

# Stolen Generation



## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
		✓	✓

### MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
	✓					✓ ✓	

### VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓	✓		

### DISTRICT

This lesson has been developed by teachers in the following district:
<b>Goldfields</b>

## TOPIC INFORMATION

### PURPOSE

To create and reinforce understanding of early conflict between cultures about land ownership/custodianship, and to explore the reasons for cultural conflict.

### STUDENT OUTCOMES

Students:

- explore resources about the Stolen Generation;
- discuss policies underlying the Stolen Generation;
- identify Mt Margaret as a local point for children taken from their families;
- participate in story telling sessions where local people tell of personal experiences of the 'Stolen Generation and its impact;
- respond to stories in the form of written expression or through artworks; and
- explore conflicting value systems which were the basis of cultural conflict in early settlement, as well as in subsequent events.



## KEY BACKGROUND POINTS

To ensure maximum effectiveness when presenting this series of lessons to you need to research and provide information for your students about the background of the Stolen Generation and issues involved. While numerous books with stories about the Stolen Generation are available, if local Aboriginal people are willing to share their stories these are more 'real' and relevant to students – not just something that happened a long time ago to 'someone I've never heard of'.

Many other resources are available but those listed below are examples of some that provide a range of information:

- the movie, *Rabbit Proof Fence*, is a moving true story about one family's experience of the Stolen Generation;
- the other two movies show aspects of clashes in different cultures about concepts of land ownership/custodianship;
- *Moorditj* – Australian Indigenous Cultural Expression. Is a CD ROM that features 111 artworks and their stories, from around Australia, some expressing emotions evoked by the Stolen Generation; and
- May O'Brien, a Wongi woman, tells in picture book format some stories of her experiences at Mt Margaret Mission.

### Please note:

There will be instances where students have family with direct experience of the Stolen Generation and opinions and emotions may be 'raw'. You need to explain this possibility to your class prior to lessons where the topic is to be discussed. Maintain sensitivity for these emotions as much as possible.

## CULTURAL & PROTOCOL CONSIDERATIONS

Consult your AIEOs, Aboriginal staff members and the Aboriginal Education team at the Goldfields District Office about how to identify and approach Aboriginal people with direct experience of the Stolen Generation. Some may find it difficult to share their stories in a public forum and if this is the case their feelings must be respected. However, you may wish to investigate with them alternatives such as recording/video taping an interview by a student/AIEO or family member where they may tell their story without having to face strangers and questions.

## RESOURCES

Medium	Author, producer, developer etc	Title	Source
video/DVD	director: Phillip Noyce	<i>Rabbit Proof Fence</i>	retail outlets, and Goldfields District Office Resource Centre – check if available
video		<i>Crazy Horse</i>	Goldfields District Office Resource Centre –check if available
video		<i>Women of the Sun</i>	Goldfields District Office Resource Centre – check if available
CD ROM	DUIT Multimedia	<i>Moorditj</i> – Australian Indigenous Cultural Expression (features 111 artists and their stories, from around Australia)	DUIT Multimedia, University of Western Australia; Goldfields District Education Office Resource Centre
series of 4 picture books and Teaching Ideas book	author: May O'Brien; <i>Teaching Ideas</i> author: Alwyn Evans publisher: Fremantle Arts Centre Press	<i>The Badudu Stories Teaching Ideas</i> , and: • <i>Which Jack?</i> • <i>What do you say?</i> • <i>Smartie Pants</i> • <i>Too Big for Your Boots</i>	Goldfields District Office Resource Centre – check if available educational booksellers; or the publisher, Fremantle Arts Centre Press
book		<i>A Drop In the Bucket: Mount Margaret Story</i>	Goldfields District Office Resource Centre – check if available



# TEACHING AND LEARNING STRATEGIES

## TEACHING RESOURCES

- video/DVD of *Rabbit Proof Fence*
- video/DVD player
- CD-ROM *Moorditj*
- data projector and screen (or individual computers) for viewing CD-ROM
- class collection of stories, books, videos, DVDs ... about the Stolen Generation

## TEACHING STEPS

The following ideas will take more than one lesson as they provide enough content to expand into a term's work. They allow students to view, explore and discuss stories of the Stolen Generation, and stories from other cultures, and examine how government policies that led to the Stolen Generation were influenced by different cultures' views of land ownership/custodianship, and to explore reasons for cultural conflict. Please adapt these suggestions to suit your students' requirements.

