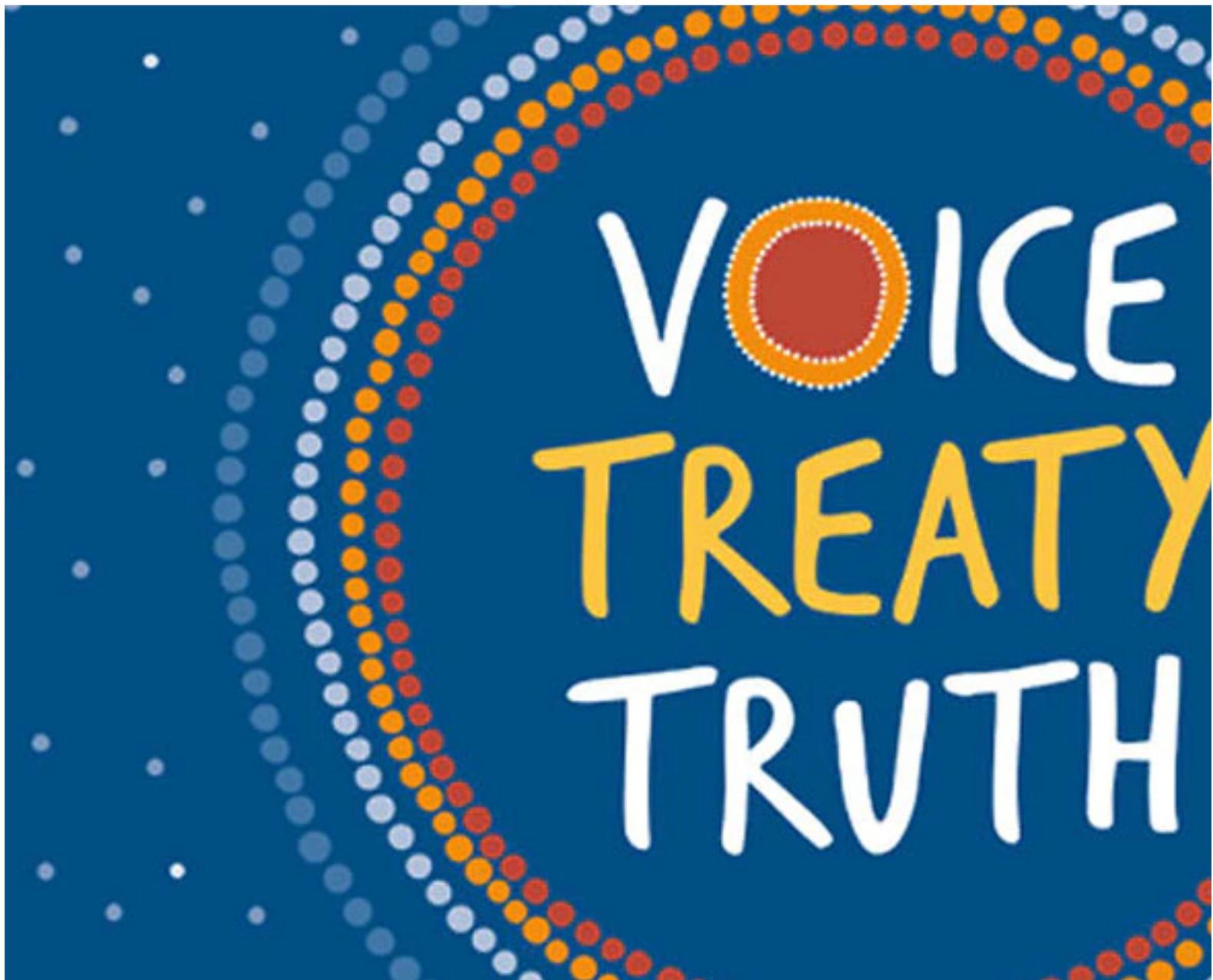


# Celebrate NAIDOC: Voice, Treaty, Truth



Source: National NAIDOC Committee

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Source: SBS Learn, National NAIDOC Committee

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This NAIDOC Week teacher resource is structured around the 2019 theme of ‘Voice, Treaty, Truth’. Explore key Aboriginal & Torres Strait Islander perspectives, peoples, histories and stories in this in-depth guide, featuring;

- Discussion questions;
- Practical activities;
- Plentiful resource links and suggestions;
- Clips for classroom viewing;
- Quality, robust structures for exploring Aboriginal & Torres Strait Islander perspectives year round.

