

Our Healing. Our Future.



**HealingFoundation**  
Strong Spirit • Strong Culture • Strong People

## CLASSROOM ACTIVITY SHEET:

# Year 10

September 2023

### Overview

This Year 10 unit is designed to enhance and enrich student's knowledge and understanding of Aboriginal and Torres Strait Islander peoples and the Stolen Generations.

The four activities may be spread over the course of a week, a month, a term or the year. They can be delivered at any time of the year but could be aligned with Sorry Day (26 May), National Reconciliation Week (27 May–3 June) or NAIDOC Week (first week of July). The lesson plans aim to allow teachers to guide and support students in their learning incorporating individual responses, small group activities and whole-class discussions. The activities have been designed to showcase what could be done and to guide and support students in their learning journey.

This unit is based on an inquiry approach to learning, to allow students and teachers to learn side by side – questioning, exploring and consolidating their own thinking by considering all perspectives. Activities have been designed to be collaborative to allow students to share their thoughts and ideas. Group work skills have been embedded into the activities to guide this process. The transcripts and worksheets included with these activities may be printed individually or compiled as a booklet for students to document their responses.

All of the activities have been linked to the Year 10 English curriculum in the Australian Curriculum.

#### ACTIVITY 1: THE CROKER ISLAND EXODUS

The Croker Island Exodus is one of Australia's greatest adventure stories. It highlights the tenacity, strength and resilience of spirit that aided the survival of 65 young Aboriginal children and the women who looked after them as they journeyed across the continent to safety in World War II.

#### ACTIVITY 2: THE DISRUPTION OF FAMILY

Students will discover the impacts that Australia's government policies have had on Aboriginal and Torres Strait Islander peoples. The forced removal of First Nations children from their families has had catastrophic effects on families and their communities that are still being felt today.

#### ACTIVITY 3: THE SCARS ON OUR NATION

Students will explore many stories about the experiences, trauma and impacts Australian government policies have had on Aboriginal and Torres Strait Islander peoples. Students will be presented with perspectives that may challenge what they thought they knew about Australian history.

#### ACTIVITY 4: HOW WE HEAL TOGETHER

Strength, resilience and healing will be investigated in this activity. Students will be able to explore what it means to heal together and why healing is so important.



Scan the  
QR code to  
access links  
to resources

## 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, 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 your own background knowledge:

### Read

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- [Bringing them Home report](#)
- [The White Girl](#) (Chapter 1) by Tony Birch
- [Tell me why](#) (article) by Archie Roach
- [Born-again Blakfella](#) by Jack Charles. This book is available to purchase online and at various book retailers, including Big W
- The Healing Foundation's '[Preparing your classroom](#)' fact sheet
- Tips teachers can use when talking about racism ([article](#))
- Educational resources from [AIATSIS](#)
- The Healing Foundation's [Glossary of Healing Terms](#)

### Watch

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- The Healing Foundation's [intergenerational trauma animation](#)

## Wellbeing

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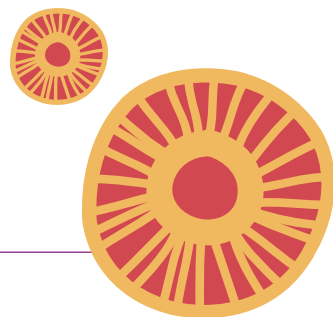
While some of the content included in these activities can be confronting or overwhelming, it is important for all Australians to understand our full history, including the experiences of Stolen Generations survivors, their families and communities, and the impacts of past government policies that are still being felt today.

The lesson plans have been developed in close consultation with Aboriginal and Torres Strait Islander and non-Indigenous teachers to ensure that content is age-appropriate, but it may cause sadness and distress to some students. This is particularly the case for Aboriginal or Torres Strait Islander students. Please take this into account when preparing your lessons and consider additional classroom support for certain activities.

