



**ARCHIE ROACH**

### **Cultural considerations for delivering the Archie Roach Stolen Generations Resources**

The team at Culture Is Life and the Archie Roach Foundation encourage educators to use this guide when teaching the *Archie Roach Stolen Generations Resources*.

Ensuring the safety and wellbeing of your students viewing the videos for the first time and engaging in sensitive conversations is a priority, with particular consideration for your Aboriginal and Torres Strait Islander staff and students.

### **Experience and reflect on the content as a teacher before facilitating in the classroom**

It is important that you watch all of the videos and read through the content prior to sharing them with your class. Then talk to the students and families of the children, prior to commencement, so they are aware of what you are going to be talking about and the children are well supported in the classroom and at home.

Here is a guide from the Human Rights Commission to help you as a teacher to set up your classroom so it is safe for all students to learn and share Stolen Generations content.

[https://bth.humanrights.gov.au/sites/default/files/documents/BTH%202017\\_Fact%20Sheet\\_Teaching%20About%20the%20Stolen%20Generations.pdf](https://bth.humanrights.gov.au/sites/default/files/documents/BTH%202017_Fact%20Sheet_Teaching%20About%20the%20Stolen%20Generations.pdf)

### **Understanding your students' stories**

As a teacher, you must consider the wellbeing and backgrounds of your students. There may be Aboriginal and Torres Strait Islander children in your classroom who will relate and feel connected to these stories or directly impacted by the Stolen Generations. You may have children in out-of-home care or other living situations who can relate to the feeling of not living with family.

After viewing the content privately as an educator, consider those students in the classroom for whom this content may trigger traumatic or disturbing memories and feelings. As their educator, you know your students best, so please use your professional judgement. You can prepare them for the conversations these resources may raise by reassuring them that they are safe and have support available to them. Identify local support services in your school and community in addition to the support services provided in the videos.

### **Cultural safety and engagement**

Ensuring the safety and wellbeing of your students viewing the videos for the first time is a priority, with particular consideration for your Aboriginal and Torres Strait Islander staff and students.

Before you deliver the resources, we recommend inviting local Aboriginal and Torres Strait Islander Elders and teachers to be a part of the conversation. Engage with your local

Aboriginal services and build relationships with them so they are a part of your learning community.

There are many organisations and resources you can access for cultural competency or inclusion training and encourage ongoing professional development training in this area.

This resource is purely to offer suggestions in creating a culturally safe and inclusive environment for all people and to inspire ongoing relationships, respect and understanding with your local Aboriginal and Torres Strait Islander community.

#### **Organisations, services and individuals to engage:**

- Aboriginal & Torres Strait Islander land councils
- Local Aboriginal & Torres Strait Islander community organisations
- Local Aboriginal & Torres Strait Islander community members
- Aboriginal & Torres Strait Islander education networks

#### **How to include Elders' welcomes and acknowledgments of Country**

We strongly encourage you to invest in an Elder of the traditional Country that you are on, or an Aboriginal person from your local community to share their voice and perspectives.

An alternative to a Welcome to Country is to allocate someone to formally acknowledge and pay respects to the Traditional Owners and Country that your school is on.

#### **Cultural support workers and support resources**

Consider engaging cultural and/or wellbeing professionals that are available for your students and staff to speak to. Support resources and services should be handed out or made accessible to your students.

#### **Inspire your own learning as an adult**

It's important that educators, like all professionals, are always learning to develop their own cultural competencies. We invite you to connect with [Culture Is Life's website](#) to enquire about professional development opportunities or to ask our Aboriginal educators questions around the resources.

Culture Is Life also recommends reading this article from Reconciliation NSW — [Developing your cultural competency](#) — and the original 1997 Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families published by the Human Rights Commission. This report gives you a full understanding of, as an educator, the extent and consequences of the forcible removal of Aboriginal and Torres Strait Islander children from their families.

#### **In the classroom**

##### **Before viewing videos**

Before you play the videos, make sure you reassure your students that they are safe, and that the past government policies you will talk about no longer exist and that the children who were taken were done so as a part of the [Assimilation Policy](#).

Tell them that by examining these accounts, they are being shown the effects that this policy had upon these generations of people. This is also a useful time to talk about the benefits of learning about the past in order to make a better future.

[This timeline](#) from the Human Rights Commission is also a useful discussion starter to help students understand the policy of forcible removal of children from their families.

### **Recommended order of viewing**

We strongly recommend that you watch the video of Archie's Roach reading *Took The Children Away* first with your class.

Listen to the song, watch the film clip, even hand out the lyrics to connect with the music and story. The discussion questions are there to help guide pre, during and post-viewing conversations.

However you plan the lessons over time, we recommend viewing the themes in the following order, depending on year level recommendations in the curriculum mapping.

Note that the reading of the book is recommended for all year levels, however some themes are more mature, in particular *Stolen Generations* and *Talking Our Truths*.

Cultural Identity and Healing Through Story and Arts can be adapted to junior and senior levels.

1. Cultural Identity
2. Stolen Generations
3. Talking Our Truths
4. Healing Through Story and Arts

### **Debriefing and expression**

**\*embed film clip here**

We highly recommend listening to the songs that Uncle Archie has suggested and exploring his [YouTube series](#) for live performances and stories behind the songs.

Allow your students to connect through various mediums — song, book, videos — and express what they are feeling in creative ways. There are suggestions in each theme for how students can express and process the thoughts and feelings that may arise.

Each unit has songs, chosen by Archie Roach, that fit the theme of the unit. You can explore these songs further with your students. Look at the lyrics as a class, be inspired to write your own songs, poems and stories. Create artworks, dances or simply listen to them during mindfulness sessions or in the background while you are working.

### **Acknowledgements**

We would like to acknowledge Uncle Archie Roach for his generosity, passion and dedication to our First Peoples and Stolen Generation survivors, for all the work he has done healing through his music and sharing his stories and spirit with the world.

We deeply honour the strength of our Elders in being able to share the traumas that they have endured, their wisdom and their knowledge in telling the truths of this country in the hope that we can heal as a nation and not repeat past wrongs.

In particular we sincerely acknowledge the Elders who shared their stories in these videos and guided the content to be best delivered and learnt from in schools.

- Aunty Lorraine Peeters for her stories and deepest love and respect for Uncle Archie in sharing her experiences and informing the resources to best honour our survivors.
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- Uncle Syd Jackson for his compassion and strength in serving others through his work on Roelands Mission in WA, inspiring for all people.

Our First Nations project leads and curriculum writers dedicated to honouring our Elders' stories and ensuring our non-Indigenous educators connect with the same respect and admiration we have for our survivors. Culture Is Life's CEO and co-curriculum writer Belinda Duarte, Project Manager and co-curriculum writer Thara Brown, and teacher, media presenter and co-curriculum writer Shelley Ware, and footage editor Matthew Cleaves.

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