

The graphic features a dark blue background with white stars. A large, multi-layered circular pattern of dots in white, orange, and red surrounds the text. The text 'VOICE' is in white, 'TREATY' is in yellow, and 'TRUTH' is in white. The 'O' in 'VOICE' is a red circle with a white dotted border. Below the text is a green wavy line with a pattern of small green triangles. Below that is a red wavy line with a pattern of small white dots. At the bottom is a large red rock formation with a white outline. Along the base of the rock are several small circles in white, orange, and red, with a dotted line passing through them.

VOICE TREATY TRUTH


NAIDOC Week
2019 Classroom Resource

Primary

Foundation – Year 6

Head to [sbs.com.au/learn](https://www.sbs.com.au/learn)

for materials for other year groups



The Special Broadcasting Service Corporation (SBS) and the National NAIDOC Committee acknowledge the traditional owners of Country throughout Australia, and pay respect to Elders past, present and emerging.

SBS is Australia's multicultural and Indigenous broadcaster. National Indigenous Television (NITV), the home of Aboriginal and Torres Strait Islander storytelling, has been proudly part of SBS since 2012.

Aboriginal and Torres Strait Islander peoples is used as the preferred term in this resource other than where a title or quote is retained, and when referencing Indigenous peoples in a global context.

SBS wishes to advise that this resource may cause distress to members of Aboriginal and Torres Strait Islander communities as it may contain images or voices of deceased persons.

Cover page: The 2019 National NAIDOC Poster Winner 'Awaken' by Charmaine Mumbulla

Early dawn light rises over Uluru, symbolising our continued spiritual and unbroken connection to the land. The circles at the base of Uluru represent the historic gathering in May 2017 of over 250 people from many Aboriginal and Torres Strait Islander nations who adopted the Uluru Statement from the Heart. Our message, developed through generations, is echoed throughout the land: hear our voice and recognise our truth. We call for a new beginning, marked by a formal process of agreement and truth-telling, that will allow us to move forward together.



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Questions? Email sbslearn@sbs.com.au

Uluru Statement from the Heart

We, gathered at the 2017 National Constitutional Convention, coming from all points of the southern sky, make this statement from the heart:

Our Aboriginal and Torres Strait Islander tribes were the first sovereign Nations of the Australian continent and its adjacent islands, and possessed it under our own laws and customs. This our ancestors did, according to the reckoning of our culture, from the Creation, according to the common law from 'time immemorial', and according to science more than 60,000 years ago.

This sovereignty is a spiritual notion: *the ancestral tie between the land, or 'mother nature', and the Aboriginal and Torres Strait Islander peoples who were born therefrom, remain attached thereto, and must one day return thither to be united with our ancestors.*

This link is the basis of the ownership of the soil, or better, of sovereignty. It has never been ceded or extinguished, and co-exists with the sovereignty of the Crown.

How could it be otherwise? That peoples possessed a land for sixty millennia and this sacred link disappears from world history in merely the last two hundred years?

With substantive constitutional change and structural reform, we believe this ancient sovereignty can shine through as a fuller expression of Australia's nationhood.

Proportionally, we are the most incarcerated people on the planet. We are not an innately criminal people. Our children are alienated from their families at unprecedented rates. This cannot be because we have no love for them. And our youth languish in detention in obscene numbers. They should be our hope for the future.

These dimensions of our crisis tell plainly the structural nature of our problem. This is the torment of our powerlessness.

We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.

We call for the establishment of a First Nations Voice enshrined in the Constitution.

Makarrata is the culmination of our agenda: the coming together after a struggle. It captures our aspirations for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination.

We seek a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.

In 1967 we were counted, in 2017 we seek to be heard. We leave base camp and start our trek across this vast country. We invite you to walk with us in a movement of the Australian people for a better future.

Source: referendumcouncil.org.au

How to Use This Resource

This is a resource for all students. It is embedded in concepts relevant to a broad range of learners and topics, and will provide Aboriginal and Torres Strait Islander perspectives in classrooms beyond NAIDOC Week 2019.

Respectful Language and Guidelines to Use in the classroom

You will find a glossary of key language from this resource on the SBS Learn website:

 sbs.com.au/learn/naidoc

If you are unsure about the language or terminology to use, the best approach is to contact your local Elders or members of the Aboriginal and Torres Strait Islander community.

Setting classroom ground rules: Setting classroom ground rules with your students before utilising this resource is an important step in creating a safe space and helping develop mutual respect and understanding between the members of your classroom community.

Examples of classroom ground rules:

- **Be Respectful:** Each person has their own beliefs and values
- **Value Diversity:** Each person has their own world views, experiences and opinions
- **Listen Politely:** Each person has a right to contribute without pressure
- **Act with Honour and Courage:** Be brave in sharing experiences, ideas and opinions
- **Appreciate Privacy:** Each person has the right to uphold their privacy
- **Act Responsibly:**
 - Share feedback with thoughtful consideration and a positive attitude towards others
 - Consider a range of perspectives, including Aboriginal and Torres Strait Islander perspectives
 - As each classroom is unique, add any further guidelines that may be required.

