

Our Healing. Our Future.

CLASSROOM ACTIVITY SHEET:

Year 5

Overview

This Year 5 unit is designed to give students an introduction to the presence and significance of Aboriginal and Torres Strait Islander people and the Stolen Generations. The unit is designed to align with National Sorry Day (26 May), National Reconciliation Week (27 May–3 June) or NAIDOC Week (July) but it can be delivered at any time of the year.

The following four activities can be done in one day as a block or they can be broken up over a week, month or term. They are designed to be done as a whole class, so the teacher can guide and support students. However, during some of the small group and individual activities, the teacher may like to ensure that teacher aides or other adults are available to support students.

Each of these activities is linked to Year 5 Australian Curriculum Content Descriptions, as well as the Australian Curriculum Cross-curriculum Priority of Aboriginal and Torres Strait Islander Histories and Cultures.

These activities are designed to be a starting point for teachers to embed Aboriginal and Torres Strait Islander perspectives into your classroom. For more activities and organisations to contact for support and information see the 'Continuing the work' section.

ACTIVITY 1: LITERATURE INTRODUCTION (40–60 MINUTES)

Teacher leads students in a guided reading session. Students respond to questions about the text and create one-word responses as a group.

ACTIVITY 2: POETRY RESPONSE (40–60 MINUTES)

Students read and analyse contemporary poems by Indigenous poets and participate in group discussions to compare and contrast the poems.

ACTIVITY 3: RESEARCH TASK (60–80 MINUTES)

Students work in groups to draw information from a variety of sources.

ACTIVITY 4: POETRY RESPONSE TO LEARNING (40–60 MINUTES)

Students reflect on and share their learning by writing a poem and creating a poster for display.

Checklist for preparing your classroom

- 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, dreaming stories, Stolen Generations stories, reconciliation, the National Apology to the Stolen Generations and NAIDOC Week, as well as texts for your own reference. For initial suggestions, see the booklist at the end of this document.



- For your own background knowledge:

Read

- [Relationships to Country/Place](#)
- [Reconciliation Australia's fact sheet on the Apology to the Stolen Generations](#)
- [The Little Red Yellow Black Book](#)
- [The Australian Institute of Aboriginal and Torres Strait Islander Studies \(AIATSIS\)](#) website for more information about Aboriginal and Torres Strait Islander culture and history.

Watch

- [The Story of The Healing Foundation](#)
 - [Intergenerational Trauma Animation](#)
- Send a note or newsletter home to parents so they can facilitate and support discussion at home
 - Prepare a wall of the classroom to hang student work on and use as a reference. For example, it could include the [AIATSIS map of Indigenous Australia](#) that can be purchased from AIATSIS Aboriginal Studies Press. You could also have Aboriginal and Torres Strait Islander flags, images of books the class will be reading, images of prominent Aboriginal and Torres Strait Islander people etc.).
 - [Make a flower wall for your display.](#) This could also be done as a separate Art activity. (The five-petal Native Cotton, Desert Rose, or Native Hibiscus, was originally chosen by members of the Kimberley Stolen Generation Aboriginal Corporation and later endorsed by the National Sorry Day Committee, to symbolise the Stolen Generations. It was chosen because it is found across Australia and it is a survivor. Its colour denotes compassion and spiritual healing.)
 - Create a word wall of new words related to this topic. Initial words could be reconciliation, Aboriginal, culture, sorry, country, Torres Strait Islander. As you work through the activities, you can add extra words.



Activity 1: Literature introduction (40–60 minutes)



Curriculum links

ENGLISH

- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts. ([ACELT1608](#))

Resources

- Suggested books:
 - *Welcome to Country* by Aunty Joy Murphy and Lisa Kennedy
 - *My Country* by Ezekiel Kwaymullina and Sally Morgan
- [Video of Aunty Joy Murphy Welcome to Country](#)
- Pens/sharpiers
- Three large pieces of card with one question per card:
 - What is country/place to Aboriginal and Torres Strait Islander people?
 - Why is it important to them?
 - How do Aboriginal and Torres Strait Islander people care for country/place?
- A5 cardboard (enough for each group to have three pieces)
- Butchers' paper for group recording
- Digital version of [AIATSIS map of Indigenous Australia](#).

