



## Mother and Baby homes

Junior Cycle History

Unit 3

SLIDE 1



## Mother and Baby homes

Junior Cycle History  
Unit 3

## Unit 3: Outline

Slide	Activity No	Activity Name	Description
3	1	Julia's life	Profile of a child/servant who lived in Tuam Mother and Baby home (teacher input, small group work)
4	2	Oral history	Oral history as a source of evidence (teacher input, pair work)
5	3	Work experience*	Oral testimony of what it was like to work in the Tuam home (small group work, whole class discussion)
6	4	A mothers' day**	Oral testimony about life for women in the Tuam home (teacher input, whole class discussion, small group work)
7	5	School perspectives***	Oral testimony of the school experiences of children from the Tuam home (small group work)
8	6	*...like a jail?****	Oral testimony about what life was like for children in the Tuam home (pair work, whole class discussion)
9	7	The real world	Oral testimony about leaving the Tuam home (pair work, teacher input)
10	8	Alternative	Societal attitudes to the religious orders and children born outside of marriage (pair work, whole class discussion)
11	9	Revisiting our Brave Space	Opportunity to edit our Brave Space Agreement (whole class discussion)
13	10	What? So what? Now what?	Reflection (individual work)

\* See 'JC History Unit 3\_Activity 3\_Work experience.pdf'

\*\* See 'JC History Unit 3\_Activity 4\_A mothers' day.pdf'

\*\*\* See 'JC History Unit 3\_Activity 5\_School perspectives.pdf'

\*\*\*\* See 'JC History Unit 3\_Activity 6\_like a jail.pdf'

Teacher preparation required

## Teacher notes

Unit 3 activities engage students in learning linked to the outcomes listed below:

### Students should be able to:

- **Learning Outcome 1.2:** consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world
- **Learning Outcome 1.6:** debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry
- **Learning Outcome 1.7:** develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance
- **Learning Outcome 1.8:** investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition
- **Learning Outcome 1.10:** demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras
- **Learning Outcome 2.9:** explain how the experience of women in Irish society changed during the twentieth century

*In this unit we will engage with oral history – survivor testimonies – as a way of exploring the experiences of the women and children in the Tuam home.*

## Activity 1: Julia's life

**Early life:** It is believed that Julia's parents were married but separated, and from Oughterard, Co Galway. Julia was given into the care of Bon Secours nuns at Glenamaddy workhouse and was moved to the Mother and Baby home in Tuam in 1925, the year the home opened.

**Education:** Julia went to the Convent of Mercy primary school in Tuam. She spent a few years in the Mercy Secondary School but did not finish her secondary education.

**Employment:** Until 1961, Julia worked as a servant in the Tuam home run by Bon Secours order, mainly working in the garden. When the home closed in 1961, Julia worked for two years as a servant at the Bon Secours private nursing home on Vicar Street, Tuam.

**Family:** In 1963, Julia left her job to marry an older widower, John Devaney, a County Council employee who used to do occasional repair work at the Tuam home. Julia lived in their house on Gilmartin Road in Tuam until her death in 1985.

**Interests:** Throughout her life, Julia had a great love of gardening and animals. She had lots of friends and was sometimes visited by other people who had been in the Tuam home.

- What age was Julia when she:
  - arrived at the Tuam home?
  - married?
  - died?
- For how many years did Julia work in the Tuam home?
- What, if anything, do you notice about the role of religious orders (nuns) in Julia's life?
- What, if any, questions do you have about Julia's life in the Tuam home?

## Teacher notes (slide includes animation – please ensure you are in presenter mode)

Think back to the timeline activity (Unit 2, Activity 4). Were there any clues in the Timeline cards about where we can access evidence about what it was like to live in the Tuam home?

[Possible answers: health inspection reports, local authority records, Bon Secours records, records of the Archbishop of Tuam]

Julia Carter arrived in Tuam Mother and Baby home as a child and worked there for many years as a servant/gardener. In the late 1970s-early 1980s, Julia recorded her recollections.