Other ideas for consideration:

- Encourage students to frame discussion comments as their own (as in "I think") and avoid forceful language (such as "you should"). Also encourage students to draw on evidence from their viewing, and from further critical research, in shaping their responses – engaging with diverse perspectives, including Aboriginal and Torres Strait Islander perspectives, is key to formulating strong understanding and responses.
- When responding to others in classroom discussion or within the associated activities, encourage students to challenge ideas rather than people.
- This resource is strongly linked to the cross-curriculum priorities and general capabilities of the Australian Curriculum, as well as to several subjects.

For a detailed list of outcome codes and content descriptors from the Australian Curriculum, head to sbs.com.au/learn and download the full guide.

The Teacher's Role

Teachers are encouraged to read the whole resource before implementing in the classroom. Some activities will need to be modified to suit your students.

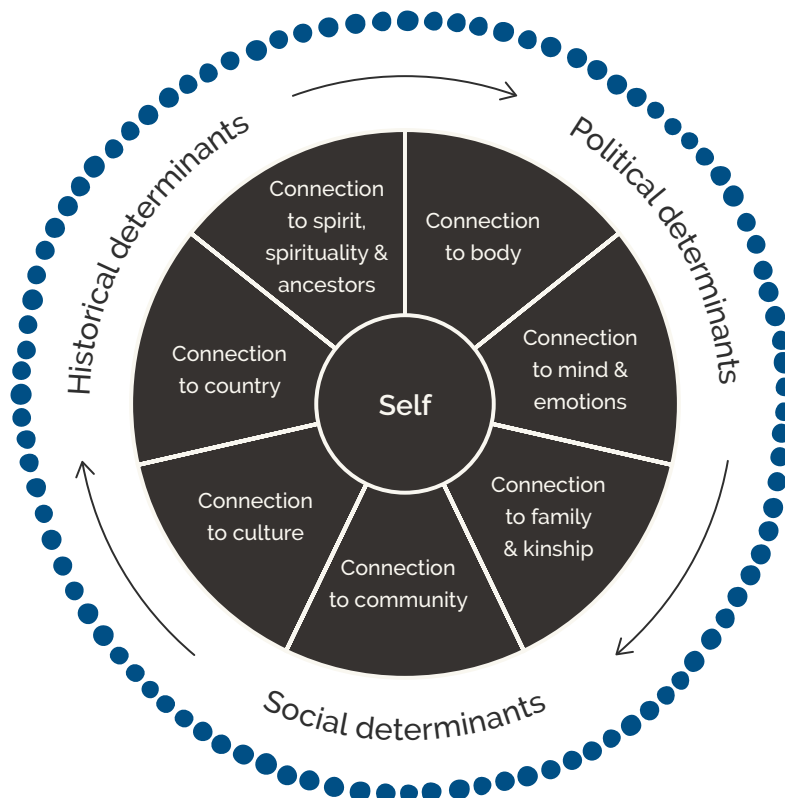
An effective way to run classroom sessions using this resource is for the teacher to become a facilitator, so that the students drive the learning. If this is a new way of running a learning opportunity it might feel strange to begin with but stick with it. Having your students drive their learning is a powerful way to engage students and let them demonstrate their knowledge. The teacher does not always need to be the knowledge holder.

The teacher's role is to make sure that everyone is respectful to each other and everyone who wants to speak is able to be heard.

Content Protocols

- Text and teaching script used in each area of this booklet is a guide to support teachers with concepts they can use to engage their classes in the three main topics of the NAIDOC theme this year: Voice, Treaty and Truth.
- The text is interchangeable and can be adapted to suit any student cohort and learning need.
- Where possible, invite Traditional Custodians, Elders and/or Aboriginal and Torres Strait Islander community members to talk about the NAIDOC theme. This gives students the opportunity to understand the concept, value and power of oral traditions. It also provides students with multiple perspectives on this topic.
- Explore Aboriginal ways of working, for example interconnected concepts and holistic ways of working (not just individual concepts in isolation). For an example of this model refer to the diagram below.

Diagram 1: A Model of Social and Emotional Wellbeing



This diagram is from Chapter 4: Aboriginal and Torres Strait Islander Social and Emotional Wellbeing (Gee et al) in the book Working Together: Aboriginal and Torres Strait Islander Mental Health and Wellbeing Principles and Practice (2nd Ed). It is republished here with permission. © Gee, Dudgeon, Schultz, Hart and Kelly, 2013

What is NAIDOC Week?

NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life. The week is a great opportunity to participate in a range of activities and to support your local Aboriginal and Torres Strait Islander communities.

What does NAIDOC stand for?

NAIDOC originally stood for 'National Aborigines and Islanders Day Observance Committee'. This committee was once responsible for organising national activities during NAIDOC Week and its acronym has since become the name of the week itself.

What is the theme of NAIDOC Week 2019?

Voice. Treaty. Truth. Let's work together for a shared future.