*Caution: SBS Learn would like to advise Aboriginal and Torres Strait Islander peoples that this resource may contain images, audio visual materials and/or the names of people who have died.*

## 1. About This Resource

The resource is organised by each element of the theme, i.e. activities exploring Voice, then activities for Treaty, then activities for Truth. Activities are presented in chronological order by year group starting with Foundation.

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

### How to use this resource

Read our [Classroom Recommendations](#) before completing activities.

### Tips for using this resource

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

### Remember to:

- 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

### The Teacher's Role

Teachers are encouraged to read this entire 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 your class, 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, Truth, Treaty*.
- 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).

All of the stimuli within this 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 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.

*This SBS Learn resource is a condensed version of the original release. Some material may have been omitted for up-to-date relevancy.*

## **2. What is NAIDOC Week?**

NAIDOC Week celebrations are held across Australia each year to celebrate the histories, cultures 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.

This information is from the NAIDOC website: [naidoc.org.au](http://naidoc.org.au) as accessed on 18 February 2019. It is republished here with permission.

## **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 Torres Strait Islander dancers to perform
- Host a community BBQ or luncheon
- Hold a flag raising ceremony
- Organise a Smoking Ceremony

### 3. Voice - Primary - Foundation to Year 6

#### Foundation, Year 1 & Year 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.

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. 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.

## 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: Then, 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.

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-voice-treaty-truth/teacher-resource>

Tip: Country is always spelled 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.”\*

\*Adapted from Professor Mick Dodson, click [HERE](#) for original source

## 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.

### 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 this documentary.

Use a [yarning circle](#) to facilitate discussion. 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.

### **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. 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 to find evidence supporting their ideas.

## **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?
- 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

### **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.

## **4. Voice - Secondary - Years 7 to 10**

### **Year 7**

Long before European arrival in Australia, there were people living here. Aboriginal and Torres Strait Islander peoples were thriving on this land, had vast understanding of the environment, and intricate and complex knowledge systems to ensure survival. Long before any European-style cities were established in Australia, there were over 400 different Aboriginal and Torres Strait Islander Nations. What do you know about the Nations, Country or language groups where you are living?

### **Discussion Questions**

- Ask students to discuss what Country means
- Ask your students to share their ideas, then show them this [video](#).

### **Activities**

Ask your students to investigate the area where your school is located. Who are the Traditional Custodians of this area? What is the Aboriginal language/s spoken by the Traditional Custodians? Are there any traditional place names that are used in this area? If so, what are they and what is their meaning or significance to the area? As a whole class, keep a visual log of the sources you have used to answer these questions. Keep asking yourself...Where did I find this information? From whose perspective has this information been gathered? How do I find a variety of perspectives and voices on these subjects?

## **Year 8**

The year 2019 is the United Nations International Year of Indigenous Languages. From the name of a town, a suburb, a street, a bridge, a creek, a bend in the river, a mountain, a landmark or outcrop... across Australia many places are known for their Aboriginal and Torres Strait Islander language names.

### **Discussion Questions**

- Do you know any of the Aboriginal and Torres Strait Islander place names where you live?
- What do the Aboriginal and Torres Strait Islander place names in your area mean?
- How can you find out the authentic story behind these names?
- What knowledge do these names contain and what do they tell you about the place you live?

### **Activities**

Investigate the Aboriginal and/or Torres Strait Islander place names in your local area. Make a list and visit the places with a local Aboriginal and/or Torres Strait Islander community member who is recognised in the community for having knowledge in this area. Create a map of your local area highlighting these places to share with your school and local community.

### **Extension Activities**

The best model of practice is to work in partnership with your local Aboriginal and/or

Torres Strait Islander community and respect their wishes regarding their cultural knowledge such as how they want their language, stories and art used. With the support of your local community create a digital map and interview your local Elders to create video files to upload to the digital map as a sustainable knowledge resource of your local area for future generations.

