

The 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
	✓	✓	✓	

TOPIC INFORMATION

PURPOSE

- To increase student sensitivity to, and understanding of, the historical Aboriginal experience of the stolen generation.

STUDENT OUTCOMES

- Students view and discuss the dance, *Removal of Children*, by Robyn Forester, and tell a story (choosing from a list of story-telling methods) based on the dance.

KEY BACKGROUND POINTS

- Each Australian colony appointed a Protector of Aborigines from the 1830s. These “protectors” had power over all aspects of Aboriginal people’s lives. The ‘Stolen Generation’ was the tragic result of a series of laws that remained on the statute books in each state, except Tasmania, between the 1860s and the 1960s.

CULTURAL & PROTOCOL CONSIDERATIONS

When presenting this lesson acknowledge the contribution of Robyn Forrester, also that we have her permission (via the publishers) to use her work.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
CD-ROM	DUIT Multimedia	<i>Moorditj</i>	Available from DUIT Multimedia, The University of Western Australia



TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- CD-ROM *Moorditj*
- data projector
- student copies of **Learning Guide 1: *Removal of Children – Story Planning Sheet***
- student copies of **Learning Guide 2: *Removal of Children – How well did I do?***
- **Assessment Guide – Self Assessment Checklist**

LESSON STEPS

Whole class

- **Outline** historical events we now call the ‘stolen generation’. Include points such as:
 - white people who came to Australia didn’t understand or value Aboriginal people;
 - white officials held power over Aboriginal people;
 - white officials believed that children with one white parent and one Aboriginal parent should be raised by white people;
 - white officials took these children away from their Aboriginal parents;
 - discuss reasons that this policy was cruel;
 - explain that people who created and implemented the policy were ignorant (not bad) and had misguided ideas about Aboriginal people ...
- **Introduce** video clip of *Removal of Children* by Robyn Forester from the *Moorditj* CD-ROM, using information about the artist provided in *Moorditj*.
- **Watch** video clip several times. You may need to guide viewing with questions like: What do you think the woman is feeling? Why? How would the children feel?
- **Ask** individuals to tell you what they noticed, after each viewing.
- **Record** student responses (whiteboard ...).
- **Read** information about the dance, from *Moorditj*.
- **Set task** by explaining that, in pairs, students are to tell a story about an Aboriginal child being taken from his/her parents. They may choose how to tell it, from this list:
 - **writing a story,**
 - **making a dance**
 - **writing a play**
 - **painting a mural, or**
 - **describe another way to your teacher, and use that.**

Working in pairs

- Students complete **Learning Guide 1: *Removal of Children – Story Planning Sheet*** to help them plan their work. The same story elements are needed regardless of the way students choose to tell their story.
- Students **write, make or paint** stories.
- When stories are completed and shared, ask students to complete **Learning Guide 2: *Removal of Children – How well did I do?***





ASSESSMENT

Use **Learning Guide 1: *Removal of Children – Story Planning Sheet***

Answers will vary, but should demonstrate an awareness of task requirements and how well the student understood the key concepts of the dance *Removal of Children*.

OTHER ASSESSMENT STRATEGIES

Use **Learning Guide 2: *Removal of Children – How well did I do?*** (or similar) to help students formulate self-assessments.

Adapt the learning guide for peer or teacher assessment.

Acknowledgements / Thanks to contributors

This lesson is based on the work of Robyn Forester. Sincere thanks for making this work available.

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Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program





LEARNING GUIDE 1: *Removal of Children* – Story Planning Sheet

STUDENT OUTCOME

The student plans a story reflecting key elements of the dance, *Removal of Children*, by Robyn Forester.

INSTRUCTIONS

Complete the chart below to help you plan your story

Students' names: _____

Features of Our Story

We will tell our story by: (circle one) – Painting a Mural, Writing a Story, Making a Dance, Writing a Play,
Other (describe your choice):

The main idea we want to give people is:

Details about our main characters are:

Who	Appearance	Personality	Feelings
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Description of our setting(s):

The events in our story (in order) are:

What happens	How people feel when this happens
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





LEARNING GUIDE 2: *Removal of Children* – How well did I do?

STUDENT OUTCOME

The student evaluates their storytelling skills.

INSTRUCTIONS

Complete the chart below to show how you feel about your stolen generation story.

We told our story by: (circle one) – Painting a Mural, Writing a Story, Making a Dance, Writing a Play, Other (describe the way you chose):

Students' names: _____

Our characters	Yes	No	Things we'd change next time
are realistic			
are clearly shown			
show feelings			
show personality			

Our settings	Yes	No	Things we'd change next time
show where events happen			
give a feeling about the place(s)			

Our plot	Yes	No	Things we'd change next time
presents the events in order			

Our main idea	Yes	No	Things we'd change next time
shows the cruelty of removing children			
shows the suffering of Aboriginal people			

Other comments