What do the NAIDOC Week themes mean?

There is always a theme to celebrate NAIDOC Week and it is carefully chosen by the National NAIDOC committee. The theme is often based around celebrating our First Nations people, or highlighting important topics surrounding Aboriginal and Torres Strait Islander peoples that need to be discussed on a national scale.

What date is the 2019 NAIDOC Week?

2019 NAIDOC Week starts on Sunday 7 July and finishes on Sunday 14 July.

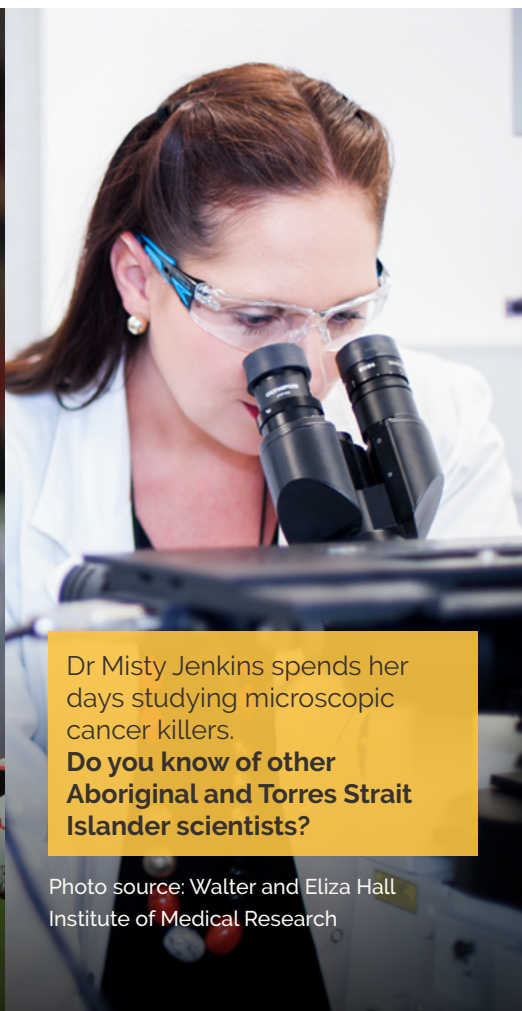
These dates are during the school holidays around Australia, so it is important to plan to program these activities prior to NAIDOC Week, while also encouraging students to participate during the school holidays.

This information is from the NAIDOC website: naidoc.org.au and was accessed on 18 February 2019. It is republished here with permission.



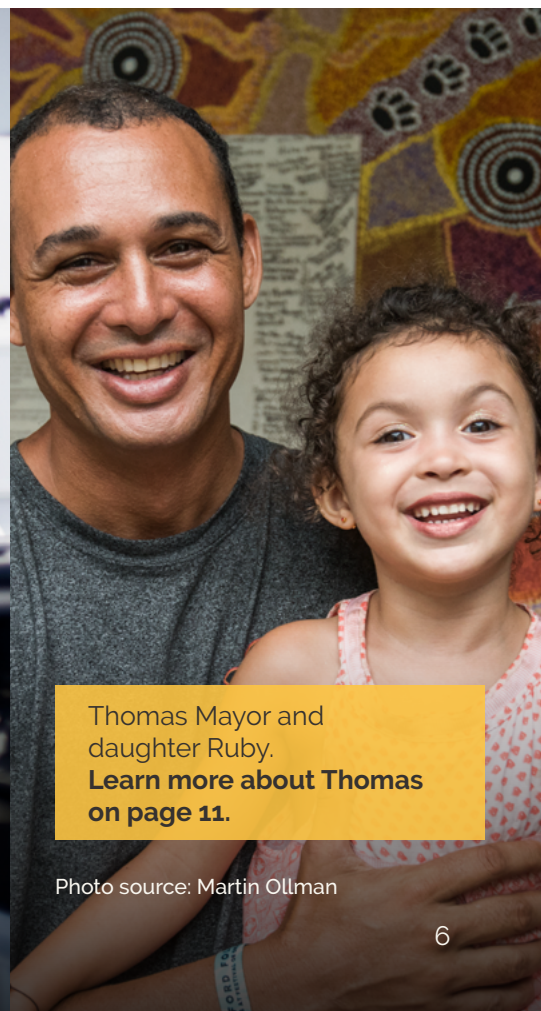
Did you know? Kyah Simon is the first Aboriginal and Torres Strait Islander striker for the Matildas.

Photo source: Getty Images



Dr Misty Jenkins spends her days studying microscopic cancer killers.
Do you know of other Aboriginal and Torres Strait Islander scientists?

Photo source: Walter and Eliza Hall Institute of Medical Research



Thomas Mayor and daughter Ruby.
Learn more about Thomas on page 11.

Photo source: Martin Ollman

How Can My Students Get Involved in NAIDOC Week?



