

Our Healing. Our Future.



HealingFoundation
Strong Spirit • Strong Culture • Strong People

CLASSROOM ACTIVITY SHEET:

Foundation year

September 2023

Overview

This Foundation Year unit is designed to give children an introduction to the presence and significance of Aboriginal and Torres Strait Islander peoples 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).

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 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 Foundation Year 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 the classroom. For more activities as well as organisations to contact for support and information see the 'Continuing the work' section.

ACTIVITY 1: LITERATURE INTRODUCTION (20–30 MINUTES)

Teacher leads children in a guided reading session and helps children create their own yarning circle.

ACTIVITY 2: ARTWORK RESPONSE (20–30 MINUTES)

Students view and respond to artwork.

ACTIVITY 3: MUSICAL RESPONSE (20–30 MINUTES)

Students listen to and respond to music and create a personal artwork response.

ACTIVITY 4: REFLECT AND SHARE LEARNING (20–30 MINUTES)

Students record a 'digital postcard' to reflect on their learning.



Scan the
QR code to
access links
to resources

Checklist for preparing your classroom

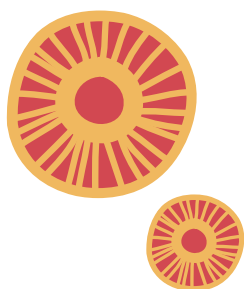
- ☐ Read information about [yarning circles](#).
- ☐ Liaise with local Aboriginal and Torres Strait Islander resource centres, for example the [Dandiiri Community Library](#) in Brisbane, to source age-appropriate texts on a range of topics including culture and Country, stories from the Dreamtime, Stolen 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 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

- [The Healing Foundation'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 cultures and history

Watch

- [Telling Our Stories – Our Stolen Generations \(Florence Onus\)](#)
 - [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 Story of the Healing Foundation video or the Florence Onus video for parents to watch using your sharing platform (Seesaw, Storypark, Facebook).
 - ☐ Prepare a wall of the classroom to hang work on and use as a reference. You might include Aboriginal and Torres Strait Islander flags, images of books the class will be reading, images of prominent Aboriginal and Torres Strait Islander peoples etc.
 - ☐ Make a [flower wall for your display](#). This could also be done as a separate Art activity. Read more information about [Sorry Day flowers](#) here.



Activity 1: Literature introduction (20–30 minutes)



Curriculum links

ENGLISH

- Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators. [AC9EFLE01](#)
- Interact in informal and structured situations by listening while others speak and using features of voice including volume levels. [AC9EFLY02](#)
- Respond to stories and share feelings and thoughts about their events and characters. [AC9EFLE02](#)

Resources

- Suggested book: *Sorry Sorry* by Anne Kerr and Marda Pitt.
- Equipment to help you create a yarning circle (e.g. logs arranged outside, cushions arranged inside, an object that will act as a 'power instrument' for speaker to hold).
- For your own background knowledge, read information about [yarning circles](#).

Lesson

INTRODUCTION

- Briefly introduce the unit and facilitate a discussion about what students currently know about Aboriginal and Torres Strait Islander cultures and history and the Stolen Generations (if anything). This is also a good point to explain appropriate terms we will be using during this unit.
- Read the selected book, stopping to explain or answer questions if necessary.
- Once you have finished the book, 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 one word to describe how the book made you feel.
 - How does the book use illustration to help us feel something in the story?
- These questions can be repeated with any text you read in this unit.



CREATING A YARNING CIRCLE

- Introduce children to the concept of a yarning circle and discuss its importance in Aboriginal and Torres Strait Islander cultures. As a group, pick an appropriate place in the classroom that will be set up as a permanent yarning circle.
- Create the yarning circle using cushions/blankets if inside, or logs/mats/other appropriate material if outside.
- Practice using the yarning circle in this session by having students talk about the book they just read. If children need prompting, they can give one word to describe their thoughts and reactions to the book.

Get the Links



Activity 2: Artwork response (20–30 minutes)

Curriculum links

ENGLISH

- Interact in informal and structured situations by listening while others speak and using features of voice including volume levels. [AC9EFLY02](#)
- Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly. [AC9EFLY06](#)

THE ARTS

- Explore how and why the arts are important for people and communities. [AC9AMAFE01](#)
- Explore how and why the arts are important for people and communities. [AC9AVAFE01](#)

HASS

- Pose questions about familiar objects, people, places and events. [AC9HSFS01](#)
- Sort and record information including pictorial timelines and locations on pictorial maps or models. [AC9HSFS02](#)
- Share a perspective on information, such as stories about significant events and special places. [AC9HSFS03](#)

Resources

- Suggested book for this session: *Stories for Simon* by Lisa Sarzin and Lauren Briggs.
- *Healing Country* by Riki Salam (**Appendix 1**).
- For your own background information, read the artist statement for [Healing Country](#).
- ‘I see...I think...I feel...’ worksheet (**Worksheet 1**).