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

- Plan ahead of time
- Depending on the area, knowledges may vary
- 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

## Year 9

There is so much more to Aboriginal and Torres Strait Islander peoples' land care than most Australians realise. Aboriginal and Torres Strait Islander peoples were farming long before European colonists reached our shores.

### Discussion Questions

- What could this knowledge do to support the agricultural industry and economy in Australia?
- What could it mean for our impact on the planet and sustainability?

### Activities

Explore and discuss the TEDx talk, [\*A Real History of Aboriginal Australians, the First Agriculturalists\*](#) by Bruce Pascoe. With the help of your local Aboriginal Land Council (if available) plan, build and maintain a local traditional food garden at your school. Make sure to have all the plants labelled with the traditional name of the plant where possible and then translate into English. Include a blurb about the uses of the plant where possible. This is a long term project and may take the entire year to complete.

### Extension Activity

Are your students really interested in exploring this learning more? Take them further by investigating and exploring the links in the Additional Resources section below, and linking it back to what they have already learned. How could utilising this knowledge assist agriculture?

## Year 10

*In 1997, more than 40 Traditional Owners and Desert Artists travelled to the Kimberley's Pirlirni to paint a map of their homelands on a large, integrated canvas measuring eight*

by five metres. Featuring significant places and waterholes (jila, jumu), the artists and their families visually, jurally, spiritually and orally recorded stories that ten years later provided substantial evidence in the eventual success of their Ngurrara Native Title Claim, and later establishment of a PBC [Prescribed Bodies Corporate].

Source: [AIATSIS](#)

## Discussion Questions

- How did the specific knowledge the Ngurrara People had of Ngurrara Country support them in a successful native title claim?
- Today, with water shortages in areas across Australia, how valuable is this knowledge for people who live in these areas?
- What would happen if we combined Indigenous and Western Knowledge systems in Australia?

Explore the Ngurrara Canvas further:

- National Museum of Australia: [Ngurrara, the Great Sandy Desert Canvas](#)
- [Putuparri and the Rainmakers](#) (Caution: teachers view first as there are adult themes – swearing, reference to alcohol).

## Activities

Explore the fire section of the [Living Knowledge Place](#). Discuss and investigate how traditional methods of fire maintenance could be used in conjunction with Western methods.

Conduct research in your local area to investigate what other work your local Aboriginal and Torres Strait Islander communities are doing to care for Country.

# 5. Voice - Additional Resources

## Foundation, Year 1 & Year 2:

Reconciliation Australia: [Welcome and Acknowledgement of Country](#)

NITV: [Melbourne Pre-Schooler does an Acknowledgement of Country](#)

AIATSIS: [Interactive Map of Indigenous Australia](#)

NITV: [Do you know what Aboriginal Land you're on today?](#)

NITV: [Vincent Lingiari & Gough Whitlam: the story behind the image](#)

## Years 3 & 4

SBS Learn: [Preserving First Languages](#)

NITV: [What you need to know about Makarrata and the 'Uluru Statement from the Heart](#)

## Year 7

[Teho Ropeyarn](#)

## **Year 8**

NITV: [National Aboriginal and Torres Strait Islander meanings of places and towns](#)

First Languages Australia: [Contact Your Local Language Group](#)

## **Year 9**

NITV: [On Country Kitchen](#) with Mark Olive and Derek Nannup

SBS Food: [Indigenous Australian Recipes and Food](#)

SBS Food: [Torres Strait Islander Deli](#)

## **Year 10**

[SBS: Traditional Bushfire Management](#)

# **6. Treaty - Primary - Foundation to Year 6**

## **Foundation, Year 1 & Year 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 peoples.

### **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.

Tip: 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?

## 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* (Allen & Unwin, 2003) 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* (Magabala, 2007) 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.

## 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 wish to use this as a jumping off point to connect back to language, which was explored as part of the Voice theme).

## Activities

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 previous activities.

- 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 this clip from NITV's *The Point – Treaty* and allow students to research their own information:

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-voice-treaty-truth/teacher-resource>

## Debate

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.

