



'Walk The Talk'

THE LONG WALK EDUCATION PROGRAM

Years 9 & 10 | Unit 4 – Stolen Generations

Classroom Time:

Information - 240 minutes

Investigate and Act – teacher scheduled

Handouts

1. *Took the Children Away* - Lyrics and Questions
2. KWL Sheet
3. This Story's Right, This Story's True
- 4a. Personal Story – Paul
- 4b. Personal Story – Greg
- 4c. Personal Story – Evie
- 4d. Personal Story – Karen
5. Comparing Personal Stories

Other Resources

1. The 'Stolen Generations' Multimedia Package at walkthetalk.org.au
2. 'Walk the Talk' DVD

Background

Australia's Stolen Generations – a stain on Australia's History

One of the darkest chapters of Australian history is the forced removal of Aboriginal children from their families. As recently as the 1970's children as young as babies were stolen from their families to be placed in girls and boys homes, foster families or missions. At the age of 18 they were 'released' into white society, often scarred for life by their experiences of forced assimilation into European society, menial roles such as domestics and farmhands and the deliberate attempts at 'breeding out' race.

Today these Aboriginal people are collectively known as the 'Stolen Generations' because several generations were affected and continue to be affected.

Many Aboriginal people are still searching for their fathers, mothers, brothers and sisters. They are searching for their identity and their connection.

The loss of heritage and culture has been a continuing effect of the forced removal of children. Children removed from their families often lost contact with their language and traditions and this has led to loss of identity and belonging.

Adapted from: www.creativespirits.info/aboriginalculture/politics/a-guide-to-australias-stolen-generations



Walk the Talk is made possible with the support of Telstra Foundation and Portland House.



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Your identity is who you are. It is what makes you unique. Many different things contribute to your identity: the language you speak, your core values and beliefs, religion, culture, family history, physical attributes and even the clothes you choose to wear. Part of your identity comes from tradition, where cultural traits are embraced and celebrated from generation to generation. Some people are brought up with their identity and traditions; others adopt the traditions and culture of another place or people. It is important to have a choice.

Members of the Stolen Generations did not get that choice.

Read more at the following sites:

[Connecting Home](#) – under construction March 2013

[Reconciliation Australia](#)

[New South Wales Government Office of Communities and Aboriginal Affairs](#)

[Bringing Them Home Report](#)

Objectives

Participating in this unit will assist the students in achieving the following objectives.

Students will:

1. analyse Archie Roach's song *Took the Children Away* for its social importance
2. read an information text about the Stolen Generations
3. complete a jigsaw reading activity based on personal stories of members of the Stolen Generations
4. read personal stories from members of the Stolen Generations to examine the impacts of being 'stolen' on the wider Aboriginal and Torres Strait Islander community
5. analyse the Rudd Government's 2008 Apology to the Stolen Generations
6. undertake a personal research task to further their understanding of the experience of the Stolen Generations in Australian History.

NB: These activities are intended as a guide. Please adapt the content to suit your local context as appropriate.

Links to [Australian Curriculum](#)
www.australiancurriculum.edu.au

Year 9 Curriculum Links

English

Literacy

[ACELT1635](#)

[ACELY1742](#)

[ACELY1744](#)

History

Historical Knowledge and Understanding

[ACDSEH020](#)

Year 10 Curriculum Links

English

Literature

[ACELT1812](#)

[ACELY1752](#)

[ACELY1754](#)

History

Historical Knowledge and Understanding

[ACDSEH104](#)

[ACDSEH106](#)



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Activities

Before completing these activities you should watch the 'Walk the Talk' DVD or participate in the School Visit. The DVD can be ordered at walkthetalk.org.au.

1. Introduction

On the DVD the presenters talk about Michael Long's parents being a part of the Stolen Generation (0:01:36).

Ask: What does this mean?

Where did his parents come from?

Where were they moved to?

What could this do to children, parents, siblings, communities and cultures?

Students listen to the song *Took the Children Away* by Archie Roach. Provide students with copies of the lyrics on Handout 1. Discuss the lyrics using the questions on Handout 1 as a guide

Students to complete the first two columns on Handout 2.

2. The Hard Facts

Students to read the information on Handout 3 then add key points to the KWL sheet (Handout 2) they started in activity 1. Discuss any ideas/knowledge that has been gained or changed as a result of reading Handout 3.

3. Personal Stories

Use the personal stories (on Handouts 4a, 4b, 4c and 4d) as a jigsaw reading activity for groups of four. Have the students share the experiences of the respective narratives in those groups.

Students then collaborate to compare two personal stories and examine the impacts of removal on the Aboriginal and Torres Strait Islander community using Handout 5.

These stories can also be accessed via the [Bringing Them Home Schools Resource](#).

4. The Apology

Students analyse the video or text version of the beginning of [Kevin Rudd's Motion for an Apology](#).

Students analyse the text using the prompts below.

Ask: Who is Kevin Rudd addressing?

What does he say sorry for?

Who is he apologising on behalf of?

What specific acts does Kevin Rudd refer to?

What kinds of effects was the apology meant to have?

Do you think these impacts were achieved?

How do you think the apology affected Aboriginal and Torres Strait Islander people?

How do you think the apology affected other members of the Australian community?

The full transcript from Hansard is available at the [Parliament of Australia Website](#).



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5. Individual Research Tasks

- Students read the information at [Creative Spirits](#) then create a mind map of the effects of being removed from family and culture.

Students then select one identified area, research it and link it to [ABS](#) statistics.