Lesson

INTRODUCTION

- Remind students of the unit topic and include a brief introduction to the Stolen Generations.
Before you were born, the governments in Australia created laws that said that many Aboriginal children should be taken from their homes and families to live in other places. Taking these children away from their homes and families caused a lot of pain and sadness that still exists today. The children who were taken are called the Stolen Generations. These children have grown up now and have families of their own and lots of them are trying to heal from their sadness.
- Read a text from the classroom library and discuss. You can choose to ask students the same questions as in Activity 1 and record some of their thoughts on butchers’ paper if you wish.

ARTWORK RESPONSE

- Introduce the activity,
Today we are going to study some art that represents the healing journey of lots of First Nations peoples who are survivors of the Stolen Generations.
- Show students *Healing Country* by Riki Salam. Give students time to look and encourage them to talk to a partner or small group about what they can see in the artwork. Some questions that could prompt discussion are:
 - What do you like about painting?
 - What do you feel when you look at the painting? What makes you feel that?

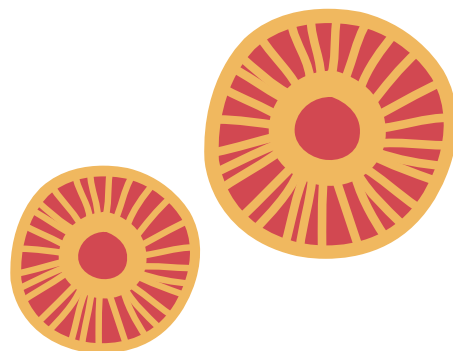
- Talk to students about the history of the artwork.

This artwork was made by an artist called Riki Salam. To create this artwork he listened to the stories of lots of Stolen Generations survivors and used their stories to think about how the artwork would look...

- Be prepared to answer questions and discuss ideas further.
- Have students respond to the artwork using the 'I see...I think...I feel...' worksheet (**Worksheet 1**). If they are capable they can write one or two words to respond to each section or you can scribe for them.

CONCLUSION

- Use the yarning circle to allow students to share their writing.
- Display their work on the classroom wall along with a colour print-out of the artwork.



Get the Links



Activity 3: Musical response (30–40 minutes)

Curriculum links

THE ARTS

- Explore how and why the arts are important for people and communities. [AC9AMUFE01](#)
- Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas. [AC9AMAFD01](#)
- Create arts works that communicate ideas. [AC9AMAFD01](#)

Resources

- Suggested book for this session: *Welcome to Country* by Aunty Joy Murphy and Lisa Kennedy.
- Video and audio of [Shellie Morris' performance at the Deadly Awards](#) (Waliwalyangu li-Anthawirriyarra a-Kurija by Shellie Morris and the Borroloola Songwomen).
- For your own background information, read more about the creation of these songs and [Shellie Morris' story](#).
- 'I hear...I think...I feel...' worksheet (**Worksheet 2**).
- Drawing paper, pencils, crayons.

Lesson

INTRODUCTION

- Read a text from the classroom library and discuss. You can ask students the same questions as in Activity 1 and record some of their thoughts on butchers' paper if you wish.

MUSICAL RESPONSE

- Introduce the activity. Remind students that in Activity 2 we started talking about healing journeys and the ways that Stolen Generations survivors help themselves to heal some of their sadness.

One way that some Stolen Generations survivors help themselves is with creating music and today we are going to listen to a song by Shellie Morris, who is a Stolen Generations survivor.

Give a brief description of Shellie Morris' story and play song.

- Give students time to listen and then encourage them to talk to a partner or small group about what they can see in the artworks. Some questions that could prompt discussion are:
 - What do you like about the song?
 - What do you picture in your head when you listen to the song?
- Have students respond to the song using the 'I hear...I think...I feel...' worksheet (**see Worksheet 2**). If they are capable they can write one or two words to respond to each section or you can scribe for them.

DRAWING THE MUSIC

- Explain that now we are going to 'draw the music'.

We are going to listen to the song again and use colours and shapes to show how the music is making us feel.

- Model the lesson by playing the beginning of the song again and using butchers' paper and coloured pens to show how you would respond. As you draw, explain your thinking. For example:

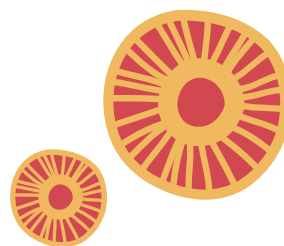
This piece of music makes me feel a bit sad and slow, so I am going to use this dark blue pen and draw big, slow waves to show how I am feeling.

- Move students to their own drawing spaces and give out materials for them to 'draw the music'. Play a new section of the song and repeat if necessary.



CONCLUSION

- Give children time to view each other's work in the yarnning circle. You could also facilitate a discussion about how we each have our own responses to the same piece of music.
- Display the artwork on the classroom wall.