Tip: 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?

# 7. Treaty - Secondary - Years 7 to 10

## Year 7

What do you know about the concept of treaty? What do you know about the concept of a treaty between the Australian Government and Aboriginal and Torres Strait Islander peoples?

## Discussion Questions

- What is a treaty?
- What other countries have them? What was the process of having a treaty in other countries?
- Why don't we have a treaty or treaties in Australia?
- What would having a treaty mean for Australia?

## Activities

To answer the questions above students could be split up into small groups or pairs to investigate one or all of the questions. Then report back to the whole class. Using the “1988: Make A Treaty This Time” Treaty ‘88 Campaign advertisement on the [AIATSIS site](#), ask students to read, comment and reflect on the advert.

In pairs or small groups ask students to make a similar style artwork that explains what a treaty is. [Australians Together](#) is another useful resource for this activity.

## Year 8

Give students a copy of the lyrics from Yothu Yindi’s song, *Treaty* (released 1991). Then, ask students to listen to the song and research these discussion questions.

### Discussion Questions

- What is this song about?
- Does anyone know anything about the musicians who wrote and performed this song?
- When was this song written?
- What has happened regarding a treaty or treaties in Australia since this song was first released?
- Is there anything that has slowed and complicated this process?

### Activity

Working through a drama lens, ask students to get into small groups to unpack and research what they know about a treaty and/or treaties in Australia. Ask students to create a series of still, animated or short film segments to explain what a treaty is, the historical background of treaties globally, the history of Australia in terms of a treaty and what having a treaty or treaties might look like for Australia in the future. Students should support and explain thoughts and ideas with evidence from their research.

## Year 9

In 2017, the Referendum Council recommended that a referendum be held to provide in the Australian Constitution for a body that gives Aboriginal and Torres Strait Islander peoples a voice to the Commonwealth Parliament (Final Report of the Referendum Council, 2017). The Uluru Statement from the Heart called for a Makarrata Commission with the function of supervising agreement-making and truth-telling. Makarrata is a Yolgnu word for treaty. Speaking to reporters at Uluru at the time, Referendum Council representatives, Ms Pat Anderson AO and Professor Megan Davis said that a working group for the next phase of the process had been chosen from the forum.

### Activities

Ask students to make three groups (or six groups and double up in the topics) to complete

the first section of a KWL chart - what you know and what you would like to know - for each of the topics below:

- The Uluru Statement
- The term Makarrata
- The 2017 and 2018 Garma Festival

Then using the useful resources at the end of this section (or of your own finding), ask your students to find out as much as they can about their topic. Ask them to report their findings back to the class in a way of their choosing. Some examples might include writing and performing a song, hosting a performance, a multi-modal report or a diary-style video documentary.

Tip: Discuss 2018 NAIDOC Lifetime Achievement Award winner Pat Anderson AO and her work, using [this NITV article](#) as a resource.

### Reflection Questions

- What have you learnt that you didn't know before?
- How does this new knowledge make you feel?
- What does knowing this information make you want to do?
- What is something positive that you can do so other people learn more about this information?

### Year 10

Many Australians, from a broad range of backgrounds, have an opinion on whether there should be a treaty or treaties with Aboriginal and Torres Strait Islander peoples in Australia. How have these opinions been formed, and are we coming from a place of shared understanding? What are the sources of this understanding?

### Activities

Read these three articles and compare:

1. [Indigenous treaty would divide Australia into two nations according to race](#), Sydney Morning Herald, 30 May 2017
2. [Uluru forum to pursue Makarrata instead of symbolic recognition](#), NITV, 29 May 2017
3. [Australian Indigenous leaders call for formal “voice”, path to treaty](#), BBC World News, 26 May 2017

Then, create a Venn diagram to collate the information from all three articles. Label your diagram in a way that reflects opposing ideas within the source articles, shared ideas and contradictions. Extend this activity by seeking sources that confirm or refute different assertions made in the source articles. Extend this further by reflecting which of the

sources represents the more accurate/reliable view in this instance. Support your decisions with evidence.