Lesson

INTRODUCTION

- Briefly introduce the unit and facilitate a discussion about what students currently know about Aboriginal and Torres Strait Islander culture and history and the Stolen Generations (if anything).
- This is also a good point to explain appropriate terms we will be using during this unit, such as [Welcome to Country](#).
- Read texts from classroom library and discuss.
- Watch [Video of Aunty Joy Murphy Welcome to Country](#).
- Show students the Digital version of AIATSIS map of Indigenous Australia and explain: *There are more than 250 traditional and distinct Aboriginal and Torres Strait Islander languages across Australia. Each colour on this map represents a distinct linguistic-cultural community. Each community has their own cultural protocols and practices and a distinct connection to country.* Be prepared to answer questions and discuss this topic.
- Find Wurundjeri (Aunty Joy Murphy's country) on the digital map of Indigenous Australia (Victoria area).
- Find your own area and determine the country.

ONE WORD GROUP RESPONSE

- Break students into small groups and distribute three pieces of card and a sharpie or pen to each group.
- Show students three questions:
 - What does country/place mean to Aboriginal and Torres Strait Islander people?
 - Why is it important to Aboriginal and Torres Strait Islander people?
 - How do Aboriginal and Torres Strait Islander people care for country/place?



- Group must discuss and come to a consensus on a one word answer to each question.
- Groups write their one word response to each question on a piece of card.

CONCLUSION

- Bring the class back together and read out each question, having groups respond with their word and adding it to the wall under the original question card.
- Read and potentially display this quote from Deborah Bird Rose in her book *Nourishing Terrains*:
“Country in Aboriginal English is not only a common noun but also a proper noun. People talk about country in the same way that they would talk about a person: they speak to country, sing to country, visit country, worry about country, feel sorry for country, and long for country. People say that country knows, hears, smells, takes notice, takes care, is sorry or happy. Country is not a generalised or undifferentiated type of place, such as one might indicate with terms like ‘spending a day in the country’ or ‘going up the country’. Rather, country is a living entity with a yesterday, today and tomorrow, with a consciousness, and a will toward life.”
- Facilitate a discussion about the quote, including clarifying any new or unfamiliar words. Discuss the students’ word choices again in the context of the quote.
- Now that students have a beginning understanding of the importance of country/place to Aboriginal and Torres Strait Islander people, they need to consider this question:
 - What do you think the impact would be for Aboriginal and Torres Strait Islander people when they are removed from their country/place?
- Write this question on card and display it on the classroom wall.
- Add any new words to the classroom word wall.



Activity 2: Poetry response (40–60 minutes)

Curriculum links

ENGLISH

- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses. ([ACELT1610](#))
- Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context. ([ACELY1698](#))
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view. ([ACELY1699](#))

Resources

- Suggested book: *Sister Heart* by Sally Morgan. This is a chapter book written in prose so it is suggested that you read this book in sections over the next three activities.
- Response to Poetry Worksheet (Worksheet 1).
- For your own background knowledge read [Poetry in First Languages](#).
- Poems from three contemporary Aboriginal and Torres Strait Islander writers (you will need to print out sets of each poem so there are enough for each student in a group).
 - [Words and Audio of Adrian Webster reading Baladjarang](#)
 - [Words of Ngurrparringu \(Forgotten\) by Matthew Heffernan \(with assistance from Lavinia Heffernan\)](#)
 - [Words of Ban Maganindadjang \(My Old People Done\) by Jacob Morris](#).