Here are some ideas on how to celebrate NAIDOC Week:

- Display the national NAIDOC Poster or other Aboriginal and Torres Strait Islander posters around your classroom or workplace
- Start your own Hall of Fame featuring Aboriginal and Torres Strait Islander role models from your school or within the community
- Listen to Indigenous musicians or watch a movie about Aboriginal and Torres Strait Islander history
- Make your own Aboriginal and Torres Strait Islander trivia quiz
- Study a famous Aboriginal and Torres Strait Islander Australian
- Research the Traditional Owners of your area
- Study Aboriginal and Torres Strait Islander arts and crafts
- Create your own Aboriginal and/or Torres Strait Islander art from your local Nation or Clan Group
- Run an art competition for your school or community
- Research Indigenous global peoples online or visit your library to find books about Aboriginal and Torres Strait peoples
- Visit local Aboriginal and Torres Strait Islander sites of significance or interest
- Learn the meanings of local or national Aboriginal and Torres Strait Islander place names and words
- Invite local Aboriginal and Torres Strait Islander Elders to speak or give a Welcome to Country or Acknowledgement of Country at your school or workplace
- Invite an Aboriginal and Torres Strait Islander sportsperson, scientist, musician or artist to visit you
- Invite Aboriginal and/or Torres Strait Islander dancers to perform
- Host a community BBQ or luncheon
- Hold a flag raising ceremony
- Organise a Smoking Ceremony

NAIDOC Week is celebrated in Aboriginal and Torres Strait Islander communities and also in government agencies, schools, local councils, workplaces and communities.

Do you know who Baker Boy is?

Have you heard the song *Marryuna*? Study the lyrics and talk about how Baker Boy tells a story through music.

Photo source: Cesar Rodrigues

Theme: Voice

Foundation, Years 1 & 2

Did you know voices of Aboriginal and Torres Strait Islander peoples are over 65,000 years old, and were the first to be spoken in Australia? There is much to listen to, hear and learn about; just as we all like to be listened to when we speak, paying respect to each other's voice is important.

Discussion Questions

- What does it mean to have a voice?
- Why is it important to have a voice and be heard?
- Why do you think it is important to hear voices of Aboriginal and Torres Strait Islander peoples?
- What does it mean to listen and be heard?
- How do you know when someone is listening to you, and how do you show you are listening to someone?



Activities

Yarning circles are a brilliant way to discuss any given topic in your classroom as they allow for every student's voice to be heard with a great deal of respect.

This valuable resource outlines how you can utilise a yarning circle in your classroom all year:



qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles



Still in the yarning circle, listen to the song, *From Little Things Big Things Grow* by Paul Kelly and Kev Carmody and explore the title and lyrics with the students. You might like to introduce the story of Vincent Lingiari AM (see the resources on page 9).

Perhaps focusing on the final two verses of the song and the refrain, discuss with the students how a person's ideas, courage and conviction can bring about change. Have they experienced this in their own lives? Thinking about when they had to make their voice heard, ask the students to brainstorm ideas and issues they would like to have heard that affect their classroom and school communities: how can big things grow from little things? How can young people like school students make changes happen?

Relate the refrain of the song to how one person's voice can make a difference to other people and see if the students have examples of this to share from their own lives. Students may relate their discussion to Vincent Lingiari's story as it is told in the song.

Local councils can assist to find links to your local Aboriginal and Torres Strait Islander community organisation.

Tips:

- Plan ahead of time
- Some communities have a number of Elders and/or community members who have the cultural authority to tell the local stories
- Be mindful that there may be different points of view as sometimes knowledges and language have been lost and are only now being recovered
- Depending on the area, knowledges may vary

Find a PDF version of this booklet with clickable web links at SBS's education site, SBS Learn: sbs.com.au/learn/naidoc

Country is always spelt with a capital 'C', as the meaning of Country is more than just ownership or connection to land.

*"For us, Country is a word for all the values, places, resources, stories and cultural obligations associated with that area and its features."**

Discussion Questions

- What is Country?
- What is an Acknowledgement of Country?
- What does Traditional Custodians mean?
- Ask your students to investigate the area where your school is located. Who are the Traditional Custodians of the area?
- What are the Aboriginal language/languages that are spoken by the Traditional Custodians?



Activities

Display the Acknowledgement of Country that your school does at assembly and other occasions. If your school does not have an Acknowledgement of Country yet, finding out what it would be is a great NAIDOC Week activity. Invite a local Aboriginal and Torres Strait Islander member of your community to talk to the students about language and how important it is to Aboriginal and Torres Strait Islander peoples. Start to build a relationship with your local Aboriginal and Torres Strait Islander peoples that will last longer than NAIDOC Week.



Watch the story of Bunjil: [sbs.com.au/nitv/video/629718595955/Bunjil](https://www.sbs.com.au/nitv/video/629718595955/Bunjil)

Ask your students to draw or paint a picture of our beautiful Country and write a sentence about why it is important to Acknowledge the Elders – past, present and future – for caring for our land.