### Preparation:

- **Plan** your lessons in consultation with your AIEO, Aboriginal staff members, and/or the Aboriginal Education team at the DEO. They can help you with information and resources.
- **Ask** your AIEO, Aboriginal staff members and/or the Aboriginal Education team at the DEO to help organise a visit by local Aboriginal community members. If possible, invite more than one speaker to tell their stories as it is less daunting if they are not the only guest and they can offer each other support.
- **Explain** what you plan to do in your series of lessons and ask the people nominated if they are willing to tell your students their stories about the Stolen Generation.
- **Discuss** with your visitors how your lessons will run and the input you'd like from them, asking for their ideas as well, and whether they would be happy to answer students' questions.
- **Discuss** with students how to behave and show respect to your visitors.
- **Organise** students to welcome and thank your visitors.
- **Gather** background information about local stories from the Stolen Generation.
- **Organise** a class collection of photographs/books, stories, videos, DVDs .... about the Stolen Generation. Encourage students to contribute, and collect stories from local people, reading books from the collection for silent reading and at other appropriate times.
- **Read and research** background information about the Stolen Generation.
- **View** *Rabbit Proof Fence* and other movies to plan how to show them and focus points/discussion points for your students.
- **View** *Moorditj* CD ROM and use the Key Words list, selecting: 'Stolen Generation' to find appropriate artworks and their stories based on the Stolen Generation, to share with your students. May O'Brien's *Badudu* stories tell of her experiences at school at Mt Margaret Mission, and illustrate everyday problems with cultural differences.
- **Organise** teaching resources.

### Implementation

#### Prior to guest speakers' visit

- **Present and discuss** a list of focus points for your students to watch for in the movie, *Rabbit Proof Fence*, which will show the policy underpinning the Stolen Generation, and the impact of this policy. (e. g. Where did the family live? What prompted the visit to remove children? Who came to remove the children? Which children were taken? Why? How were they removed? Why? Where were they taken? What was the effect on them? And on their family? ...)
- **View** *Rabbit Proof Fence*.
- **Discuss** ideas and concepts from the movie.
- **Discuss and describe** government policies, and their underlying principles, that resulted in taking away Aboriginal children.
- **Introduce** the fact that Mt. Margaret Mission was a Goldfields area receiving point for Aboriginal children of the 'Stolen Generation'. May O'Brien's *Badudu* stories tell of her experiences there.
- **Ask** students to research Mt Margaret Mission and write up their findings in a format that you discuss with them (e. g. report, oral presentation ...) – partners may work together.





### Guest speakers' visit

- **Re-visit** rules of behaviour for oral story telling session.
- **Introduce** story teller.
- **Conduct** visit as planned, asking prepared students to welcome and thank your visitors.
- **Or, play** tape/video if that format has been organised.

### Following your guest speakers' visit

#### Whole class

- Ask students to participate in a quiet reflection time. Guided questions may include:
  - Were there good reasons for removals?
  - What were the pluses and minuses of the process?
  - How would you feel if you were one of the children being removed?
  - If problems lingering today were caused by this process, what can we do as individuals and as a community/nation to rectify these or make amends?
- **Share** reflections.

#### Follow-up sessions may include

- **View** *Moorditj* CD ROM, using the Key Words list, selecting: 'Stolen Generation' to find appropriate artworks and their stories based on the Stolen Generation, to share with your students. May O'Brien's *Badudu* stories tell of her experiences at school at Mt Margaret Mission.
- **Ask** students to choose a story they have seen/heard to respond to, and to choose how they would like to respond. You may provide a list of forms and guidelines from which to choose (e. g. biography, recount, graphic story, painting, craftwork, play script ...) or allow students to make their own choices.
- **Discuss** other indigenous peoples (in different countries) with similar experiences – e.g. Inuit, some American First Nation peoples ...
- **Provide focus questions and view** other movies: Crazy Horse, and/or Women of the Sun, reflecting, discussing ideas and issues, and responding to each as suggested above.

#### Extension activity for more advanced groups

Discuss the notion that our current Western-based system of education perpetuates the underlying principles of forced assimilation, similar to those in the time of the Stolen Generation.

### ASSESSMENT

Keep anecdotal records, and oral assessment rubric, about students':

- contributions/sensitivity to discussions;
- identification of answers to focus questions, when viewing movies;
- demonstration of understanding of issues involved, through completion of appropriate responses;
- ability to discuss reflections; and
- ability to extend reflections/responses into and formal writing and other activities undertaken and assessed.

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