### Click to show a profile of the life of Julia Carter.

Ask for volunteers to read the profile of Julia Carter.

### Click to show four questions related to the profile of Julia Carter.

Divide the class into small groups.

Ask for volunteers to read the questions.

Work together in your group to answer these questions.

- What age was Julia when she:
  - arrived at the Tuam home? [Answer: Julia was 7 years old when she arrived at the Mother and Baby home in Tuam.]
  - married? [Answer: Julia was 47 years old when she married John Devaney.]
  - died? [Answer: Julia was 69 years old when she died.]
- For how many years did Julia work in the Tuam home? [Answer: Julia worked as a servant in the Tuam home for 38 years.]
- What, if anything, do you notice about the role of religious orders (nuns) in Julia's life? [Take feedback from 2-3 groups.]
- What, if any, questions do you have about Julia's life in the Tuam home? [Take feedback from 2-3 groups.]

Possible homework task:

Create a timeline of the life of Julia Carter. Be as creative as possible with the format of your timeline.

## Sources

Julia Carter in Burke, D. 'A voice from the Tuam home: Part 1, 2 & 3', in *Tuam Herald*, 12 January 2021:

[A Voice from the Tuam Home – Part One | Tuam Herald](#)

[A Voice from the Tuam Home – part two | Tuam Herald](#)

[A Voice from the Tuam Home – part three | Tuam Herald](#)

Barry, D. 'The lost children of Tuam', in O'Donnell, K, O'Rourke, M. and Smith, J. eds. 2022. *Redress: Ireland's Institutions and Transitional Justice*. UCD Press: Dublin. pp. 29–46.

Corless, C. 2021. *Belonging*, Hatchette Ireland.

## Activity 2: Oral history

Oral history is "the practice of recording, archiving, and analysing eyewitness testimony and life histories" or "knowledge about the past that is relayed by word of mouth from one generation to the next."

Oral history:

- enables people to speak for themselves
- captures people's memories, feelings, attitudes and experiences of historical events that they have lived through and helps us understand the impact that historical events have on individuals' lives
- can add new information and fill in gaps in history and in this way, expose us to stories of people who are otherwise invisible and help us to view the past through multiple perspectives
- may be the only way of capturing a particular history
- shows how the legacy of the past continues to shape the present
- can be an invaluable resource for advocacy by people whose history has been suppressed, denied or manipulated, and who wish to tell their version of history and set the record straight
- can literally bring history to life

"Future generations will learn of Mother and Baby Homes and the experiences of former residents, particularly as told through their own words."

Taoiseach Michael Martin, Statement on the Report of the Commission of Investigation into Mother and Baby Homes, 13 January 2022

## Teacher notes (slide includes animation – please ensure you are in presenter mode)

*In these units, you will be encountering oral histories left by survivors and others, like Julia Carter, who left records of their time in Mother and Baby homes.*

*Oral history is part of a long tradition in Ireland and elsewhere. Many people pass on their history orally, through stories and songs. Can you think of examples in your own life when someone, maybe an older family member or friend, has talked about their past experiences or memories of people, places and events?*

Divide the class into pairs.

*Work together to come up with 3 or more reasons why oral history should be considered a valuable source of historical evidence.*

**Click to show a list of reasons why oral history is a valuable source of evidence.**

Ask for volunteers to read aloud the bullets on the slide.

Invite students to check their reasons against those on the slide and call out any additional reasons that they would like to add.

**Click to show an extract from a statement by the (then) Taoiseach Michael Martin on the publication of the Report of the Commission of Investigation into Mother and Baby Homes.**

*Why do you think the Taoiseach stressed the importance of the words of survivors in learning about Mother and Baby homes?*

## Sources

Facing History and Ourselves. 2022. [Connecting the past to the present using Oral History: Teaching strategy](#)

Llewellyn, K.R., Freund, A. & Reilly, N. eds. 2015. *The Canadian Oral History Reader*. Montreal-Kingston: McGill-Queen's University Press, p.3.

