Story of The Healing Foundation](#)
- [Intergenerational Trauma Animation](#)
- [Telling Our Stories – Our Stolen Generations](#) (Faye Clayton)
- [Reconciliation in Australia – Our History, Our Story, Our Future](#)
- [Give Nothing to Racism](#)
- [Jack Patten's grandson remembers the legacy of the 1938 National Day of Mourning](#)
- [Gandhi's Salt March](#) [0:00-3:15]
- [Montgomery Bus Boycott.](#)

Print

- Transcripts and worksheets (see appendices). Compilation as a booklet is recommended.
- 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 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.



Activity 1: Nomination writing (60–70 minutes)

Curriculum links

- Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody. ([ACELA1542](#))
- Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts. ([ACELT1630](#))
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. ([ACELT1807](#))

Resources

- [Telling Our Stories – Our Stolen Generations](#) (Faye Clayton)
- [Give Nothing to Racism](#)
- Video transcript – Aunty Faye Clayton (Appendix 1)
- Irony worksheet (Appendix 2)
- Exploring the use of irony example answers (Appendix 4).

Lesson

INTRODUCTION

- Introduce unit and facilitate whole class discussion to refresh students' prior knowledge of the Stolen Generations and cultural safety in the classroom.
- Watch video: [Telling Our Stories – Our Stolen Generations](#) (Faye Clayton).
- Facilitate whole class discussion in response to the video and the information it provides about:
 - Aunty Faye Clayton as an Aboriginal Elder
 - the Stolen Generations
 - colonisation
 - reconciliation.

INVESTIGATION

- Introduce the term irony to students and collaborate to form a definition of the term.
- Facilitate whole class read-through of irony worksheet (Appendix 2).
- Watch video: [Give Nothing to Racism](#).
- Facilitate whole class discussion in response to the video and how irony is used to enhance meaning.
- Students revisit Aunty Faye's interview by reading through the video transcript (Appendix 1).
- Create a whiteboard summary recording students' responses to the following questions:
 - Where does the use of irony appear in the transcript?
 - Why is it ironic?
 - How does it enhance meaning in the text?
 - Use example answers (Appendix 4) as a guide.
- Students write a nomination to recommend Aunty Faye Clayton as a candidate for a local award (Appendix 3).

CONCLUSION

- Facilitate whole class discussion to explore:
 - how Aunty Faye Clayton might feel or react to receiving such a nomination
 - the importance of recognising community leaders and positive role models.

Activity 2: Writing and designing infographic (60–70 minutes)

Curriculum links

- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts. ([ACELT1768](#))
- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate. ([ACELY1736](#))
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively. ([ACELY1738](#))

Resources

- Consequences of colonisation (Appendix 5)
- [Telling Our Stories – Our Stolen Generations](#) (Lorraine Peeters)

Lesson

INTRODUCTION

- Facilitate a yarning circle:
 - choose a quiet place (preferably outdoors) and arrange chairs or cushions in a circle
 - invite students to share their knowledge and understanding of the Stolen Generations and The Healing Foundation
 - guide students to reflect on sharing of knowledge, understanding and perspectives.

INVESTIGATION

- Introduce the term Intergenerational Trauma to students and collaborate to form a definition of the term.
- Read out list of consequences of colonisation (Appendix 5) and guide students to classify examples as short-term or long-term effects.
- Watch video: [Telling Our Stories – Our Stolen Generations](#) (Lorraine Peeters).
- Students add any new information to consequences of colonisation worksheet (Appendix 5).
- In pairs, students research Intergenerational Trauma and gather information on the long-term effects of colonisation. Recommended resources:
 - [The Healing Foundation – Intergenerational Trauma and young people](#)
 - [Creative Spirits](#)
 - [Bringing them Home](#) report
 - [Australians Together](#)
 - [Close the Gap](#).
- Students compile their findings into a digital infographic that functions as an informative text to raise awareness of Intergenerational Trauma. Recommended platforms:
 - Software such as Microsoft Word, Adobe Photoshop, Adobe Illustrator
 - Websites such as Piktochart, Canva, Venngage, Snappa, Visme, Mind The Graph.

CONCLUSION

- Infographics may be published to the wider school community at teacher’s discretion (school library, newsletter, website etc.).

Activity 3: Multi-modal presentation (60–70 minutes)

Curriculum links

- Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors. ([ACELT1806](#))
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints. ([ACELY1731](#))
- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate. ([ACELY1736](#))
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts. ([ACELY1810](#))

Resources

- [Tenth anniversary since the Apology to the Stolen Generations – Behind the News](#)
- [The National Apology – Tenth Anniversary video](#)

Lesson

INTRODUCTION

- Facilitate whole class discussion on current student knowledge of Apology to the Stolen Generations
- Watch video: Tenth Anniversary since the Apology to the Stolen Generations–Behind the News
- Watch video: The National Apology–Tenth Anniversary CSA
- Facilitate whole class discussion to consider:
 - the importance of recognising the Apology
 - culturally safe ways to raise awareness about anniversary of the Apology
 - respectful ways to engage in dialogue about the Apology, National Sorry Day or the Stolen Generations
 - the form and function of informative texts, including public speaking techniques and visual aides.

