the_stolen_generations

## Teaching notes

## How to use this resource

This resource, *Laptop wrap: The Stolen Generations* is designed to support learning within the History Syllabus.

*Laptop wrap: The Stolen Generations* encourages students to explore the experiences of Aboriginal and Torres Strait Islander children removed from their families and homes from 1910 to 1970. Investigation of primary and secondary sources, through a range of media, provides students with an opportunity to empathise with selected individuals and their life experiences.

This task investigates the differing experiences of Indigenous children taken from their families and homes, and the consequences this had on their lives.

### Explore

In this section, students are first directed to a [PDF document](43755_Changing_P2_L4_stolen.pdf) investigating the reasons for, and methods of, removal of Indigenous Australian children from their homes. There are questions embedded within the activity which you may like students to do either in class, or prior to the lesson. Following this, students explore a [*Sites2See*](http://lrr.cli.det.nsw.edu.au/LRRView/7325/7325_00.htm) resource which provides a great deal of information relating to their study of the stolen generations. Whilst not all sources are used in this activity, students may wish to explore the others as they contain valuable information for their studies.

### Your tasks

#### Task 1: Create a presentation

In this task, students are expected to read the information provided on the PDF document and create a short presentation which introduces the class to the reasons given for the separation of Indigenous children from their families and the way in which this was achieved. It is suggested that students work in groups of 3–4, and the presentations are then shared with the entire class via email, USB drive or data projector. Peer evaluation can be used to provide an opportunity for students to reflect on their own work and understanding, as well as provide suggestions and encouragement for their classmates. You can provide students with a [peer evaluation marking criteria](peer_evalu_handout_sg.doc) (.docx 15KB).

There are a variety of technologies students can use to present their work. Use the [Learning tools selector](https://app.education.nsw.gov.au/learning-tools-selector/Search) to help your students decide which product to use.

#### Task 2: Compare experiences

In the second task, students are expected to read [four accounts](http://www.humanrights.gov.au/social_justice/bth_report/about/personal_stories.html) of Indigenous Australians who were taken from their families as children. The accounts summarise their experiences as children, allowing students to investigate the effect on their lives. The chosen accounts provide a range of experiences for students to investigate.

Once accounts are read, students are to open the [worksheet](individual_stories_worksheet.doc) which may either be printed or completed in Microsoft Word. Students need to complete the worksheet table outlining four individuals’ experiences. In doing this, it is envisaged that students will be able to see similarities and differences in the experiences of Indigenous Australians.

To further build upon this task, students are then required to complete questions based on the information they have collected. Their responses may be shared and discussed in class.

#### Task 3: Record a response

This task is based on two short video clips from the documentary *Beyond Sorry.* In the [first clip](http://australianscreen.com.au/titles/beyond-sorry/clip1/), Zita Wallace prepares to return to her family’s homeland, in order to learn the ways of her ancestors. In the [second clip](http://australianscreen.com.au/titles/beyond-sorry/clip3/), she talks about learning of her culture and adapting to the ways of her people.

Both clips allow viewers to empathise with Zita and the opportunities taken away from her. Using this, students are to prepare and record a video response, expressing how they would feel if they had been in her situation and what they would do.

Following this, students will share responses with their classmates and then discuss the reasons behind their work.