Oral History Australia. [What is oral history?](#)

## Activity 3: Work experience

Read Julia's memories about her childhood and work as a servant/gardener in the Mother and Baby home in Tuam.

Categorise (order) Julia's memories under different headings, for example:

- Daily routine
- Food
- Work
- Leisure
- Relations with others in and outside of the home
- Long term impact

Choose a quote (no more than 3 sentences) from Julia's memories that you think says something important about her experience of working in the Tuam home.

Share your quote and the reason(s) that you picked it with the rest of the class.

## Teacher notes

**NB: Students will need access to 'JC History Unit 3\_Activity 3\_Work experience.pdf' for this activity.**

Divide the class into groups of four.

Allocate (or invite your students to take on) the following roles in each group:

- Reader – to read Julia's memories to the rest of the group
- Recorder – to make note of important points raised
- Reporter – to summarise
- Chairperson – to keep the group on task

Give each group access to 'JC History Unit 3\_Activity 3\_Work experience.pdf' (Julia's memories of her time as a servant in the Tuam Mother and Baby home).

Give students time to read Julia's recollections, then prompt them to ask for help with any unfamiliar words or phrases.

Read aloud the text on the slide, making sure that students understand what is required.

Invite students to share how their group categorised Julia's memories.

Facilitate each group to share their quote and the reasons they picked it.

Facilitate a whole class discussion based on the following prompt questions:

- *What historical events impacted on Julia's life? How did these events impact on her?*
- *What choices did Julia describe making?*
- *What are the differences between the world Julia described and the world we live in today? What are the similarities between Julia's world and our world?*

## Sources

Corless, C. 2021. *Belonging*, Hatchette Ireland.

Julia Carter in Burke, D. 'A voice from the Tuam home: Part 1, 2 & 3', in *Tuam Herald*, 12 January 2021:

[A Voice from the Tuam Home – Part One | Tuam Herald](#)

[A Voice from the Tuam Home – part two | Tuam Herald](#)

[A Voice from the Tuam Home – part three | Tuam Herald](#)



## Activity 4: A mothers' day

6am Wake up

Read Julia's memories about the women in the Tuam home.

Work together to create a diary entry, showing times and typical activities of mothers in the home.

Compare your diary entry with another group.

## Teacher notes

**NB: Students will need access to 'JC History Unit 3\_Activity 4\_A mothers' day.pdf' for this activity.**

*A total of 2,219 women were admitted to the Tuam home between 1923 and 1961; the largest number of admissions was in the 1940s. The average age of mothers in Tuam Mother and Baby home was 20–21 years. 60% were originally from County Galway, 28% were from County Mayo. On admission, 41% of these women were recorded as being domestic servants. Less than 10% were pregnant for the second or third time. There is evidence that the local authorities attempted to send some mothers who were pregnant for a second time to Magdalen Laundries after the birth, with the threat that if they resisted, their child would not be allowed to stay in the Tuam home.*

*We have only very few testimonies from mothers about their time and experiences in the Tuam home. Can you think of any reasons why this might be the case?*

[Possible answers: the mothers knew that having a baby outside of marriage was considered shameful at the time, many kept their pregnancy a secret from their family, and they would never have talked about this time in their life; many of the mothers were from poor working class families and their standard of education might have meant that writing or recording their memories did not come naturally to them; if they did write or record their testimony, it may have been lost over time; by the time the media began to report on what happened in Tuam and other institutions, many of these women had passed away].

*Julia Carter's memories include detail about the experiences of the mothers in the Tuam home.*

Divide the class into small groups.

Give each group access to 'JC History Unit 3\_Activity 4\_A mothers' day.pdf' (Julia's memories about the women in the Tuam home).