## **Discussion**

Are there any misconceptions that are coming across in the articles? If so, what are they and why do you think they have occurred?

- Media plays an important part in our lives. How do we make sure we are using critical literacy skills in any news we come across?
- There has been lots of noise about the role of fake news and misinformation on social media. What is fake news? Why can it be damaging? How can you spot it and what can we do about it as respectful citizens?

# **8. Treaty - Additional Resources**

## **Foundation to Year 6**

Christchurch Library Kids' Treaty Zone: [What is a Treaty?](#)

Australians Together - [The Lack of Treaty](#).

## **Years 7 to 10**

[Uluru Statement from the Heart](#)

NITV - [Makkarata Explainer](#)

NITV - [Garma Festival Explainer](#) 2017

NITV - [Garma Festival Explainer](#) 2018

# **9. Truth - Primary - Foundation to Year 6**

## **Foundation, Year 1 & Year 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.

## **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, 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.

## 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 crossover 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)? Check out [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 (One Day Hill, 2012), and *Marngrook: the Long-Ago Story of Aussie Rules* by Titta Secombe (Magabala Books, 2012).

## 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?

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.

### Activities

Watch and listen to Scott Darlow's [Sorry](#) video clip. Scott Darlow is a 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](#) explores the use of dance and movement to tell this story:

Listen to and explore the lyrics of Archie Roach's song, [Took the Children Away](#). 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.

## 10. Truth - Secondary - Years 7 to 10

### Year 7

Part of ‘decolonising’ our perceptions about what we think we know to be true about Australia is hearing the truth from Aboriginal and Torres Strait Islander peoples. The Australian narrative has largely been written from a Eurocentric perspective. Hearing Australian history and the impacts of this history from an Aboriginal and Torres Strait Islander perspective is needed if we are to fully understand each other.

### **Activities**

A rich resource to explore in class is the Trisha Morton-Thomas documentary, *Occupation: Native*. Watch: *Clip 1 – Historical Acceptance*. Use the SBS Learn teacher resource that has been written to support learning using *Occupation: Native* to drive conversations, discussions and debates.

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-voice-treaty-truth/teacher-resource>

Use a yarning circle to facilitate discussions. Shared thinking and ideas not only showcase Aboriginal and Torres Strait Islander peoples’ methods and ways of working but enable students to participate in 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. More information on running a yarning circle can be found [here](#).

### **Reflection Questions**

Look at the different ways we use yarning circles today. Some people call them fireside chats or dialogue circles. What are the strengths of using a process like this in discussions?

What does ‘decolonising’ mean? Who does this apply to here in Australia and globally?

### **Extension Activity**

What do your students know about Eddie Mabo? In 1992, a Torres Strait Islander man named Eddie Mabo and other representatives from the Meriam people presented a claim against the Queensland government, drawing on the land rights system found within the Mer (also known as Murray Island) community in the Torres Strait. The Mabo decision has had an enormous impact on Australia, on how Australian history is told, and challenged the notion of Terra Nullius. Explore with your students the meaning, history and impacts of Terra Nullius in Australia and how the High Court’s ruling on Mabo challenged Terra Nullius. There are multiple resources, documentaries, films, articles and other materials to aid your research. The [NITV website](#) is a great place to start. Also - head to [AIATSIS: Eddie Koiki Mabo](#).

## **Year 8**

As Aboriginal and Torres Strait Islander peoples have traditionally done for over 65,000 years, we continue to tell our stories our way and share our experiences through art, dance, song and, in contemporary times, film. It is important that we are able to share our

own perspectives so that everyone can be recognised and embraced in our national identity.

### Activities

Read this article and listen to the song Smoking Ceremony then consider the discussion questions. NITV: [Aboriginal hip hop artists want to 'clear the air' around January 26.](#)

Listen to the song [Smoking Ceremony](#) featuring B2M, Birdz & Tasman Keith.

### Discussion

- Why do you think this song was written?
- What is the purpose of a Smoking Ceremony?
- Why do you think the song has been named *Smoking Ceremony*?
- Why is this message so important to the Aboriginal musicians who have written this song together?
- How are contemporary songs helping to revitalise and reclaim Aboriginal languages?

