



**HEAL
COUNTRY!**
4-11 JULY 2021

SBS Learn

NAIDOC Week 2021 Teacher Resource



Foundation to Year 10

SBS is the official media and education partner of NAIDOC Week 2021
[sbs.com.au/learn](https://www.sbs.com.au/learn)



This resource was developed
on Cammerayagal Country.



SBS, the National NAIDOC Committee and the National Indigenous Australians Agency acknowledge the Traditional Owners of Country throughout Australia, and pay respect to Elders past, present and emerging.

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

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

Information in this resource correct at time of publication.



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Title: SBS Learn NAIDOC Week 2021 Teacher Resource

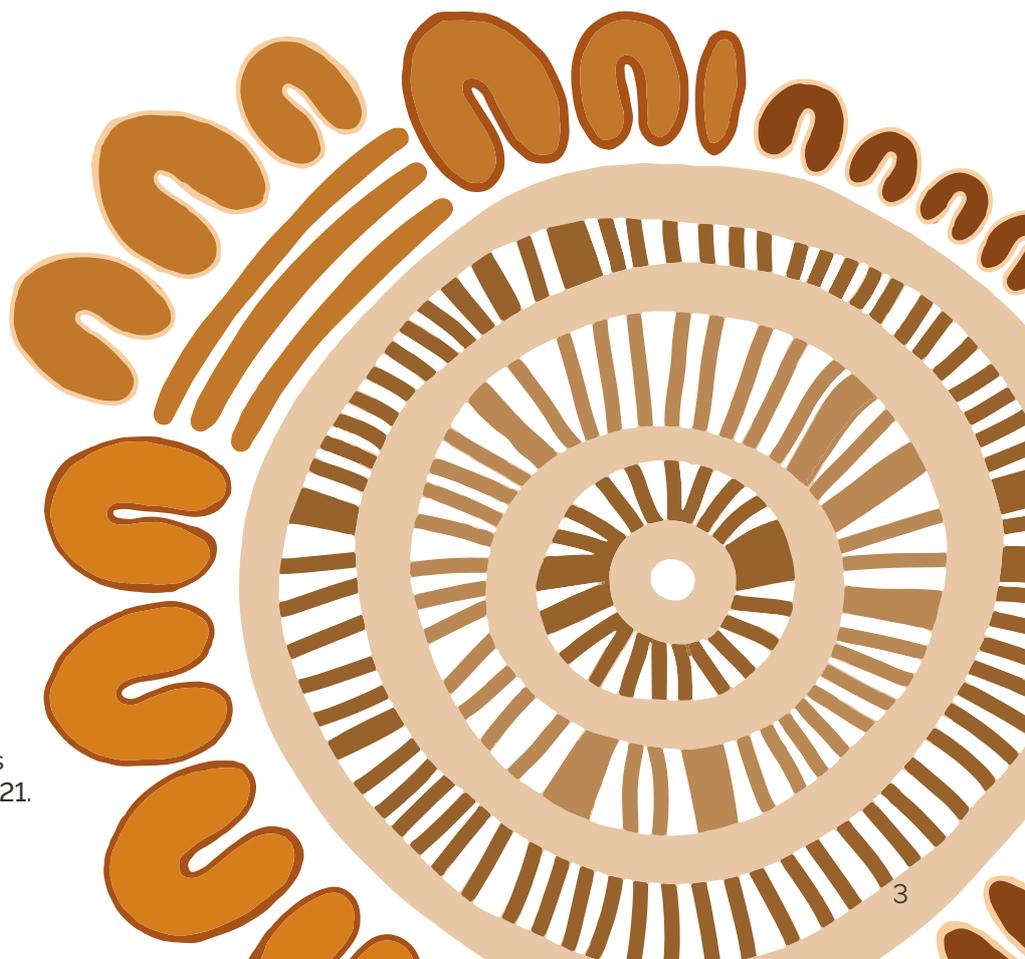
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We'd love to hear what your school is doing to celebrate NAIDOC Week 2021. Write to us at sbslearn@sbs.com.au

About the author



Shelley Ware. © NITV. Photographer: Mel Steer.

Resource author

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 Aboriginal and Torres Strait Islander Education Officer at Parade College, Melbourne. Shelley has started her own Education Consultancy business to help educate teachers, so they are confident in embedding Aboriginal and Torres Strait Islander histories and cultures into their everyday curriculum. She 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. Shelley is also an Ambassador for the Jean Hailes Foundation for Women's Health Week. She is a member of the Carlton Football Club (FC) RAP and Carlton FC Community, Diversity and Inclusion Board sub-committee. Shelley loves to give back to the community through her passion for helping people — particularly children — to be the best they can. She is the host of the football show *Colour of Your Jumper* and a member of ABC's *Outer Sanctum* podcast.