Give students time to read Julia's recollections, then prompt them to ask for help with any unfamiliar words or phrases.

Read aloud the text on the slide, making sure that students understand what is required.

Invite each group to join another to compare their diary entries.

Facilitate a whole class discussion, using the following prompts:

*Other than the mothers themselves, who else appears in this extract from Julia Carter's memories?*



[Possible answers: doctors, gardai, people who delivered goods to the home, Mother Superior, County Council, fathers of the babies, families of the mothers, people looking to hire domestic servants]

*What do Julia's memories tell us about the societal attitudes to women who had babies outside of marriage in twentieth century Ireland? Share an extract from Julia's memories as evidence for your answer.*

*The voices of the fathers of children born in Mother and Baby homes is, with a small number of exceptions, missing from historical record. Why do you think this is the case?*

#### Possible homework task

*Write a short paragraph predicting what the father of a child born in a Mother and Baby home might say about their own experiences. Compare your prediction with the testimony of a father whose child was born in Ard Mhuire Mother and Baby home, Dunboyne, Co Meath and was subsequently adopted (see link below).*

O'Rourke, M., McGettrick, C., Baker, R. and Hill, R. 2018. [Statement of Witness 14. Clann: Ireland's Unmarried Mothers and their Children: Gathering the Data](#)

#### Sources

Chapter 15: The Tuam children's home, [Final Report of the Commission of Investigation into Mother and Baby Homes](#). p.15.

Corless, C. 2021. *Belonging*, Hatchette Ireland.

Julia Carter in Burke, D. 'A voice from the Tuam home: Part 1, 2 & 3', in *Tuam Herald*, 12 January 2021:

[A Voice from the Tuam Home – Part One | Tuam Herald](#)

[A Voice from the Tuam Home – part two | Tuam Herald](#)

[A Voice from the Tuam Home – part three | Tuam Herald](#)

Enright, M. & O'Donoghue, A. eds. 2021. [Rights and the Mother and Baby Homes Report](#)

## Activity 5: School perspectives



Julia Carter  
Photograph courtesy of Catherine Corless



P.J. Haverty, University of Galway, Asset Id 13755,  
Archival Record Id TOHP, <https://digital.library.universityofgalway.ie/p/ms/asset/13755>



Catherine Corless  
Photograph courtesy of Catherine Corless



### Convent of Mercy Primary School

**Article 43:** The State [government] shall, however, as guardian of the common good, require... that the children receive a certain minimum education, moral, intellectual and social.

## Teacher notes (slide includes animation – please ensure you are in presenter mode)

**NB: Students will need access to 'JC History Unit 3\_Activity 5\_School perspectives.pdf' for this activity.**

*We've already encountered the three people pictured on the slide.*

*What you remember about Julia Carter (married name = Julia Devaney), P.J. Haverty and Catherine Coreless?*

[Possible answers: Julia was left in the care of the Bon Secours nuns, grew up in the Tuam Mother and Baby home and went on to work as a servant/gardener in the home; P.J. was born in the home after his mother, Eileen, was sent there by the local priest/her family; Catherine Corless is a historian, author and social activist from Tuam who has researched and written about the Tuam home.]

*All three went to the Convent of Mercy in Tuam for some or all of their primary schooling, although they were in the school at different times.*

Randomly allocate either Julia's, P.J.'s or Catherine's recollection of primary school to each student (see 'JC History Unit 3\_Activity 5\_School perspectives.pdf').

*Read the recollection you have been given.*

Give students time to read their recollection, then prompt them to ask for help with any unfamiliar words or phrases.

*Form a group with two others with a different recollection to yours.*

*Summarise your recollection for the other people in your group.*

*Discuss similarities and differences between the three recollections.*

**Click to show Article 43 from the 1937 constitution.**

*In your group, discuss whether the recollections about the school experience of children from the Tuam home (a) support or (b) undermine the argument that the Irish state lived up to the commitment in Article 43 in the 1937 constitution.*

Take feedback from a selection of groups, asking them to support their responses with evidence from their recollections.