Useful Resources

Reconciliation Australia: Welcome and Acknowledgement of Country:

reconciliation.org.au/wp-content/uploads/2018/03/welcome_acknowledgement.pdf

NITV: Melbourne Pre-Schooler does an Acknowledgement of Country: [sbs.com.au/nitv/article/2017/05/10/watch-adorable-video-4-year-old-doing-acknowledgement-country](https://www.sbs.com.au/nitv/article/2017/05/10/watch-adorable-video-4-year-old-doing-acknowledgement-country)

AIATSIS: Interactive Map of Indigenous Australia:

aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia

NITV: Do you know what Aboriginal Land you're on today?:

[sbs.com.au/nitv/article/2017/01/26/do-you-know-what-aboriginal-land-youre-today-1](https://www.sbs.com.au/nitv/article/2017/01/26/do-you-know-what-aboriginal-land-youre-today-1)

National Museum of Australia: From Little Things Big Things Grow (Song lyrics):

nma.gov.au/exhibitions/from_little_things_big_things_grow/song_lyrics

NITV: Vincent Lingiari & Gough Whitlam: the story behind the image:

[sbs.com.au/nitv/article/2016/03/02/vincent-lingiari-gough-whitlam-story-behind-image](https://www.sbs.com.au/nitv/article/2016/03/02/vincent-lingiari-gough-whitlam-story-behind-image)

*Adapted from Professor Mick Dodson, in

reconciliation.org.au/wp-content/uploads/2017/11/Welcome-to-and-Acknowledgement-of-Country.pdf

Theme: Voice

Years 3 & 4

In Australia, Aboriginal and Torres Strait Islander languages connect us to Country, and Aboriginal and Torres Strait Islander peoples are the oldest living continuous culture on the planet. This is timely to explore in class, with the United Nations declaring 2019 the International Year of Indigenous Languages.*

Discussion Questions

- Did you know there are Aboriginal and Torres Strait Islander languages?
- How many do you think there are?
- Have you ever heard any Aboriginal and/or Torres Strait Islander words, place names or other language?
- What is the language/s of the land your school is on?
- Keep asking yourself... where did I find my information? From whose perspective has this information been gathered? How do I find a variety of perspectives and voices on these subjects?



Activities

Have your students engage with the award-winning *My Grandmother's Lingo*, a voice-activated interactive documentary which tells the story of a young Aboriginal woman who is fighting to save her Indigenous language. Within the 10 minute interactive you will learn Aboriginal words in the Marra language. You will need internet access to play:



My Grandmother's Lingo:

sbs.com.au/mygrandmotherslingo

Use a yarning circle to facilitate these discussions. Shared thinking and ideas not only showcases Aboriginal and Torres Strait Islander peoples' methods and ways of working but has students participating through a process that has been used for over 65,000 years. It is a process of deep learning through doing, rather than only looking at content. (See page 8 for a link to a helpful resource).



Useful Resources

SBS Learn's My Grandmother's Lingo Teacher Notes: sbs.com.au/learn/mygrandmotherslingo

ICTVPlay In Language: ictv.com.au/languages/about-inlanguage

First Nations Media Australia (FNMA): IndigiTUBE: indigitube.com.au/

First Languages Australia: National Language Centres and Programs: firstlanguages.org.au/get-involved/contact-your-local-language-group

*2019 International Year of Indigenous Languages: en.iyl2019.org/



Extension Activity

Watch *Tagai Buway – Two Worlds*. In this song and video clip, young Torres Strait Islander people are singing about their contemporary identity and what is important to them:



youtube.com/watch?v=qoyWYvCj-ic

How can you tell the young peoples' identity is important to them? What in the lyrics and video clip supports this?

Time for some research: how many distinct languages are spoken in the Torres Strait Islands today (excluding dialects)? How many languages were spoken before colonisation? How many Aboriginal languages are spoken today, and how many were spoken before colonisation? Ask your students why they think loss of Aboriginal and Torres Strait Islander languages has occurred in Australia. Encourage them to consider where they are sourcing information and evidence for their ideas.

Theme: Voice

Years 5 & 6

There is momentum for Aboriginal and Torres Strait Islander voices to have a stronger role in decision-making processes in Australia's democracy. Language connects Aboriginal and Torres Strait Islander peoples to Country and is how our lore, culture and knowledge is passed down through generations.

Discussion Questions

- What is the Uluru Statement from the Heart? (reference page 3)
- Have you heard of this before?
- Why do you think the Uluru Statement from the Heart is important to Australians?
- What are some ways Aboriginal and Torres Strait Islander languages can be shared with all Australians? i.e. through poetry, films, books, songs



Activities

Watch this NITV school report from Ahliyah, Year 4, from Thursday Island interviewing Thomas Mayor about the significance of the Uluru Statement from the Heart. Discuss as a class what Thomas was trying to achieve by taking it around the Country.



Watch: NITV Clip - *Uluru Statement from the Heart*:
[sbs.com.au/learn/naidoc](https://www.sbs.com.au/learn/naidoc)

Refer to the Uluru Statement of the Heart on page 3 - Ask the students to read the Statement, and consider the sections they do and do not understand. Encourage the class to engage in reflective discussion about Ahliyah's video, and the words in the Statement.