Lesson

INTRODUCTION

- Read book from classroom library and discuss.
- Introduce the activity. Tell students that today they will be looking at three contemporary poems by Aboriginal authors and comparing and contrasting them in discussion groups to consider our inquiry questions:
 - What is the significance of country/place to Aboriginal and Torres Strait Islander people?
 - What was and is the impact for Aboriginal and Torres Strait Islander people when they experience loss of country through removal?

POETRY ANALYSIS AND GROUP DISCUSSION

- Introduce the activity and the three poems.
- Distribute Response to Poetry (Worksheet 1) and discuss any unfamiliar terms.
- Separate students into three groups and explain the activity. Each group will read and analyse one poem and each student in the group will need a copy of the poem and their own worksheet.
- Give each group time to read and discuss their poem and complete their worksheet individually. Students can work in small groups within their larger group if this is more manageable.
- Once groups have had sufficient time, create new groups for discussion. Each new group will have three members, a representative from the original three poetry groups. If you have uneven numbers you can also have a group of two or a group of four and students from the same poetry group can share together.
- In their new discussion groups, students must:
 - Introduce and read their poem to the other members of the group.



- Discuss how the poem relates to and reflects the inquiry questions.
- To prompt discussion, you could ask groups to consider:
 - Which poem did you like best and why?
 - What do the poems all have in common?
 - How are they different?
 - Do you think it is important that these poems are in first languages? Why?

CONCLUSION

- Bring class back together and facilitate a discussion. The group can compare and contrast their poems and share thoughts and feelings on reading the poems.



Activity 3: Research task (60–80 minutes)



Curriculum links

ENGLISH

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources. ([ACELY1703](#))

HASS

- Locate and collect relevant information and data from primary sources and secondary sources. ([ACHASSI095](#))
- Examine primary sources and secondary sources to determine their origin and purpose. ([ACHASSI098](#))
- Evaluate evidence to draw conclusions. ([ACHASSI101](#))



Resources

- Suggested book: continue reading *Sister Heart* by Sally Morgan (or *Down the Hole* by Edna Tantjingu Williams, Eileen Wani Wingfield and Kunyi June-Anne McInerney).
- Significance of Country worksheet (Worksheet 2)
- Suggested resources for research stations:
 - **Station 1:** Video (iPad or computer)
 - [The Story of The Healing Foundation video](#)
 - [Telling our Stories: Gwen Schreiber](#)
 - **Station 2:** Artwork and artist's statement (print multiple copies for ease of use or display on iPads or computer)
 - *Healing Country* by Riki Salam (artwork and information about the artwork) Appendix 1 and 2.
 - **Station 3:** Excerpt from book (print multiple copies)
 - *Boorn – Taproot* by Tjalaminu Mia from *Remembered by Heart* edited by Sally Morgan
 - **Station 4:** News articles related to country (to find more news articles, visit the [NITV website](#) and search for country/place) e.g. Gubbi Gubbi [‘Welcome Baby to Country’](#) ceremony revived

Note: As Activity 3 is a more involved lesson, it can continue into Activity 4 if required.

Lesson

INTRODUCTION

- Read book from the classroom library and discuss.
- Remind students of the topic and the previous activity. Let students know that today we will be using sources to begin to answer the inquiry question:
 - What is the significance of country/place to Aboriginal and Torres Strait Islander people?
 - What is the impact for Aboriginal and Torres Strait Islander people when they experience loss of country through removal?

INVESTIGATION

- Introduce the activity. Students will move in groups around the four stations, looking at both primary and secondary sources and individually completing the worksheet.
- Check for understanding of primary and secondary sources.
- Break the students into four groups. Distribute worksheet.

- Send groups to their first research station. Move around the room supporting groups as they find information in sources.
- Students may need up to 20 minutes at each station to read or view the source and analyse the information.
- Once you feel that all groups have made good progress, move them around to the next station. Continue the rotations until groups have been to every station.

CONCLUSION

- Bring class back together to discuss sources and information.
- Students should keep their research sheets for reference in a later activity.