The Healing Foundation has developed a separate fact sheet, included in this kit, to help support teachers with these classroom activities. Before running these lessons, it is important to let parents and carers know in advance that you will be working on issues related to the Stolen Generations.

It is also important to be able to manage and understand your own feelings as an educator and those of your students. Being comfortable to ask for and give support helps to reduce the fear of asking for help and is important in building a supportive culture at your school.

Before running these lessons, consider a phone call or letter to parents/carers. You could also engage the local community or Aboriginal Land Council in your activities.



# Year 10

## Introduction

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- Why this learning is important:
  - to change the way we look at our collective history
  - to support reconciliation and an honest understanding of our past – not just one perspective
  - to become aware of past government policies that still affect many Aboriginal and Torres Strait Islander peoples
- Discuss wellbeing resources with your students and acknowledge that some of the content may be confronting and upsetting. Acknowledge that these truths do need to be heard for our nation to grow and heal together.
- Watch the [Intergenerational Trauma Animation](#) with students.

## Who are the Stolen Generations?

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For about a century, thousands of First Nations children were systematically taken from their families, communities and culture, many never to be returned. These children are known as Stolen Generations survivors, or Stolen Children.

In the 1860s, Victoria became the first state to pass laws authorising the removal of Aboriginal children from their families. Similar policies were later adopted by other states and territories – and by the federal government when it was established in the 1900s. The Stolen Generations were taken by the police, from their homes, and on their way to or from school. They were placed in more than 480 institutions, adopted or fostered by non-Indigenous people and often subjected to abuse. The children were denied all access to their culture, they were not allowed to speak their language and they were punished if they did. The impacts of this are still being felt today.

There are currently more than 33,000 Stolen Generations survivors in Australia. More than one third of all Aboriginal and Torres Strait Islander peoples are their descendants. In Western Australia, more than half of the population have Stolen Generation links.

Ask students to read and discuss the information presented in the [Make Healing Happen report](#) about Stolen Generations survivors and descendants.

This discussion could follow the questions below:

- Who are the Stolen Generations?
- Where are they today?
- What are the impacts of past policies?
- What is meant by disproportionate disadvantage?



## Intergenerational trauma

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Trauma in Aboriginal and Torres Strait Islander communities is not just experienced individually but between generations and across communities. The ripple effect is felt far and wide.

If people don't have the opportunity to heal from trauma, they may unknowingly pass it on to others through their behaviour. Their children may experience disconnection from their extended families and culture and have high levels of stress. This creates a cycle of trauma, where the impact is passed from one generation to the next. In Australia, intergenerational trauma predominantly affects the children, grandchildren and future generations of the Stolen Generations.

A report by the Australian Institute of Health and Welfare found [children living in households with Stolen Generations](#) are twice as likely to experience discrimination, twice as likely to experience violence, and 1.5 times more likely to have been arrested, in comparison to other Aboriginal and Torres Strait Islander people.

Print the [Make Healing Happen overview](#) on A3 paper, in colour if possible, and distribute it to separate groups. Ask students to read the information they have been given and discuss as a group.

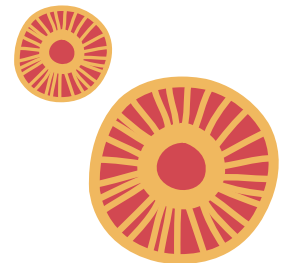
Ask students to:

- Paraphrase this information into their own words, as a group or construct a zine.
- Make a comment and post on a sticky note on the infographic.

## Class discussion

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- As a whole class, discuss prior knowledge of the Stolen Generations. Highlight and discuss the need for cultural safety in the classroom and access to wellbeing support for all students.
- Let students know that group work will be used often through these lessons.
- The objective of these lessons is for all Australians to gain an understanding of what happened in our past so we can move forward as a nation together. Sharing all perspectives is important but it needs to be respectful.