Maggie-Jean Douglas. © National Indigenous Australians Agency, on behalf of the National NAIDOC Committee.

Cover – 2021 NAIDOC Week Poster Competition winner

Maggie-Jean Douglas

Gubbi Gubbi

When creating *Care for Country*, I kept in mind that this meant spiritually, physically, emotionally, socially and culturally – I chose to create a bright and vibrant artwork that included the different colours of the land, but showed how they come together in our beautiful country and to make people feel hopeful for the future. I've included communities/people, animals and bush medicines spread over different landscapes of red dirt, green grass, bush land and coastal areas to tell the story of the many ways Country can and has healed us throughout our lives and journeys.



Gadayda! Welcome!

Gadayda is a Kuku Yalanji word for welcome.



Welcome



Three generations together, 2019. © Talei Elu Photography. Photographer: Talei Elu.

It is my pleasure to share the SBS Learn teacher resource for NAIDOC Week 2021.

SBS's NAIDOC partnership is one of our key opportunities to enhance engagement with Aboriginal and Torres Strait Islander knowledges and perspectives each year. NAIDOC Week is a valuable time for us all to celebrate together the diverse cultures and achievements of Aboriginal and Torres Strait Islander peoples, encouraging a deeper understanding of Australia's shared history and shared future.

As Australia's multicultural and Indigenous broadcaster, there is an important role SBS can play in truth-telling and reconciliation, with a unique capacity to connect communities. Particularly being the home of NITV, a trusted platform to share First Nations stories, SBS is committed to amplifying Indigenous voices and encouraging those important, nation-shaping conversations.

One of SBS's principal functions, as set out in our Charter, is to educate all Australians, and our teaching and learning projects serve to extend those discussions by connecting with young people – which is critical to building understanding and preserving our nation's history and cultures.

This year's NAIDOC Week theme, 'Heal Country!', is rich with opportunities for teachers to explore a multitude of topics, perspectives and experiences with students of all ages. This Indigenous-designed curriculum resource features themed activities, discussions and clips, and, importantly, ways to explore and include Aboriginal and Torres Strait Islander perspectives into lessons year-round. It is supported by a breadth of resources available via our dedicated website for teachers, SBS Learn – a trusted, accessible portal for sophisticated learning materials on a range of topics, and available in multiple languages.

I would like to acknowledge Shelley Ware, Yankunytjatjara and Wirangu descendant and author of this year's NAIDOC Week resource, and the many collaborators who have helped develop and deliver these important and enriching teaching materials to more than 20,000 schools around the country.

SBS is proud to be inspiring our youngest Australians to learn from and engage with the world's oldest continuing cultures. I hope you enjoy using this resource with your students and communities.

James Taylor
SBS Managing Director

NAIDOC Week is about excellence. It's a celebration of 65,000 years of history, culture and achievements, but it's also a time to chart a just future - and this future starts with education. That's why I'm delighted to welcome you to these NAIDOC Week education resources, developed by SBS in conjunction with the National NAIDOC Committee.

Using the information and classroom activities in these resources, I'm confident Australian teachers will instill in our country's future leaders a strong understanding and pride in the cultures of Aboriginal and Torres Strait Islander peoples.

Each year, the NAIDOC Week theme is chosen to give prominence to matters of importance, to create awareness and celebrate successes.

The NAIDOC theme is also an acknowledgement of further work that needs to be done.

This year's NAIDOC Week theme is Heal Country, which recognises that Country and our cultural heritage are the essence of who we are.

This special year provides an opportunity for us to walk and work together to share how we have cared for Country, land and sea, for millennia; to heal and to share our cultural strength with the broader community.

This year's NAIDOC Week education resources continue to complement the work of the National Indigenous Australians Agency, which recognises our connection to family, land, language and culture forms the foundation for social, economic and individual wellbeing.

Learning and healing go hand-in-hand. I commend these resources to all Australian educators and parents. I wish you all a happy NAIDOC 2021.



The Hon Ken Wyatt MP
Minister for Indigenous Australians

Country is more than a place. It is inherent to our identity.

We speak about Country like a person, sustaining our lives in every aspect - spiritually, physically, emotionally, socially and culturally.

This year's NAIDOC Week theme – Heal Country! – is a call for all of us to seek greater protections for our lands, our waters, our sacred sites and our cultural heritage from exploitation, desecration and destruction.

This year's theme also seeks substantive institutional, structural, and collaborative reform – something generations of our Elders and communities have been advocating, marching and fighting for, and something that our children and future generations deserve.

We are pleased to again partner with SBS on an education resource which explores the elements of this year's NAIDOC Week theme in so many engaging ways.

