

## 4.

## The effects across generations

## Three level guide

## Part A

1. Read *The effects across generations* resource sheet and look at the following statements.
2. Respond to the statements in each section. Tick if you agree, cross if you disagree.

## Level 1 Literal Statements

Does the text say this? Note the words and phrases in the resource sheet that support your answer.

	Statement	Agree/ Disagree
1.	When Aboriginal and Torres Strait Islander children were separated from their families, the role of primary carer was replaced by the institution.	
2.	The initial effects of separation of Aboriginal and Torres Strait Islander children from their families developed into other problems such as mental and physical health problems.	
3.	The separation of Aboriginal and Torres Strait Islander children from their families increased racism in Australia.	
4.	A society's future lies in its children.	

## Level 2 Interpretive statements

Does the text say this? Note the words and phrases in the resource sheet that support your answer.

	Statement	Agree/ Disagree
5.	Statistics demonstrate the negative effects of institutionalism.	
6.	Language and cultural knowledge are essential to develop your own personal identity.	
7.	Forcible separation affected families and communities just as much as it affected the children who were removed.	
8.	Family units are very important in Aboriginal culture.	

## Level 3 Applied Statements

Do you agree with the statements? Why? Be prepared to share your reasons.

	Statement	Agree/ Disagree
9.	People who receive good parenting become good parents.	
10.	Social and community environments are more important for Indigenous people than non-Indigenous people.	
11.	Indigenous people who were separated from their families need to forget about the past and get on with their lives.	
12.	All you need is love.	

## Part B

1. Read the following quote and consider the questions below.

I had to relearn lots of things. I had to relearn humour, ways of sitting, ways of being which were another way totally to what I was actually brought up with. It was like having to re-do me, I suppose. The thing that people were denied in being removed from family was that they were denied being read as Aboriginal people, they were denied being educated in an Aboriginal way.

This woman lived from five months to 16 years in Cootamundra Girls' Home in the 1950s and 1960s.

(Confidential evidence 71, New South Wales. *Bringing them home*, p203)

a. The quote above mentions 'humour' and 'ways of sitting' as examples of 'ways of being'. Think about what 'ways of being' means to you. Can you provide other examples of 'ways of being'?

.....

.....

.....

b. Who taught these 'ways of being' to you? Was it a conscious process of learning or more a natural learning process from people around you?

.....

.....

.....

c. What do you think this suggests about the way community works?

.....

.....

.....

d. Do you think there might be differences between how Indigenous and non-Indigenous people think about 'community'?

.....

.....

.....

e. What does the above quote suggest about the impact that policies of protectionism and assimilation have had on the way that Indigenous communities function?

.....

.....

.....