## Activity 1: The Croker Island exodus (80mins)

The Croker Island Exodus is one of Australia's greatest adventure stories. It highlights the tenacity, strength and resilience of spirit that aided the survival of 65 young Aboriginal children and the women who looked after them as they journeyed across the continent to safety in World War II.

Activities have been designed for individual use or as a whole unit of work. Activities can be sourced from across year levels and adapted.

### Creating cultural safe spaces

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- Recap that at any time if students need to talk about their feelings regarding the subject matter the school has support in place.
- Share perspectives and opinions in a safe and respectful way.
- Debrief at the end of every lesson.

Other subject areas that can be incorporated into this learning include History, Aboriginal and Torres Strait Islander Studies, The Visual and Performing Arts, General capabilities and Cross Curriculum Priorities.

### Curriculum links

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- Understand that language used to evaluate, implicitly or explicitly reveals an individual's values. [AC9E10LA02](#)
- Analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts. [AC9E10LY01](#)
- Evaluate the features of still and moving images, and the effects of those choices on representations. [AC9E10LA07](#)
- Understand how language can have inclusive and exclusive social effects, and can empower or disempower people. [AC9E10A01](#)
- Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors. [AC9E10LE01](#)

### Resources

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- [Linda's story](#).
- [Croker Island Exodus documentary](#). Possible ways to access the video include:
  - [Fetch TV](#).
  - [SBS website](#) (It is usually made available each year).
  - [ClickView](#).
  - Your local library.
  - Via [Tamarind Tree Pictures](#), the company that produced the film.
- KWL Chart (**Appendix 1**).
- Footprint template (**Appendix 2**).
- How to make a QR code (**Appendix 3**).

#### EXTRA RESOURCES/FURTHER READING

- *They Crossed a Continent* by Margaret Somerville. Note: this book can be purchased from [Somerville Community Service](#).
- [Find and Connect](#) e.g. Croker Island Mission (1940 – 1968).

## Lesson

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### INTRODUCTION

- Ask class if anyone has heard of Croker Island, and if so, discuss what they know.
- As a class, find Croker Island on the map, and research the Traditional Owners.
- Introduce students to the story of The Croker Island Exodus as one of our country's greatest adventure stories of tenacity, resilience and survival. Discuss as a class why this isn't well known Australian history.

### INVESTIGATION

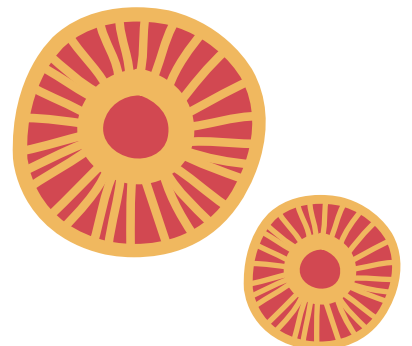
- Watch the Croker Island Exodus documentary. To access the documentary, please refer to links to various streams on Page 5, under 'Resources'.
- Instruct students to form small groups to discuss the story and how it is told (using the discussion sheet) and respond to the following as a group:
  - Impact (what elements had an impact on you – use a **KWL** chart (What I **Know**, what I **Want** to know and what I **Learned** – see **Appendix 1**) to explain your responses.
  - Information (new learning).
  - Interest (what did you find interesting or creative about the film?).
- Ask students to reflect on their new learning in small groups and respond individually on a footprint (see **Appendix 2**). Ask the students to place these footprints around the room to recreate the journey the children and staff took from Croker Island to Sydney. At each place the group stopped, ask students to find images and information about the place. A creative suggestion for this activity is you could also use old suitcases to represent their journey and have students record themselves telling the story, displaying it using a QR code at each place (see **Appendix 3** for instructions).