We encourage you to use these materials again and again as you and your students explore and appreciate the rich history, diverse cultures and achievements of Aboriginal and Torres Strait Islander peoples.



Shannan Dodson & John Paul Janke
Co-Chairs, National NAIDOC Committee

Getting the most from this resource

This is a resource for all Australian schools. It will help embed Aboriginal and Torres Strait Islander perspectives, knowledges and histories in your school. Though NAIDOC Week is celebrated during one week per year, the teaching and learning opportunities in this resource are applicable year round.

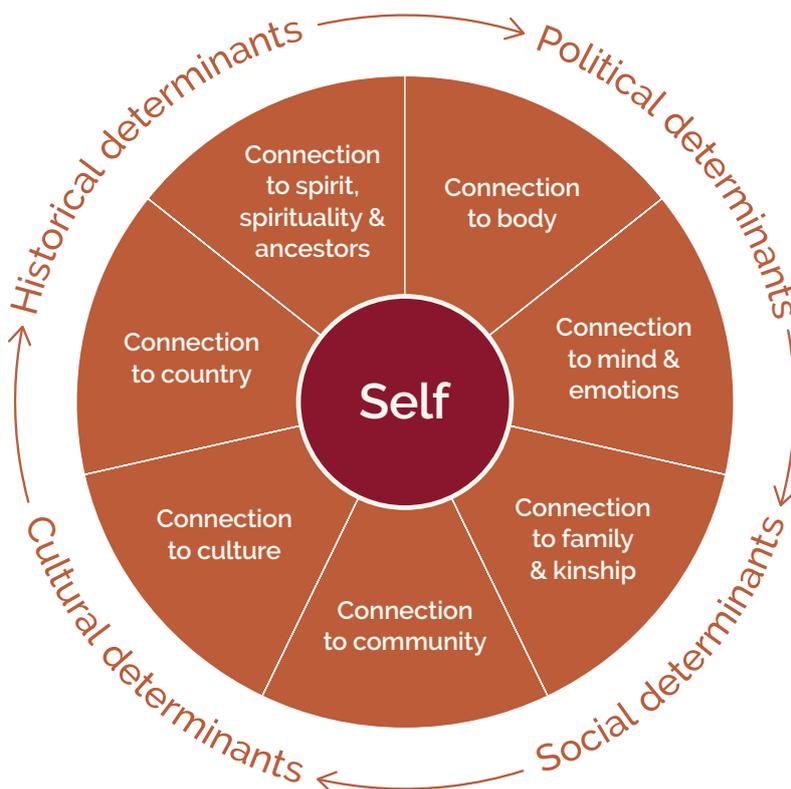
It is highly recommended to connect with local Aboriginal and Torres Strait Islander community members, Traditional Owners, Elders, community organisations, Land Councils and/or representatives. There is a list on SBS Learn to help you connect. It is worth noting NAIDOC Week is one of the busiest calendar events for Aboriginal and Torres Strait Islander peoples and that your respectful, timely conduct in forging connections will be important.

 **A full list of relevant Australian Curriculum content codes can be found on SBS Learn. Also, you can find an e-version with clickable hyperlinks at [sbs.com.au/learn](https://www.sbs.com.au/learn).**

The teacher's role

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 the 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 also to make sure that everyone is respectful to each other, and that everyone who wants to contribute constructively can be heard. Where possible, invite Traditional Owners, Elders and/or Aboriginal and Torres Strait Islander community members to talk about the NAIDOC Week 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.



Content Protocols

Explore Aboriginal ways of learning and working, such as interconnectivity and holistic thinking (rather than considering concepts in isolation). The diagram describes how the context of the learner and the substance of what is being learnt are interconnected.

Diagram: 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.



Respect: classroom guidelines

Before using the activities, set clear classroom ground rules. Work together to create a safe space to 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 or intimidation.
- **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.
- **Speak mindfully:** consider what you are about to say and share. Is it constructive? Are you being mindful of the values of your family, school and community? Racism, vilification and discrimination have no place in classroom discussions.
- **Encourage students to frame discussion comments as their own** (as in "I think") and avoid forceful language (such as "you should"). Students should draw on evidence and critical research in shaping their responses.
- **Engaging with diverse perspectives** – including Aboriginal and Torres Strait Islander perspectives – is the 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.**

As each classroom is unique, add any further guidelines that may be required.



Garma Participants, 2018. © Yothu Yindi Foundation. Photographer: Peter Eve.



It is also essential to carefully consider the integrity of references used in class. Prompt students to examine the sources of their prior learning and to seek new knowledge through reputable sources. Triangulate information using trusted sites such as [AIATSIS](#), [Reconciliation Australia](#), [Narragunnawali: Reconciliation in Education](#), and [NITV/SBS](#).