Watch the video of Ephraim Bani explaining the importance of Torres Strait Islander Singing and Dancing:



[youtube.com/
watch?v=fwCUIcoThRo](https://www.youtube.com/watch?v=fwCUIcoThRo)

Aboriginal and Torres Strait Islander songs and dances are a significant part of our peoples' way of life. They are an oral tradition that passes on our stories and history, and enable us to share significant sacred sites with each other. Discuss with your students why they think Aboriginal and Torres Strait Islander peoples passed on such valuable information through song and dance.



Extension Activity

There are many ways for Aboriginal and Torres Strait Islander peoples to have their voices heard. An example is Gavin Wanganeen. As an AFL legend, he demonstrates his voice through sport, as well as creatively as a contemporary Indigenous artist. He has a strong connection to his culture and Country and is a strong advocate for his people. Ask students to produce a news report about the different ways Gavin has shared his voice with the Australian community.



Explore his website for his biography:
gavinwanganeenart.com.au



Useful Resources

Referendum Council: A copy of the Uluru Statement from the Heart (2017):
referendumcouncil.org.au/resource.html

NITV All you need to know about Makarrata and the 'Uluru Statement from the Heart':
[sbs.com.au/nitv/nitv-news/explainer/voice-parliament-recognition-and-makarrata-what-you-need-know](https://www.sbs.com.au/nitv/nitv-news/explainer/voice-parliament-recognition-and-makarrata-what-you-need-know)

IndigenousX: Thomas Mayor: we won't give up on the Uluru Statement:
indigenoux.com.au/thomas-mayor-we-wont-give-up-on-the-uluru-statement/

Theme: Treaty

Foundation, Years 1 & 2

In this section, students can begin to understand what a treaty is and why Aboriginal and Torres Strait Islander peoples may be seeking one. Students can also start to develop an understanding of other countries around the world that have a treaty or treaties or an agreement with Indigenous people.

Discussion Questions

- What is a treaty?
- What is another word for a treaty?
- Do you have a treaty going in your life?
- What other agreements do students think they will enter into in the future?



Activities

Work together to brainstorm what your students already know about what a treaty is, and what the word and concept of treaty means. Once you have built a shared understanding of this idea, discuss why Aboriginal and Torres Strait Islander peoples may want a treaty or treaties and why many think this is important for healing and reconciliation. Discuss also why some may not. It is important for students to understand the diversity of Aboriginal and Torres Strait Islander peoples and viewpoints.

Brainstorm agreements students have entered into in their own lives and agreements they are likely to enter in the future. Talk about how and why these agreements are important and what they may mean to the students' lives.



Extension Activities

Explore the Treaty of Waitangi from New Zealand, finding sources of information that detail what this treaty is, and some of the impacts it has had on New Zealand. What are some other treaties you can find out about from other countries around the world?

Have students work in groups and have these groups decide on how they would like to share their findings with the class. Perhaps they would like to share their work through a visual arts representation, or a news report.

Did you know Aotearoa is the Maori name for New Zealand? What are some of the other customs your class knows about our Indigenous neighbours in Aotearoa?



Useful Resources

NITV: explainer: What is a treaty? [sbs.com.au/nitv/explainer/explainer-what-treaty](https://www.sbs.com.au/nitv/explainer/explainer-what-treaty)

Christchurch City Libraries: Kid's Treaty Zone: my.christchurchcitylibraries.com/kids-treaty-zone

Theme: Treaty

Years 3 & 4

Australian history is a narrative that stretches back at least 65,000 years. It is important to know and share each other's stories from our history. We can see our history reflected through the stories that we share.

Discussion Questions

- Do you know any Aboriginal and Torres Strait Islander stories?
- Have you seen television programs featuring Aboriginal and Torres Strait Islander stories?
- Have you read books about Aboriginal and Torres Strait Islander stories?



Activities

Share picture books with the class so students can build their understanding of Australia's history together. Suitable titles include *Papunya School Book of Country and History* which is a history book written in collaboration with the staff and students of Papunya School, working with children's writer Nadia Wheatley and artist Ken Searle.

Another book to read is *Wandihnu and the Old Dugong* by Elizabeth Wymarra and Wandihnu Wymarra, with illustrations by Benjamin Hodges. This book is about a young Torres Strait Islander girl's journey from the city to Badu Island in the Torres Strait. The book encourages children to look at their own history and background. There will be many other books your librarian and local book shop can recommend.

Run a yarning circle to reflect on the stories together, or invite the students to creatively respond to the texts through a drama lens.



In addition to exploring these story books, you could adapt the Treaty activities in this booklet from Foundation, Year 1 and Year 2 to be suitable for your Year 3 and 4 students.

A yarning circle at Lansvale East Public School, NSW.
Photo source: Chris Lane, Fairfield Champion.

Theme: Treaty

Foundation, Years 5 & 6

Colonisation has had an impact on Aboriginal and Torres Strait Islander peoples to this day. If we wanted to reach an agreed treaty between government and Aboriginal and Torres Strait Islander peoples we would need to share a truthful understanding of our history so an agreement can be made to move forward in a shared future together.

