



## EPISODE 1: 2008: LAURA

Unit focus: History

Year level: Years 3–6

### EPISODE CLIP: THE APOLOGY

#### ACTIVITY 1: THE STOLEN GENERATIONS

Subthemes: Culture; Historical events; Indigenous perspectives

##### Discover

- Ask students to discuss the following questions:
  - 1 What are the Stolen Generations?
  - 2 Why is the apology significant in History?
- Refer to *Follow the Rabbit-Proof Fence* by Doris Pilkington Garimara. Students can also view the clip from the feature film at australianscreen, 'Rabbit-Proof Fence (2002)', <http://aso.gov.au/titles/features/rabbit-proof-fence/clip1>  
[Please note that the clip from *Rabbit-Proof Fence* is rated PG (parental guidance) and permission should be gained from parents and the school principal before viewing. It is recommended that teachers view all film content before introducing it to students to ensure that it is appropriate for the class.]
- As a class, review the following websites and the information contained within them about the Stolen Generations:
  - 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
  - 2 —'Bringing them home: The "Stolen Children" report (1997)' [http://www.hreoc.gov.au/social\\_justice/bth\\_report/index.html](http://www.hreoc.gov.au/social_justice/bth_report/index.html)
  - 3 —'Bringing them home education module' <http://www.hreoc.gov.au/education/bth/index.html>
  - 4 ReconciliACTION Network, <http://reconciliaction.org.au>
- If possible, invite a local Indigenous Elder to the school to talk about reconciliation.
- Ask students to create a graphic organisational chart (a KWL Chart) about the Stolen Generations. A KWL Chart enables students to classify information based on prior knowledge. It will help students to organise information as they gather it and disseminate the data at the end of their research. The three basic areas of classification are:
  - 1 What I Know
  - 2 What I Want to know
  - 3 What I Learned.

##### Reflect

- Ask students to research personal accounts of Indigenous people who are part of the Stolen Generations. Collect their stories in an anthology to be displayed and read on National Sorry Day.



- Visit the National Sorry Day Committee on the website below:  
<http://www.nsdcc.org.au>

### **Download**

- Student Activity sheet H1.1: Indigenous issues

### **Useful resources from The Learning Federation**

R7150 Stolen Generations, 2000: Never the same again

R8950 Members of the Stolen Generations greet the Prime Minister after the Apology, 2008

R9158 Lousy Little Sixpence, 1982: Like one big family

R10316 Rabbit-Proof Fence, 2002: The wrong fence

R10332–R10337 Kevin Rudd's apology speech, 2008

## **ACTIVITY 2: REMEMBERING**

### **Subthemes: Culture; Indigenous perspectives; Politics**

In this clip, Laura looks at the faces of family and friends watching the apology at the local community centre and observes their reactions. The expressions on the faces of people in the clip demonstrate strong feelings about it. These facial expressions and gestures are emotional signposts.

### **Discover**

- Ask students to brainstorm ideas on how both Laura and Auntie Bev are affected by the apology. Student responses can be mapped out on a class poster.

### **Reflection**

- Ask students to write what they believe are the thoughts of Laura or Auntie Bev about the apology.
- Construct a hot seat role-play where students take on the role of significant people in the apology. For example, it could be Kevin Rudd, or an Indigenous person in parliament. Students stay in role and answer questions from the class about how they perceived the significance of the apology.

### **Download**

- Student Activity Sheet H1.2: Investigating loss

## **ACTIVITY 3: GOVERNMENT POLICY**

### **Subthemes: Culture; Indigenous perspectives**

The removal of Aboriginal and Torres Strait Islander children from their parents was the accepted practice of state and federal governments. In 1997, the *Bringing them home* report focused on the practices of government from 1910–1970. On 13 February 2008, Prime Minister Kevin Rudd apologised for the pain caused by decades of state-sponsored mistreatment of Indigenous Australians and the continuing impact on Australian society.

### **Discover**

- Ask students to research government policies that had a negative impact on Indigenous people. This information can be merged into a timeline to plot significant events affecting Indigenous rights in Australia.



- As a class discuss the significance of events leading up to the apology.
- Ask students to research stories and statements in newspapers and magazines from Indigenous people following the apology. Refer to the teachers' notes, activities and worksheets on the website below.
  - 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
  - 2 —'Bringing them home, education module',  
<http://www.humanrights.gov.au/education/bth/index.html>
  - 3 —'Bringing them home Community Guide 2007',  
[http://www.humanrights.gov.au/education/bth/community\\_guide/index.html](http://www.humanrights.gov.au/education/bth/community_guide/index.html)

### **Reflect**

- Share the stories with the class. They can be presented as short essays, or pictorial stories.