### GOING FURTHER

- Watch [Linda's story](#).
  - With what you have learnt from watching Croker Island Exodus and Linda's story, write a letter to Linda, Netta, Alice or Jessie explaining the impact their story has had on you, and thanking them for sharing their story with the world so that we can have a richer understanding of Australian history.
- Key questions in response to the Croker Island Exodus documentary:
  - Explore the emotion in the documentary. Each person expresses their feelings differently but what is in common?
  - Explain what Alice meant when she said, 'it is not natural.'
  - When Alice, Netta and Jessie talk about being forcibly removed from their families and sent away, they are visibly upset and it is clear that the pain of this experience is still with them. Why is it important to share these stories?
  - Does sharing your story help?

### CONCLUSION/DEBRIEF

- Discuss reflections after learning.
- Reflect on these statements:
  - 'We had each other as support.'
  - 'Croker Island was our home. Even though it shouldn't have been, it was. We wanted to return after the war.'
  - 'The children at Croker Island were my sisters and brothers.'
  - 'We never complained. We got on with our lives.'
- What can be learnt from these amazing women?



## Activity 2: Disruption of family



In this activity, students will discover the ongoing impacts that Australia's Government policies have had on Aboriginal and Torres Strait Islander peoples. The forced removal of First Nations children from their families has had catastrophic effects on families and communities that are still being felt today.

### Creating cultural safe spaces

- Recap that if at any time students need to talk about their feelings regarding the subject matter the school has support in place.
- Share perspectives and opinions in a safe and respectful way.
- Debrief at the end of every lesson.

Other subject areas that can be incorporated into this learning include History, Aboriginal and Torres Strait Islander Studies, Visual and Performing Arts, General capabilities and Cross Curriculum Priorities.

### Curriculum links

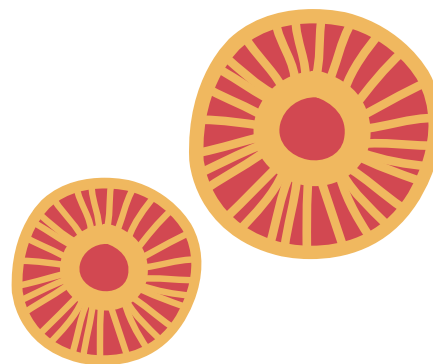
- Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors. [AC9E10LE01](#)
- Evaluate the social, moral or ethical positions represented in literature. [AC9E10LE04](#)
- Analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts. [AC9E10LY01](#)
- Compare and evaluate how "voice" as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses. [AC9E10LE06](#)
- Understand that language used to evaluate, implicitly or explicitly reveals an individual's values. [AC9E10LA02](#)

### Resources

- Video: [Aboriginal wellbeing and resilience](#) by Western Australia Department of Health.
- The Healing Foundation's [interactive map of Stolen Generations institutions](#).
- [Marlee's Mob](#) intergenerational trauma comic.
- Documentary: [Lousy Little Sixpence](#).
- Video: Telling Our Stories – [Tony Hansen](#).
- Video: Telling Our Stories – [Eileen Cummings](#).
- Video: Telling Our Stories – [Marjorie Winphil](#).

#### EXTRA RESOURCES

- [Island Stories: Listening to the people of the Torres Strait](#).



## Lesson

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### INTRODUCTION

As a whole class, discuss the following questions:

- What do you already know about the Stolen Generations?
- Croker Islander was not the only place First Nations children were removed to. Does anyone know of anywhere else children were removed to?
- Why did the government decide to remove First Nations children from their families?.

### INVESTIGATION

- Divide students into small groups to explore the [Map of Stolen Generations institutions](#).
- Each group will choose different States and Territories to investigate the map.
- Each group will then find out the different places where Aboriginal and Torres Strait Islander children were sent to within their state/territory.
- Instruct students to pick a few institutions and research them to see what they can learn.

### GOING FURTHER

Policies that led to the Stolen Generations are still being felt today.

- As a class, watch Tony Hansen, Eileen Cummings and Marjorie Winphil's videos.
- Instruct students to do a Think/Pair/Share in response to these videos. Working individually, then in pairs, then discussing as a class.