- Students investigate and respond to an in-depth personal story of a member of the Stolen Generations. Stories can be found at or in:

[Reconciliation Australia](#)

[Reconciliation NSW](#)

[The Australian Human Rights Commission](#)

[The Australian Human Rights Commission Educational Resources](#)

[Creative Spirits](#)

'Rabbit Proof Fence'

'Lousy Little Sixpence'

'Women of the Sun' – Parts 2 and 4

- Students investigate, describe and respond to the different reactions to 'The Apology' given by Kevin Rudd in 2008. [Creative Spirits](#) give a range of one-line responses to 'The Apology' by Aboriginal and Torres Strait Islander people, and others.

[Elimatta](#), the newsletter for the Manly Pittwater Warringah Aboriginal Support Group also has a range of responses to the Apology on pages 3-6.

Assessment

Responses to this material can be very personal. The assessment proposed then, is also very personal in structure. KWL sheets allow base knowledge to be built upon, while personal questions allow for individual attitudes, skills and knowledge to be challenged, encouraging growth. The KWL sheets used in this unit reflects this.

Extension Activities

- Display your class' work in the Walk the Talk gallery at walkthetalk.org.au.
- Invite a member of the Stolen Generations to share their story with the class. School-based visits can be organised through [Connecting Home](#).
- Have students investigate Sorry Day flowers. Make a display about their connection to the Stolen Generations.



Sorry Day flower



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Further Resources

General Resources

- www.hreoc.gov.au/social_justice/bth_report/index.html
- australia.gov.au/about-australia/australian-story/sorry-day-stolen-generations
- www.Indigenoustrights.net.au/person.asp?pid=986
- www.aiatsis.gov.au/collections/exhibitions/apology/teachers.html
- aso.gov.au/titles/documentaries/stolen-generations/
- stolengenerationstestimonies.com/index.php
- www.reconciliation.org.au/home/resources/school-resources/apology-resources/apology-timeline

Australian Human Rights Commission 'Bringing Them Home' Report and education unit of study program.

- www.humanrights.gov.au/education/bringing_them_home/index.html
- www.humanrights.gov.au/social_justice/bth_report/index.html
- www.humanrights.gov.au/education/bringing_them_home/rightsED_Bringing_them_home.pdf

PowerPoint presentation

- www.slideshare.net/sjmoon23/stolen-Generation-presentation

Video

- Lowitja O'Donoghue: Born 1/8/1932
dl.nfsa.gov.au/module/1569/
- Charles Perkins: Born 16/07/1936 - Died 1/10/2000
www.Indigenoustrights.net.au/person.asp?pid=983
- Molly Craig: 'Rabbit Proof Fence' review
www.sbs.com.au/films/movie/1073/Rabbit-Proof-Fence
- Margaret Tucker: 'Lousy Little Sixpence'
aso.gov.au/titles/documentaries/lousy-little-sixpence/clip1
aso.gov.au/titles/documentaries/lousy-little-sixpence/clip2
aso.gov.au/titles/documentaries/lousy-little-sixpence/clip3/
- Beyond Sorry (2003), Ronin Films
www.creativespirits.info/resources/movies/beyond-sorry
- www.reconciliation.org.au/home/get-involved/films---music/the-apology
- 'Stolen' (2006), Jane Harrison
belvoir.com.au/wp-content/uploads/2012/08/Stolen_Teachers-Notes.pdf http://www.qpac.com.au/resources/images/stolen_teacher_s_notes.pdf
- Stolen Generation Organisations:
www.sgalliance.org.au under construction March 2013
- www.ksg.org.au
- www.connectinghome.org.au
- www.aiatsis.gov.au/fhu/linkup.html
- www.territoryfamilies.nt.gov.au/__data/assets/pdf_file/0003/124095/RTF-Booklet_-V7.pdf
- The 2008 Apology
www.aiatsis.gov.au/news/docs/IAHereNow/p4.pdf



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Web links used in this unit

'Stolen Generations' Multimedia Package

walkthetalk.org.au

Connecting Home

www.stolenGenerationsvictoria.org.au/

Reconciliation Australia

www.reconciliation.org.au/

www.reconciliation.org.au/home/resources/factsheets/q-a-factsheets/apology

New South Wales Government Office of Communities and Aboriginal Affairs

www.daa.nsw.gov.au/publications/53.html

Bringing Them Home Report

www.hreoc.gov.au/social_justice/bth_report/index.html

Bringing Them Home Schools Resource

www.humanrights.gov.au/education/bringing_them_home/index.html

Kevin Rudd's Motion for an Apology

australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples

Parliament of Australia Website

parlinfo.aph.gov.au/parlInfo/genpdf/chamber/hansardr/2008-02-13/0003/hansard_frag.pdf;fileType=application%2Fpdf

Creative Spirits

www.creativespirits.info/aboriginalculture/politics/stolen-generations-effects-and-consequences

www.creativespirits.info/aboriginalculture/politics/sorry-apology-to-stolen-generations

www.creativespirits.info/aboriginalculture/politics/a-guide-to-australias-stolen-generations

Elimatta

www.asgmwp.net/elimattaautumn2008.pdf

ABS

www.abs.gov.au/websitedbs/c311215.nsf/web/aboriginal+and+torres+strait+islander+peoples

Reconciliation NSW

reconciliation.org.au/nsw/education-kit/stolen-generations/#impact

The Australian Human Rights Commission

www.humanrights.gov.au/social_justice/bth_report/index.html