



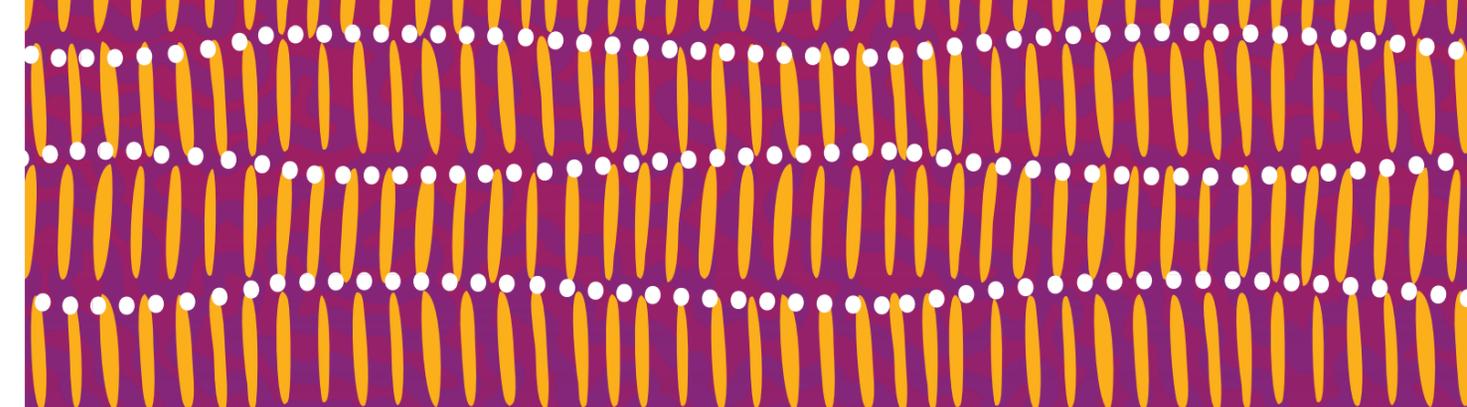
*“Our children need to be connected to this healing process too. Our journey’s almost over, our children’s journeys are only just beginning.”*

**Michael Welsh**  
Stolen Generations member

The Healing Foundation is a national Aboriginal and Torres Strait Islander organisation that partners with communities to address the ongoing trauma caused by actions like the forced removal of children from their families. Our work helps people create a different future. We work with communities to create a place of safety, providing an environment for Stolen Generations members and their families to speak for themselves, tell their own stories and be in charge of their own healing.



[www.healingfoundation.org.au](http://www.healingfoundation.org.au)



Our Healing. Our Future.

**STOLEN GENERATIONS RESOURCE KIT  
FOR TEACHERS AND STUDENTS**



March 2019

## WELCOME MESSAGE



As the Chair of The Healing Foundation, I am proud to introduce this new resource kit for teachers and students in Australian Schools.

Around Australia, there are so many Aboriginal people who remain traumatised because they still don't know who their families are, as a legacy of the Stolen Generations policies. Yet few Australians understand the ongoing impact of unresolved trauma in this context. Even Aboriginal and Torres Strait Islander children are sometimes unaware of their own Stolen Generations link.

Stolen Generations members and Elders have told us they would like to see an education program embedded in the school curriculum across Australia, designed to help build knowledge as an important foundation for ongoing healing. I'm pleased to say this program is now developed and available to all schools to deliver it.

The Healing Foundation's Stolen Generations resource kit for teachers and students has been created to educate young people about the Stolen Generations and make it easy for school communities to start the

conversation and inform classroom discussions using facts, real examples and member stories.

Cultural consultation and guidance from Elders and Stolen Generations members has been an essential part of this project. The Healing Foundation has also worked closely with Indigenous and non-Indigenous teaching professionals, parents, early childhood specialists and curriculum writers.

This teaching resource has been developed to introduce students from Foundation to Year 9 to the firsthand experiences provided by the people of the Stolen Generations. While the policies and suffering of the Stolen Generations is only one part of the ongoing story of Aboriginal and Torres Strait Islander people, it is an essential one to learn and to teach so students have a full understanding of the history of Australia.

The units focus heavily on the stories, music, poetry, dance, art and writing of Aboriginal and Torres Strait Islander people who are members or descendants of members of the Stolen Generations and who are still on their healing journeys. The emphasis in each year level has been to show that while the impacts of the Stolen Generations are still felt, they are also being overcome in a myriad of ways and that Aboriginal and Torres Strait Islander people and culture are strong and enduring.