INVESTIGATION

- In small groups, students conduct research to enhance their knowledge and understanding about the Apology.
- Students compile their research to create a multi-modal presentation about the importance of recognising the anniversary of the Apology and National Sorry Day every year in the school community.
- Presentations must include both audio and visual aspects. Recommended multi-modal formats:
 - PowerPoint/slideshow/Prezi
 - video
 - oral speech
 - posters
 - dramatic performance.

CONCLUSION

- Students present their multi-modal presentations to the class and submit a hard copy script to the teacher
- Presentations may be published to the wider school community at teacher's discretion (school library, newsletter, website etc.)

Activity 4: National Day of Mourning pitch (60–70 minutes)

Curriculum links

- Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning. ([ACELA1548](#))
- Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors. ([ACELT1806](#))
- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts. ([ACELT1768](#))
- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate. ([ACELY1736](#))

Resources

- [Jack Patten's Grandson Remembers the Legacy of the 1938 National Day of Mourning](#)
- [Gandhi's Salt March](#) [0:00-3:15]
- [Montgomery Bus Boycott](#)
- Pitch writing format worksheet (Appendix 6)

Lesson

INTRODUCTION

- Watch video: Jack Patten's Grandson Remembers the Legacy of the 1938 National Day of Mourning
- Facilitate whole class discussion about the concepts of self-determination, autonomy, consultation, privilege
- Watch video: Gandhi's Salt March [0:00-3:15]
- Watch video: Montgomery Bus Boycott
- Facilitate whole-class discussion about the function of peaceful protests to raise awareness and call for action:
 - compare the historical, social, cultural and political significance of the three videos
 - consider that most Australians know more about Gandhi or Rosa Parks than they do about Jack Patten, Douglass Nicholls or William Cooper.

INVESTIGATION

- In groups, students write a pitch for a television segment promoting compulsory education about the 1938 Day of Mourning in all Australian schools.
- The pitch is to be aired on a television show such as *Today Tonight*, *The Project*, *The Weekly*, *Sunrise* etc.
 - students to follow the pitch writing format worksheet (Appendix 6).
 - express that students will need to nominate Aboriginal and Torres Strait Islander people to be involved in the pitch as writers, directors, producers, artists, musicians, actors etc.
 - these could be local community members or well-known public figures such as:
 - Miranda Tapsell, Adam Goodes, Deborah Mailman, Nakkiah Lui, Jessica Mauboy, Sally Morgan, Adam Briggs, Baker Boy, Steven Oliver, Beck Cole, Rachel Perkins, Jack Charles.
- Depending on time constraints, students may also create storyboards (6–8) as a visual guide to the pitch.

- Students will support their pitch with relevant research. Recommended sources include:
 - [Right to self-determination](#)
 - [Aboriginal self-determination and autonomy](#)
 - [My grandfather protested against Australia Day in 1938](#)
 - [The 1938 Day of Mourning.](#)

CONCLUSION

- In groups, students present their pitch to class.
- Teacher may award commendations such as 'most creative', 'most successful' and 'people's choice' places to the most outstanding pitches.
- Pitches may be published to the wider school community at teacher's discretion (school library, newsletter, website etc.)

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 – Aunty Faye Clayton – Year 8

Video Transcript – Aunty Faye Clayton

I was born Faye Clayton, and I was born a Clayton

And I was one of nine siblings (*pause*) and **six of us were taken**

I couldn't understand why (*gets emotional*)

My mum and dad were at work (*fighting back tears*)

And my father was in (*pause*) **he was a Rat of Tobruk for five years**. He fought for this country and they took his kids. That was really sad.

And my parents came up to the homes a couple of times but **they wouldn't let them in to see us**. So (*pause*) that was sad too. So I stayed there in Cootamundra (*fights tears*)

Went out and worked on four farms. Ran away from every one of them (*laughs*). I was a naughty girl. (*pause*) No. They treated some of us girls really badly. So I took off (*pause*) many years ago when I was 17 and 18.

And whilst I was there my brother found out where I was and he told me where mum was and do you want to go and see mum? No I don't. (*Shakes her head*) **'Cause we were told they didn't want us** (*pause*) **in the home see**, so you think God, why would you go back and see parents who didn't want you. But these were all the lies and the, you know, whatever they did the controlling things they did to us in order **to make us stay away from our people**. Because they also told us, you know when you walk down the street and see another 'Koori' people coming up you got to cross the road **and we did**, (*surprised*) we crossed over, you know and **it took me a few years before I was able to mix with Koori people** and that was really sad.

See they tell us all this but **they forget to tell us that we're black**. You know **we're not white** and you know we think we were brought up this way (*body language changes*) to be good little domestic servants and you got to do this and that **but they don't tell ya you are black and the whites don't want you**, you know and it became such a conflict, conflicting issue that all of us had to overcome so a lot of the girls married non-Aboriginal people because of that.