Activity 4: Poetry response to learning (40–60 minutes)

Curriculum links

ENGLISH

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. ([ACELY1704](#))
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features. ([ACELY1705](#))

Resources

- Suggested book: finish reading *Sister Heart* by Sally Morgan (or *Why I love Australia* by Bronwyn Bancroft)
- Completed Significance of Country worksheet for reference
- One word responses from Activity 1 for reference
- Writing paper for drafts of poetry
- A3 cardboard, coloured paper, markers, pencils, scissors, glue.

Lesson

INTRODUCTION

- Read a text from the classroom library and discuss.
- Introduce students to the task. They are going to reflect on what they have been learning by writing an acrostic poem using a word of their choice related to our learning.
- Show students some examples of acrostic poems or model writing an acrostic poem using a simple word.
- Note: you are welcome to allow students to write poetry in any genre if they are familiar with it (e.g. free verse, haiku, rhyming). Acrostic poetry has been chosen for this activity as it is an easier form to explain to students.

ACROSTIC POEM

- Students need to choose a word that is related to their learning on this topic and use the word to write an acrostic poem. Suggested words could be country, place, stolen. Remind students about appropriate terms to use.
- Clarify for students that the poem must be a reflection of what they have learnt about this week, rather than an attempt to write from the point of view of an Aboriginal and Torres Strait Islander person.
- Students create a draft of their poem and edit their work.
- Students can consult with you and their peers to check their draft.
- Students create a good copy poster of their poem on A3 cardboard and include artwork or illustrations. Remind students that it is not appropriate to recreate Aboriginal and Torres Strait Islander art forms.

CONCLUSION

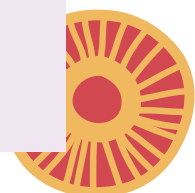
- Students share their poem posters with a class.
- To legitimise the activity, students can display their poem posters during parade or in the school library.



Continuing the work

Once you have completed these set lessons you might like to continue or follow up with some other activities. You could:

- Create a class action plan for how students could help their school learn more about the Stolen Generations.
- 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.
- 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.
- Research more about [Indigenous Australian languages](#).
- 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 members or community members.
- Hold [National Reconciliation Week](#) or [NAIDOC Week](#) celebrations in your school or attend events in your local community.



Books to read: Year 5

Here is a preliminary list of suggested books for your classroom, chosen with the guidance of Vanessa Kerley, teacher librarian at the Dandiiri Schools and Community Library.

For more book suggestions and support in choosing texts or to source other materials, please contact Dandiiri Community Library or the Australian Institute of Aboriginal and Torres Strait Islander Studies.

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.

RELEVANT TO THE STOLEN GENERATIONS

Tell Me Why by Robyn Templeton and Sarah Jackson

Sorry Sorry by Anne Kerr and Marda Pitt

Sorry Day by Coral Vass and Dub Leffler

Stories for Simon by Lisa Miranda Sarzin, illustrated by Lauren Briggs

The Rabbits by John Marsden, illustrated by Shaun Tan

Saying Sorry: Speeches about Reconciliation by Prime Ministers Paul Keating and Kevin Rudd

The Burnt Stick by Anthony Hill and Mark

Sofilas

Down the Hole by Edna Tantjingu Williams, Eileen Wani Wingfield and Kunyi June-Anne McInerney

Stolen Girl by Trina Saffioti and Norma MacDonald

Sister Heart by Sally Morgan

Remembered by Heart edited by Sally Morgan

ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE AND STORIES

Why I Love Australia by Bronwyn Bancroft

Munyourarn: Look And Learn – an Aboriginal Elder's Story by Vi McDermott and Leah King-Smith

Fair Skin Black Fella by Renee Fogorty

Look See, Look At Me! By Leonie Norrington and Dee Huxley

The Lizard Gang by Kirra Sommerville and Grace Fielding

A is for Aunty by Elaine Russell

The Sand Symbols by Nola Turner-Jensen and Skelton

Same, But a Little Bit Diff'rent by Kylie Dunstan

No Way Yirrikipayi by Alison Lester and the Children from the Milikapiti community