All of these resources are to be regarded as suggestions, put forward to support educators in teaching this unit. You are encouraged and welcome to seek out your own resources with the help and guidance of your Head of Curriculum, members of the local Aboriginal and Torres Strait Islander community, the Dandiiri Community Library and other appropriate sources.

The units have a strong literacy base, with age appropriate books suggested for each year level and a book list compiled under the guidance of Vanessa Kerley at the Dandiiri Community Library. We encourage you to create a permanent classroom library with books not only about the Stolen Generations but also by, about and filled with Aboriginal and Torres Strait Islander people and their stories on various topics of their lives, cultures and community to show your students the significance and presence of Aboriginal people in both historical and contemporary Australian society.

Each year level has four activities that are designed to be a starting point for both beginning and experienced teachers to embed Aboriginal and Torres Strait Islander perspectives into your classroom. Over the four activities, students are encouraged to listen, to reflect and respond and then to share their knowledge with their school, their families and communities.

Thank you for your interest in the new Stolen Generations resource kit for teachers and students.

I am confident you will find it to be an engaging and enriching tool for educators and students across all year levels.

**Professor Steve Larkin**  
Chair, The Healing Foundation



The lesson plans for each year level are available for download on The Healing Foundation website along with case studies and a selection of other resources.

[www.healingfoundation.org.au](http://www.healingfoundation.org.au)

<b>FOUNDATION YEAR</b>	In Foundation Year, students view and experience the art and music that shows the healing journeys of members and descendants of the Stolen Generations. They understand that policies that were made before they were born still affect people today and that those people are still living and healing. They share their knowledge by creating a 'digital postcard' to show their families and the school community.
<b>YEAR 1</b>	In Year 1, students learn more about the oral storytelling tradition of Aboriginal and Torres Strait Islander people and listen to a story from a member of the Stolen Generations. They engage with the story through a sequenced retell. They share and reflect on their learning through creating a digital book and engage in small group discussion.
<b>YEAR 2</b>	In Year 2, students listen to a story of a member of the Stolen Generations and respond to the storyteller with a personal letter. They work in groups to consider the important symbolism of artwork created in response to the stories of members of the Stolen Generations. They share their learning by writing a postcard to their parents or carers.
<b>YEAR 3</b>	In Year 3, students undertake their own guided research to learn more about the Stolen Generations through a variety of primary and secondary sources. They examine and analyse a song and create an interpretive movement piece in response to the song. They share and reflect on their learning through writing and recording a personal learning statement.
<b>YEAR 4</b>	In Year 4, students complete a timeline of significant dates in Australian and Aboriginal and Torres Strait Islander history. They understand how recent some of the policies and events were and gain context by comparing their own personal timeline for themselves and their family. They work in groups to watch and respond to stories of members of the Stolen Generations and then share their learning by writing a persuasive letter to a friend or family member about the importance of listening to these stories.
<b>YEAR 5</b>	In Year 5, students learn more about the importance of country/place to Aboriginal and Torres Strait Islander people and consider the ongoing effects of being removed from country/place. They study contemporary poetry and work in groups to gain more knowledge. They share their learning by writing their own acrostic poem.
<b>YEAR 6</b>	In Year 6, students study the ongoing effects of the Stolen Generations through looking at Intergenerational Trauma. They look closely at firsthand case studies and analyse statistics. They use this information to create posters and accompanying presentations. To share their learning, they plan and organise a poster presentation event for other classes and members of their school community.
<b>YEAR 7</b>	In Year 7, students view and respond to interviews with members of the Stolen Generations and engage with the stories by writing a diary entry. They create an advertisement for a video by The Healing Foundation. They consolidate their learning by writing a persuasive letter to the Minister for Education calling for compulsory education on the Stolen Generations in all schools.
<b>YEAR 8</b>	In Year 8, students learn more about National Sorry Day and National Reconciliation Week. They watch an interview with a member of the Stolen Generations and respond to the video by writing a nomination for the Elder to be recognised for a reconciliation award. Students design their own infographic poster to share important information with their school community and create a multi-modal presentation about National Sorry Day. Students view segments from television and consider the role of non-Indigenous people in reconciliation.
<b>YEAR 9</b>	In Year 9, students view and respond to dance pieces, compare and contrast artworks and analyse performance poetry. They consider the historical, social and cultural importance of these pieces. They write and perform their own slam poetry pieces to reflect on their learning about the Stolen Generations.