### CONCLUSION/DEBRIEF

- As a class, reflect on what was discussed today.
- Instruct students to choose one word to sum up their learning. Write it on a Post-it note and post it on an area in your classroom designated for debriefing.
- Allow students some time to wander around the room and read each other's reflections.

Get the Links





## Activity 3: Scars on our nation

Students will explore many stories about the experiences, trauma and impacts Australian Government policies have had on Aboriginal and Torres Strait Islander peoples. Students will be presented with perspectives that may challenge what they thought they knew about Australian history.

### Creating cultural safe spaces

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- Recap that if at any time students need to talk about their feelings regarding the subject matter the school has support in place.
- Share perspectives and opinions in a safe and respectful way.
- Debrief at the end of every lesson.

Other subjects areas that can be incorporated into this learning include History, Aboriginal and Torres Strait Islander Studies, Visual and Performing Arts, General capabilities and Cross Curriculum Priorities.

### Curriculum links

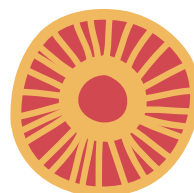
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- Evaluate the social, moral or ethical positions represented in literature. [AC9E10LE04](#)
- Compare and evaluate how “voice” as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses. [AC9E10LE06](#)
- Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes. [AC9E10LY03](#)

### Resources

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- Video: [The Story of The Healing Foundation](#).
- Video: Telling Our Stories – [Brian Gray](#).
- Video: Telling Our Stories – [TJ Mia](#).
- Video: Telling Our Stories – [Geoff Cooper](#).
- [How to structure student discussions with a walk and talk](#).
- [What about history?](#)
- Interactive documentary: [K’gari by Fiona Foley and Larissa Behrendt](#).



## Lesson

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### INTRODUCTION

As a class, encourage students to share prior knowledge to address the following question and activity:

- What is the main role of The Healing Foundation?
- Watch the story of The Healing Foundation in pairs or small groups and discuss.

### INVESTIGATION

- Ask students to watch Brian's, TJ's and Geoff's videos and answer these key questions individually, in pairs or in small groups:
  - Having a voice – why is it important to tell your own story?
  - Who makes the decisions about Aboriginal and Torres Strait Islander peoples and their needs, wants and hopes?
  - Who has told us about our history?
  - Who makes the decisions about what we learn?
  - Discuss representation and having the power to choose how you want to be represented.

### GOING FURTHER

Instruct students to work in pairs and choose one video to explore more in depth.

- Discuss and explain the social, moral and ethical issues addressed in the video:
- How does this impact on our comfort zone?
- How does this impact the Australian perspective of resilience and the little Aussie battler?
- Discuss the quote 'We don't want to talk about it, it is too painful.'
- Explore how Brian, TJ and Geoff are able to represent themselves in their own stories:
  - If their story was written in a book would it be as powerful?
  - How else could the power of these stories be shared?

### CONCLUSION/DEBRIEF

Walk and talk session to unpack work.

Get the Links



## Activity 4: Healing together

Strength, resilience and healing will be investigated in this activity. Students will be able to explore what it means to heal together and why healing is so important.

### Creating cultural safe spaces

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- Recap that if at any time students need to talk about their feelings regarding the subject matter the school has support in place.
- Share perspectives and opinions in a safe and respectful way.
- Debrief at the end of every lesson.

Other subject areas that can be incorporated into this learning include History, Aboriginal and Torres Strait Islander Studies, Visual and Performing Arts, General capabilities and Cross Curriculum Priorities.