Get the Links



Activity 4: Display and reflect on learning (30–40 minutes)

Curriculum links

- Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly. [AC9EFLY06](#)

THE ARTS

- Create arts works that communicate ideas. [AC9AMAF01](#)

Resources

- Suggested book for this session: *The Lost Girl* by Ambelin Kwaymullina and Leanne Tobin.
- ‘What I think and feel’ worksheet (**Worksheet 3**).
- Coloured print out of *Healing Country* artwork by Riki Salam.
- iPads with Book Creator or other recording app OR video camera set up in a quiet area to record students.
- If you wish, create your own ‘model’ version of the task to show students. Take a photo of the *Healing Country* artwork using the iPad or position it in front of the video camera so it fills the screen. Then, make an audio recording of yourself talking about your thoughts and feelings about the unit.

Lesson

INTRODUCTION

- Read a text from the classroom library and discuss. You can choose to ask students the same questions as in Activity 1 and record some of their thoughts on butchers’ paper if you wish.

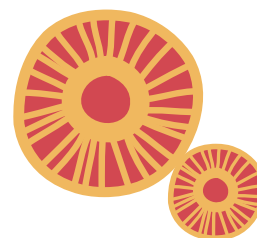
CREATING DIGITAL POSTCARDS

- Introduce students to the task.
- *Today we are going to create a digital postcard to reflect on our learning.*
- Show your own modelled version of the task if you made one.
- Distribute the ‘What I think and feel’ worksheet (**Worksheet 3**) and assist students in completing it. They can refer to their ‘I see...I hear...I feel...’ worksheets if they need to and you could also replay the song or show them the artwork again if required.
- Set class up in small groups with puzzles, games or books so you can work individually with students.
- One by one, bring students over and ask them to take a photo of the artwork using the iPad or hold it up to the camera. Use the iPads recording capabilities to help students record themselves reading their ‘What I think and feel’ worksheet. Depending on capability, you can read the sentence starters for them.

SHARING LEARNING

- Play the completed videos for a ‘buddy class’, and then email the videos home for parents and carers or show the videos on parade.

Get the Links



Continuing the work

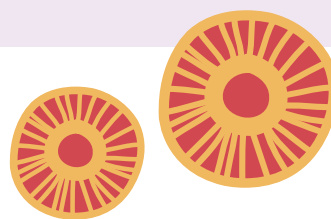
Once you have completed these set lessons you might like to continue or follow up with some other activities.

RESOURCES

- 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.
- 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 Australian Institute of Aboriginal and Torres Strait Islander Studies](#).
- Introduce children to language through ICTV's '[Our Bedtime Stories](#)' and research more about [Aboriginal and Torres Strait Islander languages](#).

IDEAS

- Share your outcomes and experience with The Healing Foundation at resources@healingfoundation.org.au
- Share the resource and how you used it amongst your networks.
- Share your students' learning journey and tag The Healing Foundation on Instagram @healingourway and on Facebook as 'Healing Foundation'.
- Retain the [yarning circle](#) and use it for daily check-ins, discussions in the classroom, or to share feelings and news.
- Start each day/week with an [Acknowledgement of Country](#) or display a written statement in the classroom.
- In guided reading time, include stories by, about and full of Aboriginal and Torres Strait Islander peoples.
- 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 survivors or community members.
- Hold [National Reconciliation Week](#) or [NAIDOC Week](#) celebrations in your school or attend events in your local community.



Books to read: Foundation Year

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 and Lauren Briggs

Bush Games and Knucklebones by Doris Kartinyeri and Kunyi June Anne McInerney

The Rabbits by John Marsden and Shaun Tan



ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES 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 Sommerville and Grace Fielding

A is for Auntie by Elaine Russell

The Sand Symbols by Nola Turner-Jensen and Carmel 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

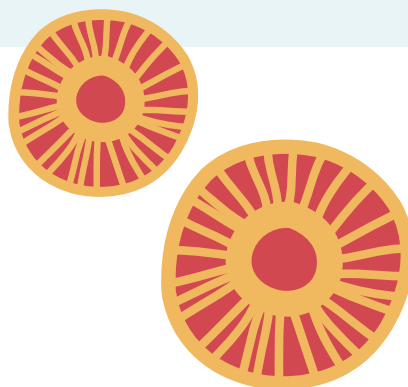
Our Island by the Children of Gununa with Alison Lester and Elizabeth Honey

Welcome to Country by Auntie 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



To access the links to resources and videos, or to check you have the most up to date version, visit www.healingfoundation.org.au/schools or scan the QR code.



Appendix 1: *Healing Country* by Riki Salam



Worksheet 1: I see... I think... I feel...

When I look at the painting

I see _____

I think _____

I feel _____

When I look at the painting

I see _____

I think _____

I feel _____

When I look at the painting

I see _____

I think _____

I feel _____

Worksheet 2: I hear... I think... I feel...

When I listen to the song

I see _____

I think _____

I feel _____

When I listen to the song

I see _____

I think _____

I feel _____

When I listen to the song

I see _____

I think _____

I feel _____

Worksheet 3: What I think and feel

This week we have been learning about_____.

When I heard about the Stolen Generations I felt _____

because _____.

When I looked at the painting Healing Country I felt _____

because _____.

When I listened to the song by Shellie Morris I felt _____

because _____.

I liked learning about this because _____.