

NAME:

## Year 9 - Stolen Generations

Read the 'Stolen Generations' (page 16) section of the fact book and complete the following activities. What were the effects, both short-term and long-term, of the removal of Indigenous Australian children from their families and communities?

| EFFECT | SHORT OR LONG TERM? | EXPLANATION |
|--------|---------------------|-------------|
|        |                     |             |
|        |                     |             |
|        |                     |             |
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Using the following website for research <https://www.humanrights.gov.au/track-history-timeline-stolen-generations> and create a timeline of Stolen Generations/protectorate legislation for Indigenous Australians.

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NAME:

## Year 9 – Stolen Generations

What were the motivations of governments to remove Indigenous Australian children from their families?

Research one Indigenous Australian who was removed from their family and community. You are going to write a factual recount about this person, focusing on their experiences after they were removed from their family and the impact this had on their life.

The '[Factual Recount Structure and Editing Guide](#)' will assist you.

The following websites can be used to find the stories of Indigenous Australians who were removed:

<https://trove.nla.gov.au/list?id=102920>

<http://www.stolengenerations testimonies.com/>

## Teacher Guide – Year 9 – Stolen Generations

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| EFFECT                       | SHORT OR LONG TERM? | EXPLANATION  |
|------------------------------|---------------------|--|
| Loss of Culture and Identity | Long Term           | After removal from their families, Indigenous children were not permitted to use their languages and were encouraged to leave all aspects of their Aboriginality behind. Many children experienced belittling and disapproval of their Aboriginality or were told that they weren't Aboriginal. In the aftermath of the policies, many Indigenous people who were removed have been unable to reunite with their families/communities.                                   |
| Lack of Education            | Long Term           | Witnesses to the Bringing Them Home Inquiry stated that they received little or no education after being removed from their families. In addition, those who were removed were much less likely to have undertaken a post-secondary education when compared with those who weren't removed.  |
| General Effects              | Long Term           | Indigenous children who were removed from their families were (later in life) much less likely to have stable living conditions. They were also less likely to be in a stable relationship and much more likely to report having been in jail. In addition, they were twice as likely to report current use of illicit substances.   |
| Loss of Parents              | Long Term           | When Indigenous children were removed from their families, they often lost all contact with their primary carers. This was particularly damaging for those who were removed in infancy as attachment to a primary carer is essential for an infant's emotional, intellectual and social development and happiness. Young children who experience disruptions in parenting are often less secure and more vulnerable to psychological and emotional issues later in life. |

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# Teacher Guide – Year 9 – Stolen Generations

**What were the motivations of governments to remove Indigenous Australian children from their families?**

The Government hoped that removing Indigenous children from their families would allow them, over time, to 'merge' with the non-Indigenous population. This was part of the policy of assimilation. These policies presumed that Indigenous Australians could enjoy the same standard of living as white Australians if they adopted European customs and beliefs and were absorbed into white society.