Mad Magpie by Gregg Dreise

Mrs White and the Red Desert by Josie Boyle

Kick With My Left Foot by Paul Seden and Karen Briggs

Shake a Leg by Boori Monty Pryor and Jan Ormerod

How Frogmouth Found Her Home by Ambelin Kwaymullina

Caterpillar and Butterfly by Ambelin Kwaymullina

Yirruwa Yirrilikenuma-langwa When We go Walkabout by Alfred Lalara and Rhoda Lalara

My Country by Ezekiel Kwaymullina and Sally Morgan

The Lost Girl by Ambelin Kwaymullina and Leanne Tobin

Our Island by the Children of Gununa with Alison Lester and Elizabeth Honey

Welcome to Country by Aunty Joy Murphy and Lisa Kennedy

ABC Dreaming by Warren Brim

Shapes of Australia by Bronwyn Bancroft

Big Rain Coming by Katrina Germein and Bronwyn Bancroft

When I was Little, Like You by Mary Malbunka

The Little Red Yellow Black Book (Third Edition) by Bruce Pascoe with AIATSIS



Worksheet 1: Response to poetry

Name of your poem: _____

Poet's name: _____

What do you think this poem is about? _____

What poetic devices does the poet use? (e.g. repetition, metaphor, simile, onomatopoeia, personification)

What is the mood of this poem?

What is the message of this poem?

What do you visualise when you read the poem?

Did you like the poem? Why or why not?

Worksheet 2: Significance of Country

		What does this source tell you about:	
What is the source? (i.e. website name, fact sheet title, video title, book name etc.)	Is the source primary or secondary?	...the significance of country to Aboriginal and Torres Strait Islander people?	...the impact of loss of country through removal for Aboriginal and Torres Strait Islander people?

Appendix 1: *Healing Country* by Riki Salam



Appendix 2: *Healing Country* by Riki Salam

STORY OF THE ARTWORK :

- Healing Country : The Bringing Them Home Report - 20th Anniversary artwork.

The artwork "Healing Country", is about the resilience of the human spirit and Aboriginal Peoples connection to the land and country. It speaks of their trials and tribulations but also the strength, endurance and determination of the People of the Stolen Generations and their Families.

The Spirit of the people remains steadfast like the tree Strong and Proud. Depicted central to the artwork the tree with it's roots, draws deep water from within the land which replenishes and renourishes, in this still place healing takes place. The art of deep listening and contemplation - listening to self, listening to others, listening to country.

Cleansing the mind, renewing the body and uplifting the Spirit, where Land, Sea and Sky are connected, we are all connected. The tree's many branches and leaves represents the Community that forms the Stolen Generations, they are strengthened together, the fruit represents the wisdom they hold. Markings depicted on the trunk of the tree tell of their journey's, being taken from Family and Country and also some people's return back to Country and back to Family. The central circular motif within in the tree represents fire, the place where we gathered with Family, a place of warmth and comfort, a place of safety.

The wavy line that passes through the middle of the artwork represents the creation spirit, guiding and returning people back to Country and Family. The 3 connected circles depicted at the bottom of the piece represents our connections to the Land, Sea (Water) and Sky. The 6 connected circles above depict the underpinning support of Families and organisations including Government to the Stolen Generations. The 4 predominant circles that are connected above in the night sky represents Country where the Spirit returns back to - Saltwater, Freshwater, Open Plains and Desert Country.

The Southern Cross constellation guides their journey, and assists in navigation through life today and the journey of Healing. The stars in the night sky represent those that have passed on, their memories remain with us as our journey continues as individuals, as a community, as a people and as a Nation, guiding, informing, supporting, learning, listening and yarn-ing on our journey to Healing Our People, Healing Our Country and Healing Our Nation.