AIATSIS



RECONCILIATION

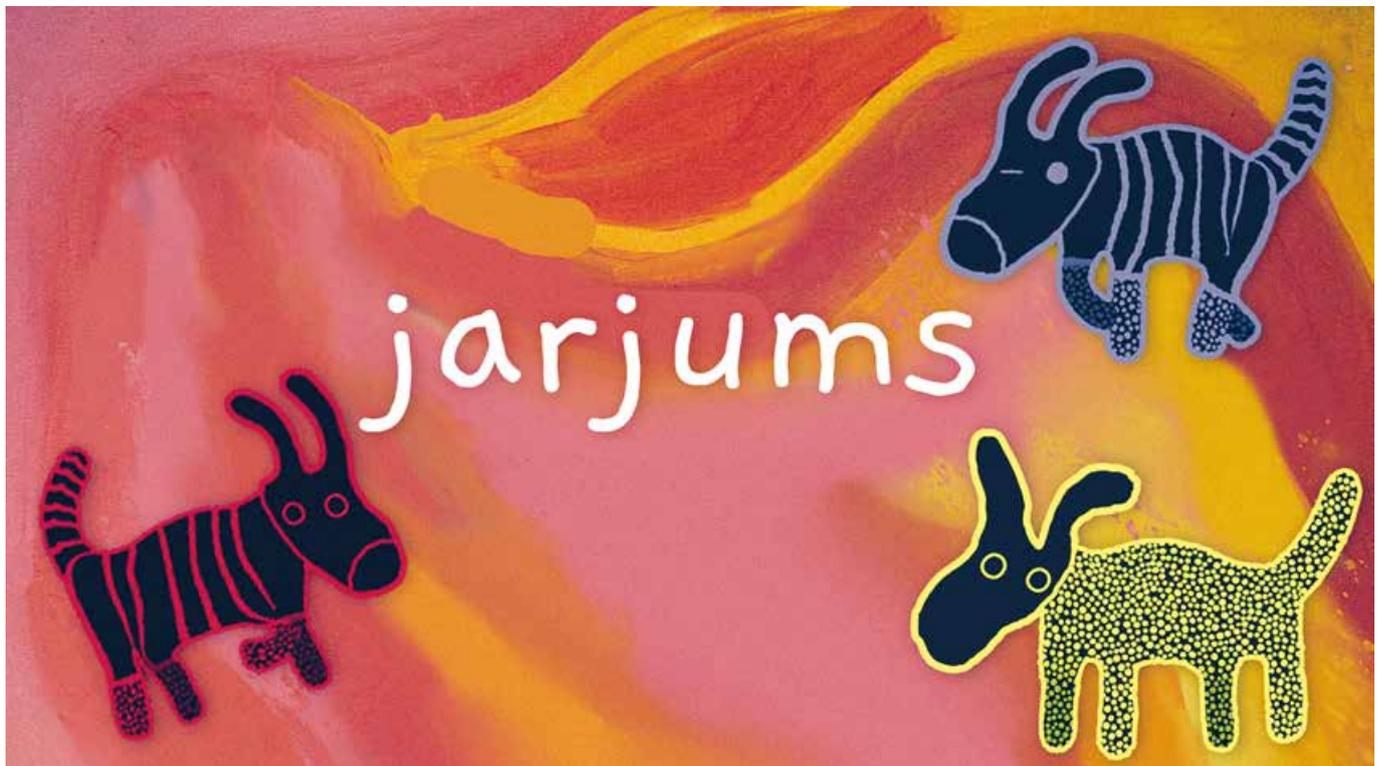


NARRA
JUNNA
WALI



Consider organising a professional development session to embed cultural competence amongst staff. Check out page 37 for helpful ways to get this going. Investing in staff cultural competence will help involve Aboriginal and Torres Strait Islander knowledges, histories and cultures year round, and build confidence in teaching staff.

For Jarjums



NITV *Jarjums* artwork. © NITV. Artwork: Pitjantjatjara Artist Nicole Rupert and NITV Jarjums.

Jarjums is a word which means 'children' and is used by a number of Aboriginal Nations on the eastern coast of Australia.