## Sources

Corless, C. 2021. *Belonging*, Hatchette Ireland, chapter 5.

Julia Carter in Burke, D. 'A voice from the Tuam home: Part 1, 2 & 3', in *Tuam Herald*, 12 January 2021:

[A Voice from the Tuam Home – Part One | Tuam Herald](#)

[A Voice from the Tuam Home – part two | Tuam Herald](#)

[A Voice from the Tuam Home – part three | Tuam Herald](#)

(03/02/2021), [Transcript of interview with P.J. Haverty](#), University of Galway, Asset Id 13756, Archival Record Id TOHP.

## Acknowledgement

The photograph of Julia Carter was given to Catherine Corless by Dom Kerman, a neighbour of Julia's from Gilmartin Road in Tuam. According to Catherine Corless, Dom 'had great regard for Julia, she used to read him bedtime stories as a child'. Dom gave Catherine Corless permission to use the photograph and Catherine generously allowed that the photograph of Julia, along with her own photograph, be reproduced in these materials.

## Activity 6: ...like a jail



Read Julia's memories about the babies/children in Tuam Mother and Baby home. Ask for help with any unfamiliar words or phrases.

Draw a two big circles, one inside the other. Label the inner circle 'jail' and the outer circle 'home'.

Write or draw the aspects of life for babies/children in the Tuam home that seem like they were in a:

- jail or prison (inner circle)
- home (outer circle)

What do you think Julia meant when she compared the babies/children in the Tuam home to 'chickens in a coop'?

Do you agree with Julia's idea of the Tuam home as being '...like a jail' or a 'chicken coop'? Explain your answer.

Is it right that we refer to places like Tuam as 'homes'? What should we be calling these places instead? Mother and Baby...?

## Teacher notes (slide includes animation – please ensure you are in presenter mode)

**NB: Students will need access to 'JC History Unit 3\_Activity 6\_like a jail.pdf' for this activity.**

*During its history, a total of 3,349 children were resident in the Mother and Baby home in Tuam; 2,694 were the children of unmarried mothers; 655 were the children of married or widowed parents.*

Divide the class into pairs.

Give each pair access to 'JC History Unit 3\_Activity 6\_like a jail.pdf' (Julia's memories about the children in the Tuam home).

Support students to engage in the activity as per the steps on the slide.

### Click to animate three questions

Facilitate a whole class discussion using the three questions on the slide.

## Sources

Corless, C. 2021. *Belonging*, Hatchette Ireland.

Julia Carter in Burke, D. 'A voice from the Tuam home: Part 1, 2 & 3', in *Tuam Herald*, 12 January 2021:

[A Voice from the Tuam Home – Part One | Tuam Herald](#)

[A Voice from the Tuam Home – part two | Tuam Herald](#)

[A Voice from the Tuam Home – part three | Tuam Herald](#)

## Activity 7: The real world



Peter Mulryan with his foster mother, University of Galway, Asset Id 13656, Archival Record Id TOHP, <https://digital.library.universityofgalway.ie/p/ms/asset/13656>

I came out of St Mary's in Tuam at four and a half years of age. I remember that day clearly, but I have no memories, prior to that, of being in [the home]... It was 1949...February 1949 that I went out to the real world. I was boarded out [fostered] to a family that was approximately twenty miles from Galway. I was put into...the back of the ambulance. I couldn't look out the windows because the windows were high. ... It was scary. I had no one to talk to, I didn't know where I was going. We stopped at this house. It was a drizzly old day in the month of February – damp. I remember as I was going in at the back of the house, a two-storied house, to see the trees moving. I was scared of that because I hadn't seen anything like that before... Never saw trees moving in the wind like that. I went into the house anyway and there was a big fire down. There was a man and a woman there. The woman was in her seventies and her son was there, he was in his fifties. So that's who I was with – a farming community. ...I saw a dog then under the table and he wagging his tail. I was very scared then; I never saw a dog before. He didn't bark, he was moving around, he was quiet, I had never saw an animal. When you think of the children today at four and a half and the amount they know.