### **Download**

- Student Activity Sheet H1.3: Government practice

## **ACTIVITY 4: SYMBOLISM**

**Subthemes: Culture; Historical events; Indigenous perspectives**

### **Discover**

- In the clip, the Aboriginal flag plays a major role, but people also have beads, necklaces, ribbons and arm bands displaying the colours of red, yellow and black. Many Aboriginal people identify with these colours. Research the designer of the flag, Harold Thomas, and collect information on his background.

### **Reflect**

- As a class, research and discuss the symbolic significance of the colour and shape on the Aboriginal Flag. Ask students to find out where the flag originated and what the design means. Refer to the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), <http://www.aiatsis.gov.au/fastfacts/AboriginalFlag.html>
- As an extension activity, students could also investigate the meaning and significance of the Torres Strait Islander flag.

### **Download**

- Student Activity Sheet H1.4: Symbols of unity



## **EPISODE 10: 1918: BERTIE**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: IMPACT OF WAR**

#### **ACTIVITY 4: INDIGENOUS SOLDIERS**

**Subthemes:** Australians at war; Indigenous perspectives

We will never know the exact number of Indigenous men who served in the First World War as many did not list their background due to fear of discrimination. The government did not at first permit Indigenous Australians to enlist, although restrictions were later eased. Regardless of this prejudice, more than 400 Indigenous people did decide to enlist and fought for their country alongside fellow Australian soldiers. However, they did not receive the same benefits as non-Indigenous soldiers upon their return home.

##### **Discover**

- As a class, watch 'The Forgotten' by Glen Stasiuk, a 40-minute documentary highlighting the Indigenous soldiers in the Australian Armed Forces. The DVD is available for purchase from Message Stick – The Forgotten, <http://www.abc.net.au/tv/messagestick/stories/s820390.htm>
- Discuss the contribution of Indigenous servicemen and servicewomen as outlined in the film.

##### **Reflect**

- Once students have learned more about the conditions awaiting returned soldiers, ask them to write a letter to the editor of the local newspaper, protesting about the inequality of the treatment of Indigenous soldiers, such as Sid, and non-Indigenous soldiers after they returned from the First World War.

##### **Download**

- Student Activity Sheet H10.4: Letter to the editor

#### **ACTIVITY 5: PREJUDICE**

**Subthemes:** Australians at war; Gender roles and stereotypes; Indigenous perspectives

Indigenous Australians have served in all conflicts undertaken by the Australian Defence Forces, even when denied rights such as the right to vote in many states and territories, or access to the returned servicemen's pension.

##### **Discover**

- Ask students: what would it feel like to be discriminated against? Discuss this concept and ask students to draw on any personal experiences they may have of being discriminated against. Use a Y-Chart to express their view on the following focus questions:



- 1 What does discrimination look like?
- 2 What does discrimination feel like?
- 3 What does discrimination sound like?

### **Reflect**

- Students watch the clip 'Impact of war' again, this time focusing on the body language and voices of Bertie, Sid and Mr Watson. Using the Student Activity Sheet provided, they should respond to the questions on what discrimination looks like and sounds like, using examples observed in the clip. All responses can be shared with the class.

### **Download**

Student Activity Sheet: H10.5: Discrimination conflict wheel

## **EPISODE 13: 1888: VICTORIA**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: TREASURED OBJECTS**

#### **ACTIVITY 12: AN INDIGENOUS HISTORY**

**Subthemes: Beliefs; Indigenous perspectives**

Victoria sees an Indigenous girl dressed in white. She is present at the tree and beside the creek with her mother or grandmother. The significance of her being there is unexplained in the episode.

### **Discover**

- Indigenous Australians are important in the historical puzzle. Research Australian Indigenous history and find accounts that document what was happening at this time. Discuss with students what life was like for Indigenous children and how their lives may have differed from Victoria's childhood.

### **Reflect**

- Ask students to give voice to the Indigenous girl and write a diary entry on how she viewed Victoria and her siblings that day at the creek.

### **Download**

- Student Activity Sheet H13.12: Diary entry



Name: \_\_\_\_\_

Student Activity Sheet: H1.1  
Activity 1: The Stolen Generations

Episode 1: 2008: Laura  
Clip: The apology

## Indigenous issues

1 Create a KWL Chart on the topic: 'The Stolen Generations'.

What I Know	What I Want to know	What I Learned

2 Research a story that has been reported in the media about the impact of government policies on Indigenous people in Australia between 1910 and 1970. This can be about an individual or group of Indigenous Australians.

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Name: \_\_\_\_\_

Student Activity Sheet: H1.2  
Activity 2: Remembering

Episode 1: 2008: Laura  
Clip: The apology

## Investigating loss

In the clip, Laura looks at the faces of family and friends watching 'the apology' at the local community centre and observes their reactions. The expressions on the faces of people in the clip show strong feelings about the apology. These facial expressions and their body gestures are emotional signposts.

- 1 Choose Laura or Aunty Bev and write your thoughts about what you believe the character is feeling during the apology speech.