## Year 9

Have you ever heard the name K'gari before? What about Fraser Island? This story is about hearing both sides of a story and reclaiming the truth about what took place when Eliza Fraser was shipwrecked on K'gari. [K'gari – Interactive](#). And - SBS Learn [Discover Australia's First Fake News Story](#).

### Activities

Generally speaking, the Australian narrative has been written in a Eurocentric way. Hearing Australian history from an Aboriginal and Torres Strait Islander perspective is an important part of learning about Australia's history. Having our voices heard is part of the truth-telling that needs to happen for Australia to move forward together.

- Use the teacher notes that have been written to support learning through *K'gari* to drive conversations, discussions and debates about truth-telling.
- Is there a story you have found in your research that has been told from one perspective only? • Deconstruct it and see if it would be possible to reconstruct the story from multiple perspectives. The concept of deconstruct/reconstruct is another Aboriginal process for learning. More information can be found about this process here: [8 Ways of Learning](#) by Tyson Yunkaporta.

### Discussion

- Where else have you seen a deconstruct/reconstruct process?
- Have you used this process in any of your current learning? Have you seen this process in action in the wider world?
- If you were to apply this process to your own learning, how could it be beneficial to the way you learn?

## Year 10

*That Deadman Dance* by Kim Scott (Pan Macmillan, 2011), is a 'contact' novel set on the south coast of Western Australia, where European ships anchored for months and interacted with the local Noongar people. Scott's novel takes place through these years of informal colonisation, where certain pragmatic compromises were reached. This obligation for the European settlers and Noongar to get along with each other was, as the novel stipulates, driven by practical realities. The colonists were few and isolated, and they were profoundly ignorant of local conditions thus reliant on the Traditional Custodians' knowledge for water and the basic navigation of the interior. A range of relationships ensued, certainly not equal, but distinguished by forms of genuine exchange.

Source: [The Conversation](#)

Teacher caution: Please note there are some adult themes that are not suitable for younger audiences and material from *That Deadman Dance* should be read by teachers in advance of employing the text.

### Activities

Assign a chapter to pairs of students in order from chapter 1-25. For example if you only have 15 students in your class in the first round you might only be able to cover seven chapters. Keep going in this way until you reach chapter 25. Ask your students to read the chapter they have been assigned together, discuss the chapter, and document the events therein. They can then decide how they are going to report this information back to the class in a creative way. This way the book is read, discussed and expressed through the student's eyes and the discussion is driven by them. For example a pair of students might decide to express their understanding of the chapter through visual representation where they can draw, paint or illustrate one or all of the main points of the chapter and then talk to the class as a way of showing their understanding and knowledge. This showcase might only take 1-2 minutes.

### Reflection

After each group has showcased their work it is important that there is time for discussion around the plot. Ask students to consider which parts of the story they find moving. Have them think about other stories that remind them of a similar idea. The audience may also want to ask questions of the students who presented.

### Cross-Curricula Connections

With this activity, it is possible to connect to all subject areas through how students choose to showcase the chapters they present. It can be made explicit that students are using a holistic approach to learning. When you are able to make connections between new knowledge and things you already know, you add value to your learning.

## 11. Truth - Additional Resources

[Share Our Pride](#)

[Reconciliation Australia Reconciliation Timeline](#)

[NAIDOC Awards](#)

[Kinship Learning Module](#) developed by Dr Lynette Riley

[AIATSIS](#)

[Scott Darlow school visits](#)

[NITV: What is 'truth-telling' and why does it matter to Indigenous Australians?](#)

[Stories under Tagai](#)

[The Mission Songs Project](#)

[AIATSIS: Reclaiming Traditional names: \*Uluru – Journey to Handback\*](#)

[Aboriginal Victoria: Gariwerd/The Grampians](#)

## 12. Copyright

For the purpose of this online explainer, we have consolidated two resources into one.

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Title: NAIDOC Week 2019 Classroom Resource - Primary ISBN: 978-0-6485059-2-1

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Title: NAIDOC Week 2019 Classroom Resource - Secondary. ISBN: 978-0-6485059-3-8

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