

Our Healing. Our Future.

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



**HealingFoundation**

Strong Spirit • Strong Culture • Strong People

# WELCOME MESSAGE

**As the Chair of The Healing Foundation, I am proud to introduce this new expanded *Stolen Generations Resource Kit for Teachers and Students* in Australian Schools, which now offers lesson plans from Foundation level through to Year 12.**

Around Australia, there are so many Aboriginal and Torres Strait Islander peoples who carry a burden of trauma they had no say in carrying, as a legacy of the removal and separation policies that resulted in the Stolen Generations. Yet few Australians understand the ongoing impact of unresolved trauma in this context. This knowledge and understanding is important for every young person learning about our history.

We listened to Stolen Generations survivors and Elders, who told us that they would like to see an education program in Australian schools that shares historical and today's knowledge; as an important foundation for intergenerational healing. This updated Resource Kit, is aligned with the new Australian curriculum rolled out in 2023 and is now available to all schools and their classrooms.

With the support of The Healing Foundation and educators, school communities can start (or continue) the conversation in classrooms that discuss real examples, historical facts about events and the impacts and extent of those events, as well as survivor stories.

Cultural consultation and guidance from Elders and Stolen Generations survivors has been an essential part of this project. The Healing Foundation continues to work closely with First

Nations and non-First Nations teaching professionals, parents, early childhood specialists and curriculum writers in its revision, ensuring our mission for truth-telling conducive to healing, remains the key objective.

This updated teaching resource has been developed to introduce students from Foundation to Year 12 to the first-hand experiences provided by Stolen Generations survivors and their families. While the policies and suffering of the Stolen Generations is only one part of the ongoing story of Aboriginal and Torres Strait Islander peoples, it is an essential one to learn, and to teach, so students have a full understanding of the history of Australia from the viewpoint of those requiring healing responses from all of us, today.

The units focus heavily on the stories, music, poetry, dance, art and writing of Aboriginal and Torres Strait Islander peoples who are Stolen Generations survivors, or descendants of Stolen Generations survivors, 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 peoples and culture are strong and enduring.

This resource kit helps to address the need for credible lesson plans to support Aboriginal and Torres Strait Islander peoples' perspectives in the classroom. The kits support educators to teach the lessons in a culturally safe manner, and at the same time provide a range of resources and information

sources to build their own confidence in knowledge of our shared history. All of these resources are to be regarded as suggestions, put forward to support educators in teaching this unit. You are encouraged 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.

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. There are many more resources available online to complement what you will find in this printed resource, including *Plug-n-Play* powerpoints, and *Educator's Guide*.

Thank you for your interest in the newly expanded *Stolen Generations Schools Resource Kit for Teachers and Students*. I encourage you to visit our website for a larger range of resources. I am confident you will find it to be an engaging and enriching tool for your school communities across all year levels.



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



Each unit is designed to enhance and enrich students' knowledge and understanding of Aboriginal and Torres Strait Islander peoples and the Stolen Generations. In the Secondary years students will use an inquiry approach to learning, to allow them and their 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.




The lesson plans for each year level are available for download on The Healing Foundation website, along with survivor stories, interactive powerpoint presentations and a selection of other resources. [www.healingfoundation.org.au/schools](http://www.healingfoundation.org.au/schools)

<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.
<b>Year 10</b>	In Year 10, students will watch a documentary about one of Australia's greatest adventure stories, reflecting on their new learning and what more they want to know. Students will discover the ongoing impacts that Australia's Government policies have had on Aboriginal and Torres Strait Islander peoples. Students will explore many stories about the experiences, trauma and impacts Australian Government policies have had on Aboriginal and Torres Strait Islander peoples, presenting them with perspectives that may challenge what they thought about Australian history. Finally, students will be able to explore what it means to heal together and why healing is so important.
<b>Year 11</b>	In Year 11, students explore the visual representation of emotions that are depicted in the journey of a woman in a deserted Australian landscape. The 'mother' is always alone, her baby absent. Students will learn about the power of sharing your story, which is part of how we inspire, heal and learn as humans. Students are given time to listen deeply, understand, reflect and learn from the stories shared by survivors of the Stolen Generations. Finally, students will have the opportunity to explore the resilience of spirit through song and story.
<b>Year 12</b>	In Year 12, students will read, discuss and reflect on the powerful written testimonials of Stolen Generations Survivors. They will be asked to make connections to other learning and justify their ideas and thinking by using evidence in their research. Students will get to analyse if there is equity in whose voices are heard, and explore and unpack some confronting facts about how Australia was built. Finally, students will reflect on and unpack their own personal attitudes and perspectives.

A group of Indigenous Australian men and children are captured in a dynamic pose, likely during a traditional dance or ceremony. They are adorned with intricate white body paint on their chests, arms, and faces. The men are wearing traditional brown loincloths, and some children are wearing red headbands. The background is a plain, light-colored wall, and the overall atmosphere is one of cultural expression and community. A decorative border of yellow and white vertical lines is visible at the top of the image.

*"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/schools](http://www.healingfoundation.org.au/schools)