We know many early childhood educators will use this resource to plan their NAIDOC Week celebrations, so here are suggestions for younger learners:

- Make contact with your local Aboriginal and Torres Strait Islander community to find appropriate Elders who can visit your school and run sessions relating to each year's NAIDOC theme.
- Educators can ask Aboriginal and Torres Strait Islander parents for sound foundation readers for Aboriginal and Torres Strait Islander children in their care.
- There are lots of picture books in this resource that early childhood learners will enjoy.
- Dedicate a daily session to watching television programs from our National Indigenous Television station, NITV (part of the SBS family). For example, you can watch an episode of award-winning animation *Little J & Big Cuz* each day for the duration of NAIDOC Week (and beyond – there are two seasons so far!). There are episodes translated into Aboriginal languages Pintinjarra, Arrernte, Wiradjuri, Yawuru, and palawa kani, with more languages to come.
- There are colouring sheets and posters on the NAIDOC Week website: naidoc.org.au



Let us know how your little ones go with their NAIDOC learning! Send us an email and tell us what you've been up to: sbslearn@sbs.com.au



Primary

Foundation to Year 6



Foundation



Aboriginal and Torres Strait Islander peoples believe we belong to Country and we call the natural environment 'Mother Earth'. We are connected by spirit and it is our responsibility to look after Mother Earth; we are her caretakers.

Yirrganydji rangers conducting a reef health survey on the Great Barrier Reef. © Dawul Wuru Aboriginal Corporation.

Key questions

- Who are the Traditional Owners of Country where your school is located?
- What does it mean to care for Country, what does it mean to be a caretaker?
- Why do we need to care for Country?
- How can you care for Country?
- How are we connected to Country?

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

Activities

Watch the clip listed here. Then, talk to your students about why Aboriginal and Torres Strait Islander peoples call the Earth, Mother Earth and how it is our responsibility to look after her. Talk about ways they can respect her and care for her.

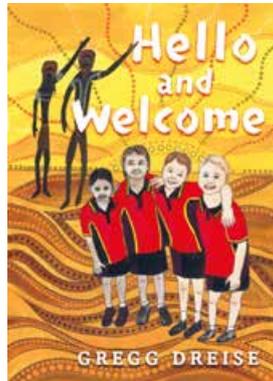
[youtube.com/watch?v=I1hOwTEsCPE](https://www.youtube.com/watch?v=I1hOwTEsCPE)

As a whole class, write a series of questions or statements about what it looks like to care for the Country your school is on. Take your class outside before school, after recess and after lunch for a walk, to look at the school grounds. When you return to class, ask the class the questions and collate their answers. Bring your findings to your student council, Principal or school assembly and make suggestions to benefit your school community.



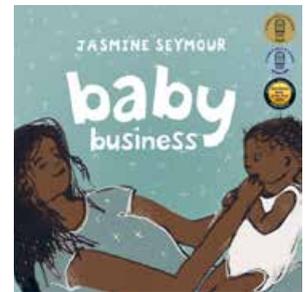
Reading

Read *Hello and Welcome* by Gregg Dreise (Penguin, 2021) to your class. Then, hold a Yarning Circle and discuss what your students learnt about what Aboriginal and Torres Strait Islander peoples mean by Country and why it is so important.



Reading

Read *Baby Business* by Jasmine Seymour (Magabala, 2019). This story tells of a Darug baby Smoking Ceremony that welcomes baby to Country. Darug language is written throughout and will share the message of connection to Country, and the need to care for it, with your students. Extend learning by inviting a local Elder to your school to speak with the students about the importance of a Welcome to Country. Students can then consider and discuss ceremonies they are familiar with that have a similar purpose as the baby Smoking Ceremony, for example, baptism or baby naming ceremonies.



1 *The Queensland Curriculum & Assessment Authority outlines Yarning Circles on their website.*

***** *The Darug people are the Traditional Owners of much of what is modern day Sydney. Darug is sometimes spelled Dharug, and Daruk (Source: [AIATSIS map of Indigenous Australia](#)).*

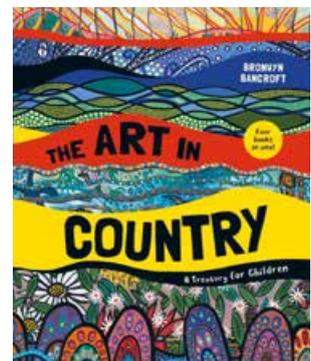


Children from Seisia community, 2019. © Talei Elu Photography. Photographer: Talei Elu.



Reading

Read *The Art in Country* by Bronwyn Bancroft (Hardie Grant, 2020) then undertake art appreciation activities about what your students love about the Country they learn on. Take the class outside with paints and ask them to paint what Country means to them.



Ask local Aboriginal and Torres Strait Islander representatives if you can learn an Acknowledgement of Country in the local First Language.

Foundation



Young rangers. © Yintjingga Aboriginal Corporation.