### Curriculum links

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- Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors. [AC9E10LE01](#)
- Evaluate the social, moral or ethical positions represented in literature. [AC9E10LE04](#)
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- Compare and evaluate how “voice” as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses. [AC9E10LE06](#)

### Resources

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- [Yarning Circles in the Literacy Classroom.](#)
- Video: [Florence Onus.](#)
- Video: [Gwen Schrieber.](#)
- Video: [‘Heal Together’.](#)
- Video: [Collective Healing.](#)
- [Collective healing resources.](#)

## Lesson

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### INTRODUCTION

Begin learning by forming a yarning circle explaining the cultural significance of this protocol as a way to hear all voices, practise deep listening and reflect on what you have learnt.

- Watch Florence's and Gwen's videos.
- Discuss the main themes that are coming through in the videos.

Key questions:

- What is similar in both of the videos?
- What do both of these ladies speak about as a way of moving forward?
- How do they see this happening?

Discuss what students already know about this concept. What have they seen, experienced or read about resilience of the human spirit. Examples: Bethany Hamilton, Nelson Mandela, Aung San Suu Kyi.

### INVESTIGATION

- Watch 'Heal Together'.
- Discuss and respond to the song. What is this song about? Why was this song made?
- Work with students to plan a text to inform and persuade the reader or viewer about the Stolen Generations. Choose a type of text that will suit your subject and students. These texts could include newspapers, film and digital texts, fiction, non-fiction, dramatic performances and multimodal texts.

### GOING FURTHER

Key questions and concepts to discuss as a class:

- What positive things are already happening to support Stolen Generations survivors?
- Explore what collective healing means.
- Where else could this strategy be used in our society?
- Investigate the positive work that is happening through The Healing Foundation.

### CONCLUSION/DEBRIEF

End the learning by forming a yarning circle and restate the cultural significance of this protocol as a way to debrief.

- Reflect on what has been learnt and what students would still like to know.

## Continuing the work

### CLASSROOM READY

- Watch the film [The Last Daughter](#). Keep an eye on [The Learning Circle](#) as Brenda and the team continue to develop classroom-ready resources to accompany the film.
- *The synopsis of The Last Daughter:*

"Brenda's first memories were of growing up in a loving white foster family, before she was suddenly taken away and returned to her Aboriginal family.

Decades later, she feels disconnected from both halves of her life. But the traumas of her past do not lie quietly buried. So, she goes searching for the foster family with whom she had lost all contact.

Along the way she uncovers long-buried secrets, government lies, and the possibility for deeper connections to family and culture. The Last Daughter is a documentary about Brenda's journey to unearth the truth about her past, and to reconcile the two sides of her family."

### RESOURCES

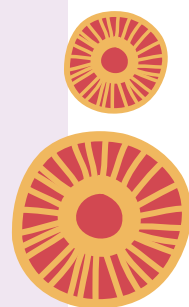
- Join the [Narragunnawali community](#) (and develop a Reconciliation Action Plan for your school) to access a variety of curriculum resources about reconciliation and Aboriginal and Torres Strait Islander histories, cultures and contributions.
- Research more about [Aboriginal and Torres Strait Islander languages](#).
- 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](#).

### IDEAS

- Share your outcomes and experience with The Healing Foundation at [resources@healingfoundation.org.au](mailto: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'.
- Create a class action plan for how students could help their school learn more about the Stolen Generations.
- 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.
- 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.



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](http://www.healingfoundation.org.au/schools) or scan the QR code.