Discussion Questions

- What is a treaty?
- What are treaties that you have in your life, and how may these change in the future?
- Have you heard the song *Treaty* by Yothu Yindi?
- What do you hear when you listen to this song (you may use this as a jumping off point to connect back to language, which was explored as part of the Voice theme)?



Activity



Listen to the song *Treaty* by Yothu Yindi. This song was released in 1991.

Encourage further brainstorming and sharing of prior knowledge about what a treaty is, and what students know about the treaty process in Australia to date. Students will have developed some knowledge and understanding of treaty if they have done the activities on page 11.

- Why might a treaty or treaties be important?
- Why is connection to Country important?



Extension Activities

Once your students have a greater understanding of what a treaty is, and the context for Australia, you can extend their understanding by asking: If Australia was to have a treaty, should we have a different treaty for each State and Territory Government, or a Federal Treaty for all to sign together?

First: Watch NITV's 'The Point – Treaty' and allow students to research their own information:



[sbs.com.au/learn/naidoc](https://www.sbs.com.au/learn/naidoc)

Some Australian States and Territories have made progress in developing treaties.

Which ones?

Do you know if your State or Territory has a Treaty Commissioner?

Who are they and what is their role?

Hold a debate within your classroom:

1. We should have a different treaty within every State and Territory Government.
2. We should have a treaty for all of Australia signed by the Federal Government.



Useful Resources

NITV Explainer: What is a Treaty?

[sbs.com.au/nitv/explainer/explainer-what-treaty](https://www.sbs.com.au/nitv/explainer/explainer-what-treaty)

Theme: Truth

Foundation, Years 1 & 2

Throughout this section, students will begin to understand that it is important to tell the truth, and truth helps people heal and move forward into a happier future.

Truth is part of the NAIDOC Week 2019 theme, and can have many different meanings in different contexts. Younger students might begin with the following discussion questions:

Discussion Questions

- What does truth mean to you?
- How does it feel to tell the truth?
- When is telling the truth challenging for you?
- Why is telling the truth important?



Activities

Run a yarning circle about why telling the truth is important. What does it feel like when you have been in an altercation and the truth hasn't been told? How do you get rid of feelings such as anger or disappointment you feel when the truth hasn't been told? How might it feel different when the truth has been told? Does it allow you to move forward? Does telling the truth allow people to move forward together?

There are many different ways for the students to share their thoughts on this discussion, such as talking in pairs, writing a poem, creative writing, or a dramatic representation. How would your class like to share their ideas?

Did you know: Traditional Indigenous Games have been a part of Aboriginal and Torres Strait Islander peoples' lives for at least 65,000 years. They were played at special celebration ceremonies and in their everyday lives.



Check out this resource, *Yulunga*, to learn more about traditional Indigenous games you can play with your students outside: sportingschools.gov.au/resources-and-pd/schools/yulunga



Photo source: Getty Images

Theme: Truth

Years 3 & 4

Let's develop a sense of shared involvement, pride and celebration in Australia's history.

Discussion Questions

- What are some significant events (and/or dates) you are familiar with in Australian history?
- What about significant events (and/or dates) you are familiar with relating to Aboriginal and Torres Strait Islander peoples?
- Is there cross-over between these events, i.e. are certain events significant to people who are Aboriginal and/or Torres Strait Islander as well as non-Indigenous Australians?



Activities

Have students explore the *Share Our Pride* website focusing on the timeline. Once they have had a look at the timeline, allocate them a date. Ask them to read and further research their date if they need to. Then, in their own words, students can make a timeline card to add to a class timeline display.

Students can also extend this activity and complete a 30 second to one minute talk about their allocated date and historical event to share with the class, presenting in date order. Make a video of your class presenting this timeline, and share it with other classes in your school (for example, as part of a NAIDOC Week assembly).



Extension Activities

It has been suggested by some people that the game of Australian Football League (AFL) was adapted from the traditional Aboriginal game of Marngrook. Watch this video with your students and ask them what they think. Do they have thoughts on whether elements of the game of Marngrook are included in today's code of Australian Rules Football (AFL)?



Marngrook: Five things about the game:

[sbs.com.au/ondemand/video/535979587774/marngrook-five-things-about-the-game](https://www.sbs.com.au/ondemand/video/535979587774/marngrook-five-things-about-the-game)

You could extend this unit of inquiry further with the picture books *Kick it to Me* by Neridah McMullin, and *Marngrook: the Long-Ago Story of Aussie Rules* by Titta Secombe.



Useful Resources

Share Our Pride:

shareourpride.org.au/sections/our-shared-history

Reconciliation Australia Reconciliation Timeline:

reconciliation.org.au/wp-content/uploads/2017/11/reconciliation-timeline_2017.pdf

NAIDOC Awards:

naidoc.org.au/awards/national-naidoc-awards-ceremony

Theme: Truth

Years 5 & 6

Together let's share each other's truth through our stories, and break down misconceptions about Aboriginal and Torres Strait Islander peoples.