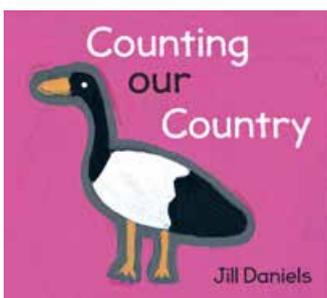
Extension activity

Have your students go home and ask their parents or caregivers the same questions the class developed for the schoolyard walks (on page 12). Get them to find out how they look after the Country their house is built on. As a class, collate the information, then create a short video of your students explaining ways we can look after Country together. You may even show this video at school assembly or put it on your school website to show how your school and community will care for Country.



Reading

Read the book *Counting our Country* by Jill Daniels (Magabala, 2020), then undertake art appreciation activities about what students love about the Country they learn on. Take your class outside with paints and get them to paint on Country what Country means to them.



Hang the AIATSIS map of Indigenous Australia in your classroom. Mark what Country your school is on and learn how to pronounce it properly. Create an Acknowledgment of Country with your class to say at the start of every day, including the Traditional Owners' name. If you live on contested land, make sure you acknowledge all Traditional Owner groups. aiatsis.gov.au/explore/map-indigenous-australia



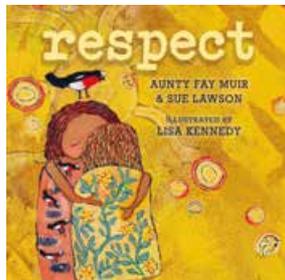
Going further

Watch episodes of NITV's *Little J & Big Cuz* in your classroom to help your students connect with Aboriginal and Torres Strait Islander peoples and cultures. Talk about what they learnt and enjoyed after each episode [sbs.com.au/ondemand/program/little-j-and-big-cuz](https://www.sbs.com.au/ondemand/program/little-j-and-big-cuz)



Going further

Read *Respect* by Auntie Fay Muir and Sue Lawson, Illustrated by Lisa Kennedy (Magabala, 2020). Respect and the importance of family are two central cultural principles for Aboriginal and Torres Strait Islander peoples and are explored in this book. Use the story as a framework for discussing what respect looks like and how we can show respect to each other. Frame this activity as a way of acknowledging respectful dialogue - especially when we disagree - is an essential component to healing.



Useful resources

Online

- ➦ This NITV article explores the importance of connection to Country [sbs.com.au/nitv/article/2015/10/22/why-connection-country-so-important-aboriginal-communities](https://www.sbs.com.au/nitv/article/2015/10/22/why-connection-country-so-important-aboriginal-communities)
- ➦ This article is about NITV documentary *Connection to Country* [sbs.com.au/nitv/article/2017/08/02/filmmaker-wants-show-what-connection-country-really-means](https://www.sbs.com.au/nitv/article/2017/08/02/filmmaker-wants-show-what-connection-country-really-means)
- ➦ Read this news piece about Welcome to Country rituals [sbs.com.au/news/how-welcome-to-country-rituals-are-changing-to-make-all-australians-take-note](https://www.sbs.com.au/news/how-welcome-to-country-rituals-are-changing-to-make-all-australians-take-note)
- ➦ The Queensland Curriculum and Assessment Authority published this resource on connection to Country qcaa.qld.edu.au/downloads/approach2/indigenous_res005_0803.pdf