Extract from Mary Cunningham (2021), Oral Interview with Peter Mulryan, University of Galway, Asset Id 13671, Archival Record Id TOHP, <https://digital.library.universityofgalway.ie/p/ms/asset/13671>



### Teacher notes (slide includes animation – please ensure you are in presenter mode)

*Think about your earliest memory. Were you on your own or with someone else? What were you doing? What, if any, emotion do you remember feeling at the time? Were you happy or sad, scared or lonely? Do you have any evidence for this memory or this time in your life? Is there a photo or a document? Who in your family or amongst your friends would remember you from this time in your life?*

*If you were interviewed about this memory, and the interview was transcribed (written down), would this count as historical evidence for this time in your life? Why? Why not?*

Ask for volunteers to read the extract (on slide) of testimony from Peter Mulryan, who was born in the Mother and Baby home in Tuam.

Explain that in the early years, the Tuam home was known as St Mary's.

*What emotion does Peter mention several times in his testimony?*

*Take a minute to reflect on the similarities or differences between the emotions that you associate with your earliest memories and the fear that Peter associates with his earliest memory.*

Divide the class into pairs.

*With your partner, discuss what Peter's testimony can tell us about his life in the Tuam Mother and Baby home.*

Take feedback from a selection of pairs.

*Let's listen to the recording of this interview with Peter Mulryan.*

**Click to play the audio clip (2.56 mins) on the bottom right of the slide (next to the extract citation).**

Facilitate a whole class discussion, using the following prompts:

- *What, if anything, does it add to hear Peter speaking about his memories?*
- *Which is more effective as evidence – the written extract or the recorded extract? Why?*

*Boys usually stayed in the Tuam home until the age of 7 at most, and girls until the age of 9 (in other Mother and Baby homes they left by aged 5 (boys) and 7 (girls) at the latest). Many of the children who were born in Mother and Baby homes have very little memory of their time there. Why do you think this might be the case?*

[Possible answers: because they were so young when they left and people don't remember their earliest years; because the homes were run on strict routines and the sameness of each day meant that time was not very memorable.]

*According to Julia Carter, when children were due to leave the home, '[t]here was no effort to prepare [them] for the change or they weren't told they would be going. The children would not know what a house was like, what a kettle or pan looked like...'*

*It is common for children who survived Mother and Baby homes to refer to their earliest memory as the day that they left the home. Why do you think this might be the case?*

[Possible answers: because it was an event out of the ordinary; because this day had a big emotional impact, making it a lasting memory.]

Depending on your students, you might want to share the following information about the different ways that children left the Tuam Mother and Baby home.

Information on 'exit pathways' from the Tuam home is available for 1,922 children (59.1% of births/admissions):

- boarded out or fostered (38.29%) – these children were mainly fostered to people in counties Galway or Mayo
- left the home with their mothers (36.99%)
- transferred to other institutions (over 20%)
- Informally/illegally adopted pre-1953 (0.26%)
- legally adopted after 1953 (3.85%)

## Sources

Chapter 11: Boarding out, and Chapter 15: The Tuam children's home, [Final Report of the Commission of Investigation into Mother and Baby Homes](#)



## Activity 8: Alternative

Better a thousand times that these children should remain...where they would learn a craft and be under the control of sympathetic sisters than they should be put to the shame that might be theirs...in the hard world outside, where they would learn their origin before they had been given the opportunity to outlive it and to form their character...

...these little mites ... will have to start [life] with a heavy handicap. That handicap should be lessened as much as it is humanly possible to lessen it. Their care is a grave responsibility, and one cannot but feel unbounded admiration for these wonderful, motherly nuns, who know every child by name...

