

## 11.

# Follow the Rabbit-Proof Fence

## Exploring the stories activity sheet

When the then Human Rights and Equal Opportunity Commission (now the Australian Human Rights Commission) held its national inquiry it received stories from Indigenous people and groups around Australia about their experiences of removal. Some of these stories appear on the Commission's website, with permission from those who submitted them. They can be found at:

[http://www.humanrights.gov.au/social\\_justice/stolen\\_children\\_personal\\_stories.html](http://www.humanrights.gov.au/social_justice/stolen_children_personal_stories.html)

1. Working in pairs, read one or more of the 17 stories available from the link above. Write down some of the experiences described in the stories you have read below.
2. After discussing the stories you have read, select one and write the name of the person whose story you have chosen in the first space of the third column in the table on the following page.
3. Complete the answers to the questions in the first column as they relate to *Follow the Rabbit-Proof Fence* and your selected story from the *Bringing them home* report.
4. Report back to the class, giving a brief summary of the person's experience, and compare it with the story of Molly, Gracie and Daisy.

Questions	Experiences of Molly, Gracie and Daisy in <i>Follow the Rabbit-Proof Fence</i>	Experiences discussed in the <i>Bringing them home</i> Inquiry story Story name:
What are some of the differences between their experiences?		
What state/territory were they in?		
How old were they when they were removed?		
Who removed them or how were they removed?		
Where were they put after they were removed?		
What are some of the similarities between their experiences?		