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- 2 Select a character who was involved in the apology. It could Prime Minister Kevin Rudd, or an Indigenous person in parliament. Imagine you are this character for a hot seat role-play and write down your views about the event so you can answer questions from the class in character. Use the space below to prepare notes:

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- 3 After watching the clip and parts of the apology, write a diary entry and explain how you feel.







Name: \_\_\_\_\_

Student Activity Sheet: H1.4  
Activity 4: Symbolism

Episode 1: 2008: Laura  
Clip: The apology

## Symbols of unity

In the clip, as well as the flag, people have beads, necklaces, ribbons and arm bands in red, yellow and black colours. Many Aboriginal people identify with these colours. Explore the significance and meaning as intended by Harold Thomas, who designed the flag.

- 1 Research the symbolism of the Aboriginal flag and the Torres Strait Islander flags.

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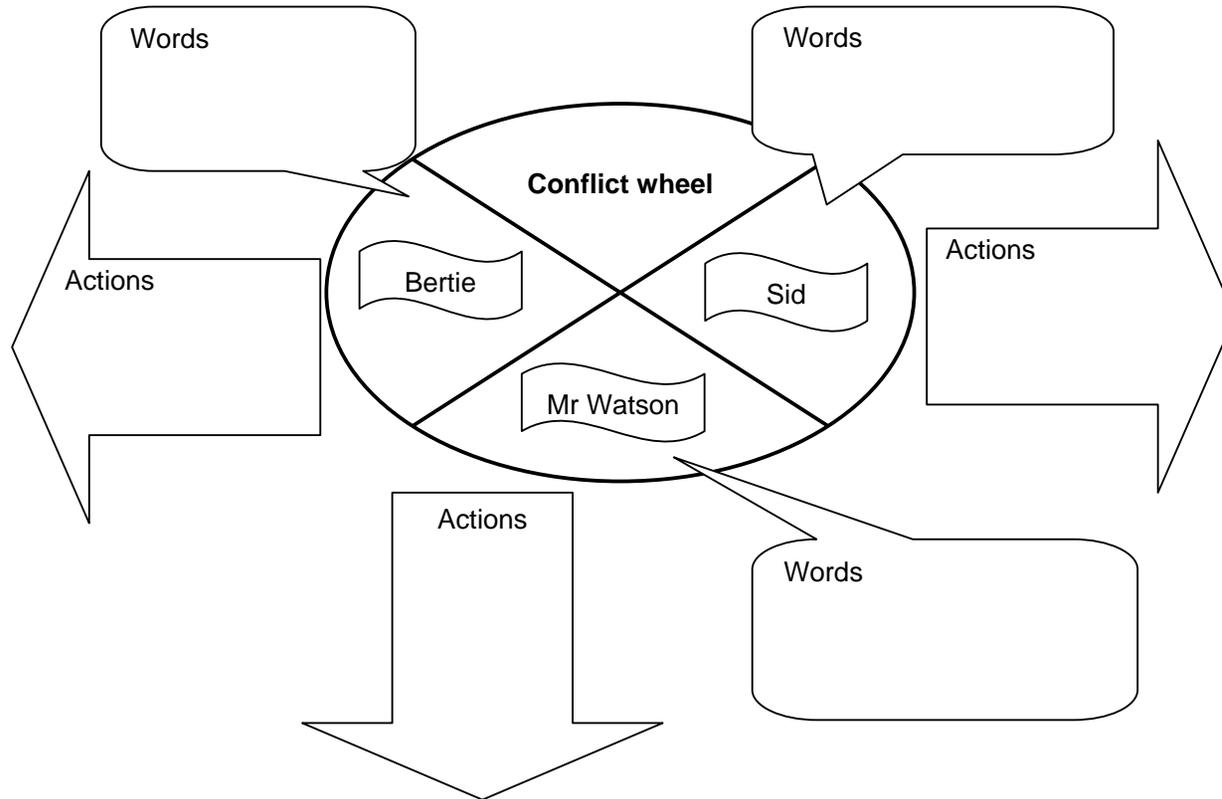
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- 2 In the clip, people have ribbons, arm bands, badges and jewellery to symbolise unity. Design your own piece of memorabilia that symbolises your support for the apology.



### Discrimination conflict wheel

Use the conflict wheel below to record how the characters in the clip 'Impact of war', deal with discrimination. Watch the clip and write down your thoughts on how each character responds with actions and words.





Name: \_\_\_\_\_

Student Activity Sheet H13.12  
Activity 12: An Indigenous history

Episode 13: 1888: Victoria  
Clip 4: Treasured objects

### Diary entry

The Indigenous girl sat on the banks of the river and watched Victoria and her siblings intently. She wondered what they were up to. In a diary entry she puts her thoughts down on paper. Pretend you are the Indigenous girl writing a reflection on how you got to the riverbank and what you witnessed.

Dear Diary,

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