Connacht Tribune, 28 June 1924

1924 Connacht Tribune report "Children of Misfortune: How they are dealt with in Co. Galway", University of Galway, Asset Id 13866, Archival Record Id TOHP, <https://digital.library.universityofgalway.ie/p/ms/asset/13866>

## Teacher notes

In 1924, the Connaught Tribune (newspaper) published an account of the work of the nuns in the Bon Secours Children's Home in Glenamaddy, which was the forerunner to Tuam. This article reflected common societal attitudes towards children whose mothers were not married and a belief that the religious sisters knew best.

Ask for a volunteer(s) to read the extract from the 1924 Connacht Tribune article on the slide.

Divide the class into pairs.

With your partner, pick one of the following tasks to complete:

- Come up with three possible different headlines for the Connacht Tribune article.
- Find evidence in Julia Carter's memories about the experience of children in the Tuam home to either: (1) support the opinion in this article, or (2) contradict the opinion in this article.  
See 'JC History Unit 3\_Activity 6\_like a jail.pdf'.
- Write an alternative article (max. 2 paragraphs) from the perspective of children who were in Tuam Mother and Baby home.

Ask for feedback from a selection of pairs and invite questions and responses from the rest of the class.

Facilitate a whole class discussion, using the following statement as a prompt:

*Given the view at the time of children who were born outside of marriage, the children in the Tuam home were better off under the care of nuns.*

Depending on your students, you might want to take note of the views of students in response to this statement and revisit these in Unit 4.

## Sources

1924 Connacht Tribune report [Children of Misfortune: How they are dealt with in Co. Galway](#).  
University of Galway, Asset Id 13866, Archival Record Id TOHP.



## Activity 9: Revisiting our Brave Space

Read our Brave Space Agreement

- How well is each of the items in our Agreement working for us?
- Do we need to delete, change or add anything? Why?

### Teacher notes

**NB: Your Brave Space Agreement (Unit 1, Activity 2) should be displayed in a prominent place in your class.**

Facilitate a whole class discussion about the operation of your Brave Space Agreement, using the questions on the slide as prompts.



If you are affected by any of the issues in this unit, and need support, come to me after class, talk to a trusted friend or adult and/or contact:

**Adoption Rights Alliance:** [www.facebook.com/AdoptionRightsAllianceIreland/](https://www.facebook.com/AdoptionRightsAllianceIreland/)

**Barnardos Origins, Post Adoption and Bereavement Services:** [www.barnardos.ie](http://www.barnardos.ie)

**Samaritans:** [www.samaritans.org](http://www.samaritans.org)  
Phone: 116 123

**Childline:** [www.childline.ie](http://www.childline.ie)  
Phone: 1800 66 66 66

**Jigsaw:** [www.jigsaw.ie](http://www.jigsaw.ie)

## Teacher notes

*Some of you might find the content that we cover in these units upsetting. This is a natural and understandable reaction to what survivors call 'a dark chapter' in our national history.*

*If you are personally affected or distressed by any of the issues in these units, and need support, come to me after class, talk to a trusted friend or adult and/or contact one of the external support services listed on the slide.*

## Activity 10: What? So what? Now what?

**WHAT?** What have I learned (about, to think, to do)?

**SO WHAT?** Why is this learning important?

**NOW WHAT?** How can I use or apply what I have learned in my own life?

### Teacher notes

*Write the 3 questions on the board into your copy/journal.*

*Take a few minutes to answer the questions.*

*If you want, you can discuss your What? So What? Now What? answers with a friend.*

*In the next unit we will focus on the work of the historian Catherine Corless and look at decisions relating to the children missing from/buried in a location at the former site of the Mother and Baby home in Tuam.*

**NB: Unit 4 includes content related to the deaths of babies/children and may personally affect some students and be emotionally challenging for others. Please familiarise yourself with the material in advance and use your professional judgement to determine which activities are suitable given student needs, school and local context.**