The message would be... be like me, during my years of nursing, I donated blood, I was a blood donor for many years you know go in and donate your blood and that's given to people who were in need of blood. And on my, on my, um licence—organ donor (*proud*) So one day if I die my little black heart could **be keeping non-Aboriginal people alive** (*laughs*) so remember **we're not different our blood keeps us alive and our blood you know**, is what helps us survive when we are sick and **how we can help each other you know**, if we are in need of all those sorts of things. (*End*)

Appendix 2: Irony worksheet – Year 8

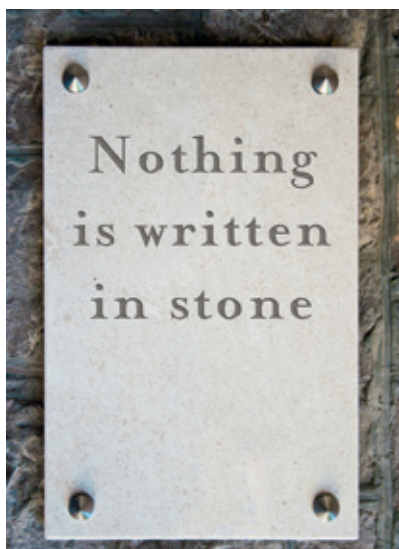
Examples of irony

REMEMBERING THE DEFINITION:

Irony—Incongruity between what might be expected and what actually occurs. The use of words to express something different from and often opposite to their literal meaning is the incongruity between what is expected and what actually occurs.

EXAMPLES:

- A teacher failed a test
- A marriage counsellor filed for divorce
- Gunpowder was discovered in the process of looking for the elixir for immortality
- In *The Gift of Magi* by O. Henry, the wife cuts her hair to sell it in order to have the money to buy her husband a pocket watch chain. The husband then sells the watch to buy her a hair accessory.
- An anti technology website
- A fire station burns down
- A pilot with a fear of heights
- Robbery at a police station
- A post on Facebook about how useless it now is
- Being thirsty in the sea
- A hungry cook
- A shoemaker without shoes
- The first man to survive going over Niagara Falls in a barrel died after slipping on an orange peel
- The condition of not being able to pronounce the letter R is called rhotacism.
- The only losing basketball coach in University of Kansas history is James Naismith—the man who invented basketball in 1891.



Appendix 4: Exploring the use of irony example answers – Year 8

This resource provides examples in the video/transcript that exemplify irony and example responses for teacher support.

Definition of Irony: incongruity between what is expected and what actually occurs

'My father was a Rat of Tobruk for five years, he fought for his country but they took his kids. That was really sad.'

Explain the irony

Because one would think that someone like her father being a war hero and fighting for his country would be treated better when he came home. It would be reasonable to think that he would have been celebrated and honoured in some way but instead, he had six of his nine children ripped away from him for no reason other than this cruel piece of legislation.

'Went out and worked on four farms. Ran away from every one of them. I was a naughty girl. No, they treated some of us girls really badly.'

Explain the irony

Faye certainly wasn't naughty. She was a victim who lost both her family and her identity. It is ironic because she would be seen as being naughty for leaving however they (people on the farms) are treating her badly, hence they are the naughty ones.

'Cause we were told they (parents) didn't want us ... But these were all the lies... the controlling things they did to us in order to make us stay away from our people... when you see Koori people coming down the street... cross the road... but they don't tell you, you are black and the whites don't want you ...'

Explain the irony

It is ironic that the very things that the children were stolen from (the love of their parents, their people and connection to country) was manipulated and used to control them; to stop them from trying to go back home.

'Be like me ... I donated blood ... organ donor ... one day if I die my little black heart could be keeping non-Aboriginal people alive ... so remember we're not different our blood keeps us alive and ... is what helps us survive when we are sick and how we can help each other...'

Explain the irony

Because it is difficult to comprehend that someone who has been treated so badly by 'white' society could be so forgiving that she would even consider being an organ donor to anyone who was anything other than Aboriginal. It is also ironic to think that someone who was part of the reason that Aunty Faye suffered so badly, might actually benefit from having her heart.

Appendix 5: Consequences of colonisation – Year 8

Read out these examples in a random order and guide students to sort into short-term and long-term consequences

SHORT-TERM CONSEQUENCES

- loss of land
- sexual harassment
- violence, death, massacre
- loss of language
- loss of hunting and gathering skills
- loss of connection to land
- loss of access to sacred sites
- loss of access to traditional food supplies
- diseases such as smallpox, influenza, measles, tuberculosis
- decrease in population
- removal from families.

LONG-TERM CONSEQUENCES

- low life expectancy
- high rates of infant mortality
- decreased physical wellbeing
- decreased emotional and psychological wellbeing
- low rates of education and employment
- low income
- high rates of family and domestic violence
- high rates of incarceration (imprisonment)
- family breakdown
- suicide and self-harm
- high rates of drug and alcohol abuse.

Appendix 6: Pitch writing format worksheet – Year 8

SEGMENT TITLE

[AS PART OF] TELEVISION SHOW

DIRECTORS

PRODUCERS

WRITERS

ACTORS, ARTISTS, MUSICIANS

COMMUNITY CONSULTANTS