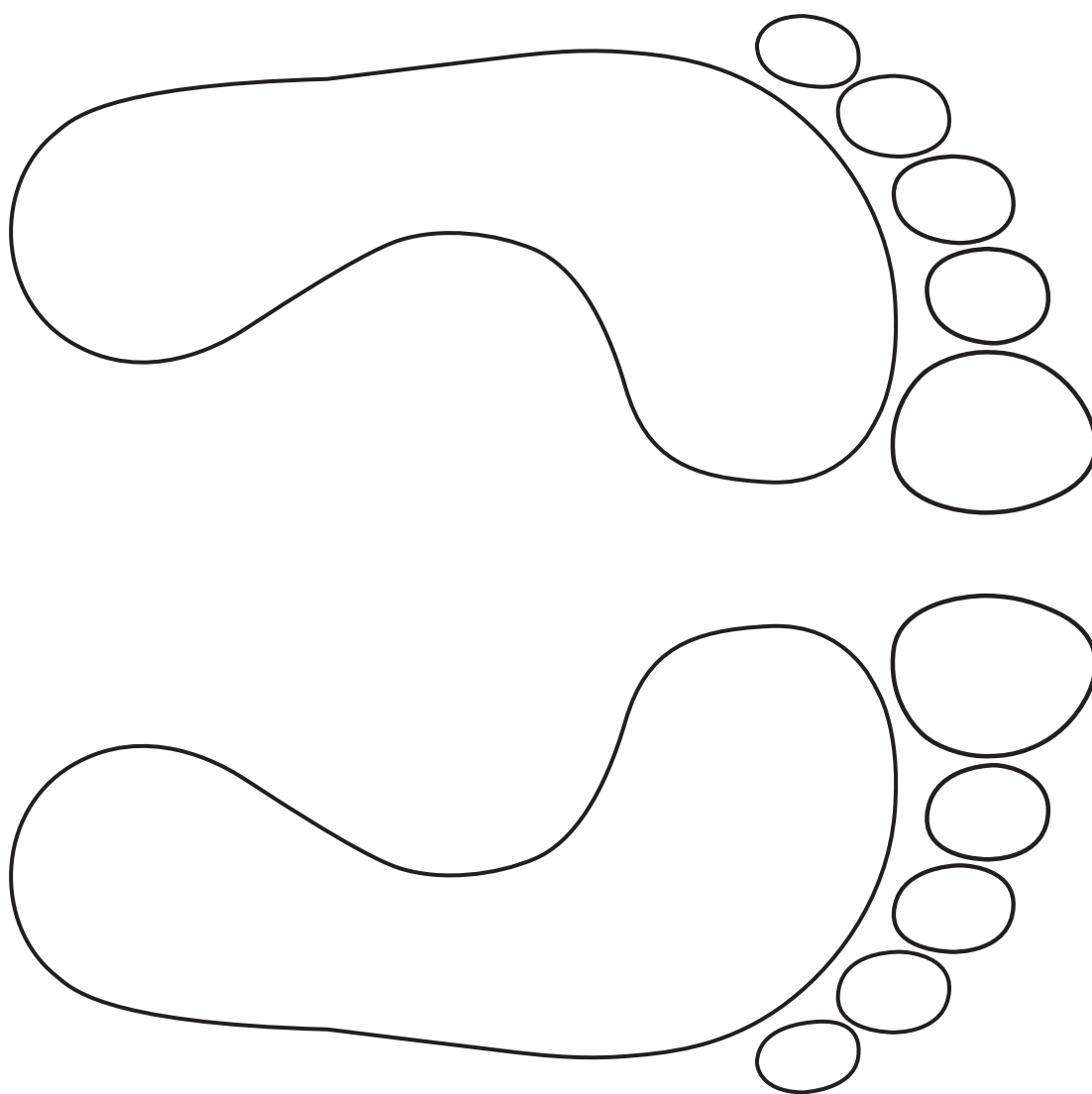


Appendix 1: Discussion sheet

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

## Appendix 2: Footprint template



## Appendix 3: How to make a QR code

### Using a QR code to access videos of students' journeys

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1. Record video (landscape) of student/s describing story (for each place).
2. Create **YouTube** account.
3. Upload videos to **YouTube** account.
4. Once all videos are uploaded, go to [QRcode Monkey](#) to customise own QR code.
5. Print QR code separately on A4 paper and display in a timeline format.
6. Students/visitors can then follow the path, using their smart device to watch videos at each place along the way.
7. Additionally, you can add landmarks to each place to represent the journey.