Discussion Questions

- How has Scott Darlow used music to share his truth?
- What does it mean to identify as an Aboriginal and Torres Strait Islander person?



Activities



Watch and listen to Scott Darlow's *Sorry* video clip:
youtube.com/watch?v=2Xr50NgIUlQ

Scott Darlow is musician who travels around Australia visiting schools and sharing his music, culture and history with students. The song in the video is about empathy and the history of this Country. Why do you think Scott Darlow chose to film it in this location?

Ask your students if, when they first saw Scott, they thought he was an Aboriginal person? Ask them why or why not (remember there are guidelines for respectful classroom conversations at the start of this resource). Often blonde-haired blue-eyed Aboriginal people face challenges because of stereotypes: many people believe you have to have brown skin to be Aboriginal. The truth is Aboriginal identity is determined by family connections and relationships. Talk about how a person identifies as an Aboriginal or Torres Strait Islander person. (Scott welcomes this discussion in your classroom and sees it as valuable and important)



Extension Activities

Music and dance are an important part of our culture and history, and how stories are expressed.

Australian performing arts company Bangarra Dance Theatre has told the story of Mathinna, a young Tasmanian Aboriginal girl who lived in the early 1800s.



An e-resource and curriculum notes explore the use of dance and movement to tell this story:
bangarra.com.au/youth-outreach/education/resources/mathinna



Useful Resources

Dr Lynette Riley has developed a kinship learning module:
sydney.edu.au/kinship-module/learning/index.shtml

AIATSIS:
aiatsis.gov.au/research/finding-your-family/before-you-start/proof-aboriginality

Scott Darlow school visits:
scottdarlow.com

Caution for Teachers: It is important to be aware of, and sensitive to, the trauma associated with the Stolen Generations and the ongoing impact this has on individuals and communities. As people share their personal stories and others learn more about our shared histories, strong emotions can cause distress.



Listen to and explore the lyrics of Archie Roach's song *Took the Children Away*:
youtube.com/watch?v=aywDT6yHMmo

Archie Roach was a member of the Stolen Generation and through song he has shared his truth. Ask students to write a biography of Archie Roach and what led him to write the song.

Further Activities

All of the stimuli within this Classroom Resource are interchangeable and can be adapted for different year levels by tweaking the activities to suit the student's age.

Students should be driving these conversations and tasked with finding further information to support their thinking.

A learning journal would be a good way of structuring time for students to reflect on their thoughts and the thoughts their fellow students have shared in a respectful way. It could be presented through both language and art. Teachers can use this to inform their planning for further lessons.

If discussions get heated, address the issue straight away. If it is between two students, it might be worthwhile getting the rest of the class started on classwork then talking separately with both students to unpack their feelings and come to some kind of agreement. Even if they agree to disagree, encourage them to reflect on what each person has said.

It is the teacher's job to model respectful group discussion. Be especially mindful when students share a range of different views or become passionate about the subject.

Some phrases to support students learning:

What makes you think that?

Let's find the evidence to support this claim.

Is there any truth in this statement?

Some people agree, some people do not, and some people are not sure.

Let's find out more about this.



Curriculum Developer

Shelley Ware, Yankunytjatjara and Wirangu descendant

Shelley has been a classroom teacher and specialist reading teacher in primary schools for more than 20 years. Currently she is the Visual Arts teacher at Kew Primary School, Melbourne. Shelley is also an Ambassador for The Indigenous Literacy Foundation's *Create Initiative Program*, mentoring children from remote communities to write and publish their own books, incorporating their local Indigenous language. She is also an Ambassador for the Jean Hailes Foundation for Women's Health and facilitator of The Long Walk Education Program, *Walk the Talk*. She is a member of the Carlton Football Club (FC) RAP and Carlton FC Community, diversity and inclusion sub-board Committee. Shelley loves to give back to the community through her passion for helping people particularly children be the best they can. She is also a presenter on NITV's *Marngrook Footy Show*.

Project Partners:



SBS Learn

SBS Learn is a library of educational resources linked to SBS documentaries, dramas, news & current affairs, sport and other productions aired on SBS and its national Indigenous TV channel NITV. Created especially for teachers and students, SBS Learn hosts quality resources aligned to the Australian Curriculum. For more information visit sbs.com.au/learn, or email sbslearn@sbs.com.au to ask a question or to share work from your classroom.



**VOICE
TREATY
TRUTH**

07 - 14 JULY 2019

Let's work together
for a shared future.

National NAIDOC Committee

The National NAIDOC Committee (NNC) make key decisions on National NAIDOC activities including the dates for the week-long celebrations, the focus city, the theme, the National NAIDOC Poster Competition winner and the National NAIDOC Awards winners.

The NNC is a voluntary Committee independent of Government and comprises of eight committee members and two co-chairs. NNC members are appointed for a term of three years following a following a public expression of interest process.

To learn more about the National NAIDOC Committee visit naidoc.org.au

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