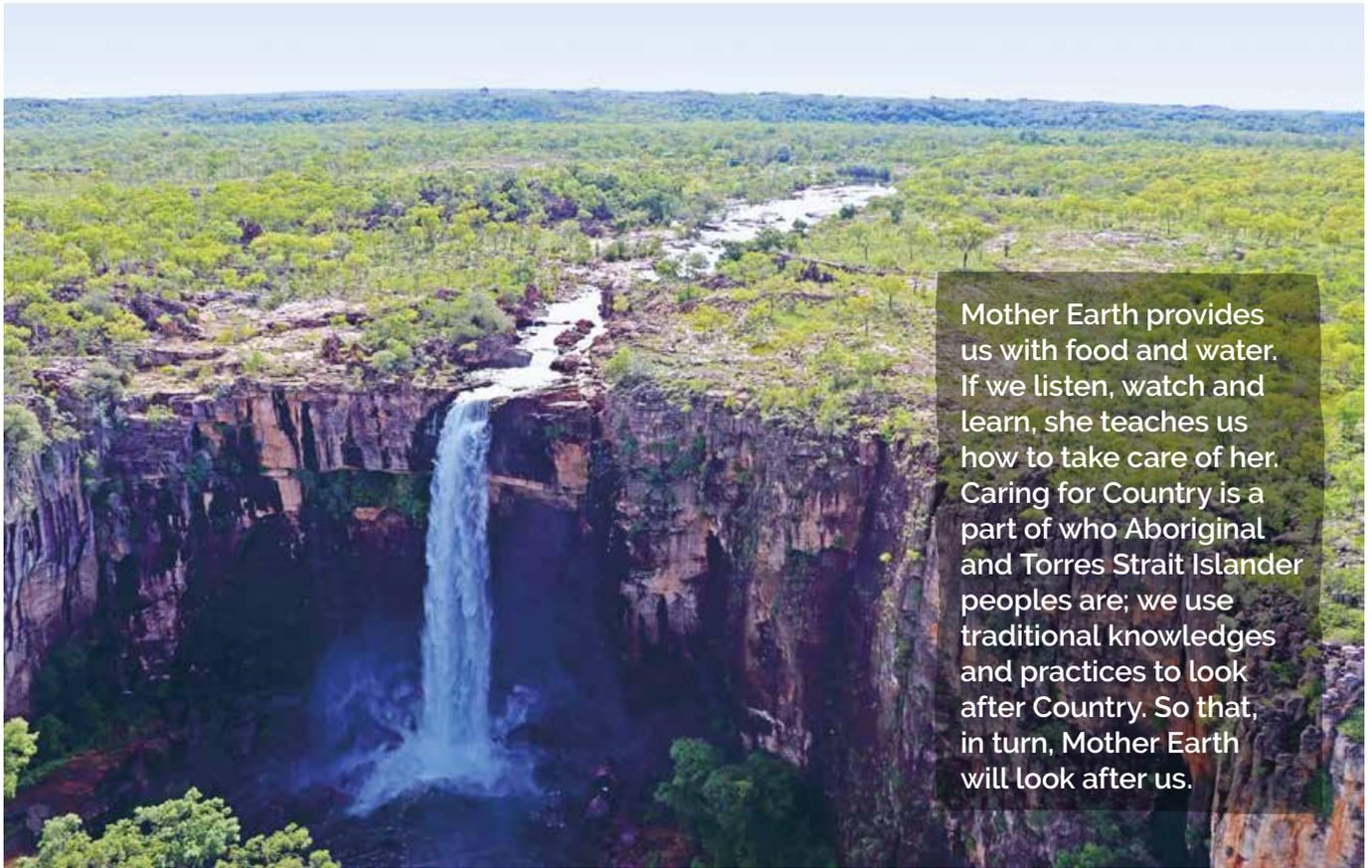
Book

- 📖 Read *Wandihnu and the Old Dugong* by Elizabeth Wymarra and Wandihnu Wymarra, illustrated by Benjamin Hodges (Magabala, 2007). This book is about a young Torres Strait Islander girl's journey from Badu Island (in the Torres Strait) to the city.



Child running into water, 2020. © Talei Elu Photography. Photograph: Talei Elu.

Years 1 & 2



Mother Earth provides us with food and water. If we listen, watch and learn, she teaches us how to take care of her. Caring for Country is a part of who Aboriginal and Torres Strait Islander peoples are; we use traditional knowledges and practices to look after Country. So that, in turn, Mother Earth will look after us.

Magela Falls, Kakadu National Park. © Talei Elu Photography. Photographer: Talei Elu.

Key questions

- How have Aboriginal and Torres Strait Islander peoples looked after Country for 65,000+ years?
- What is meant by traditional knowledges?
- How can traditional ways of caring for Country help our planet today?
- Why are native plants important to Country?

Activity

Play the music video *Feel the Fire* by Josh Arnold from Small Town Culture. Talk to your students about what the children in the clip are singing about and how much they love and connect to Country. Ask students how they feel about the land they live on and what it means to them. You might extend this by writing a class song about your class's connection to Country and perform this song at assembly. youtube/4e54HKlBDxO

Activity

Explore how Aboriginal and Torres Strait Islander peoples use native plants for cooking. Contact your local Aboriginal or Torres Strait Islander community organisation or Local Aboriginal Land Council or Local Council, to find a list of plants native to your area. Plant a native plant in a cup from seeds or seedlings. Teach your students to nurture their own plant. They can take it home when the time is right, to plant in their garden or another family members' home. Add a little tag to the plant when they take it home, to encourage their family to use the plant. For an example of how native plants can be used in cooking, check out this article from SBS Food: sbs.com.au/food/article/2020/11/09/how-nurture-your-own-bush-food-garden



Reading

With the class, read *Demon Guards the School Yard* by Anita Heiss and the students of La Perouse Public School (Oxford University Press, 2011). In this story, someone is vandalising the bush tucker garden at Yirra's school. Could it be the Husky Dog Demon? This book talks to caring for Country, the value of friendship and taking responsibility. It has rap lyrics throughout, written by the students, which can form the basis of an activity writing a rap song about protecting Country.



Extension activity

Create a school herb garden for cooking classes, gardening clubs or canteen staff to use to create bush foods-inspired dishes. Once you have a crop, you could even bundle plants up and sell them to your school community to raise money for a school project or a chosen charity. Edible plants include basketgrass, lemon myrtle, murrnong and quandong. You can find more details and ideas on page 25 of the SBS Learn NAIDOC Week 2020 teacher resource sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be



Fishing in Seisia, 2020. © Talei Elu Photography. Photographer: Talei Elu.



Useful resources

Books

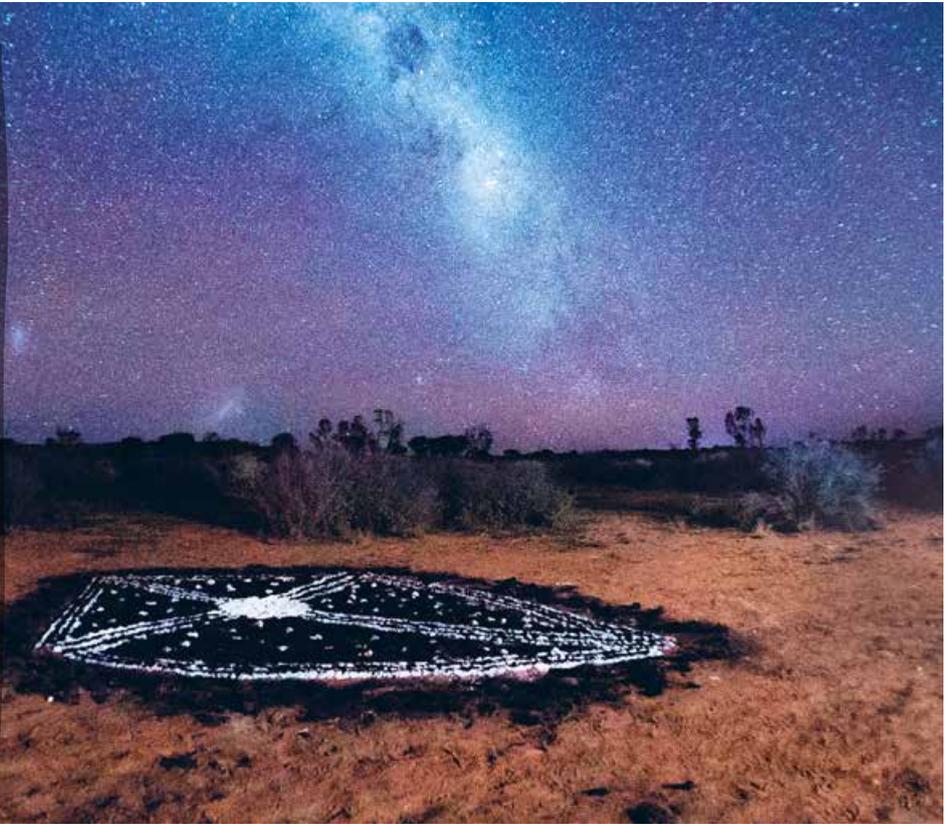
- 📖 *On the Way to Nana's* by Frances Haji-Ali and Lindsay Haji-Ali and illustrated by David Hardy (Magabala, 2017).
- 📖 *Our Home our Heartbeat* by Adam Briggs (Hardie Grant Children's, 2020).

Online

- 📺 *Mayi Jilbamun (Food Journey)* features the traditional lands of the Daintree River and Mossman Gorge in an interactive, online piece, sbs.com.au/nitv/feature/mayi-jilbamun

Years 3 & 4

Aboriginal and Torres Strait Islander cultural practices cared for Country, sustaining peoples and the natural environment for thousands of years prior to colonisation. As a nation, we can embrace Aboriginal and Torres Strait Islander cultural knowledges and understanding of Country as part of our way of life. Embracing some of the traditional cultures and values of Aboriginal and Torres Strait Islander peoples will help us heal as a country.



Ground painting of Southern Cross, Central Desert. From Warwick Thornton documentary We Don't Need a Map. © Barefoot Films.



Key questions

- How do we embrace aspects of Aboriginal and Torres Strait Islander cultures and what do you think this means?
- What does it mean to be connected to culture?
- What does Country mean to Aboriginal and Torres Strait Islander peoples? What is Aboriginal and Torres Strait Islander peoples' relationship with Country?
- Why do you think we need to heal Country?
- What do you think we can do to heal Country?



Activities

Read the following article with, or to, your students. You might wish to share it on a screen and play the video clips included in the piece: theconversation.com/the-moon-plays-an-important-role-in-indigenous-culture-and-helped-win-a-battle-over-sea-rights-119081

Reflect on what the students have learned from reading this article. Then, as a whole class, use mixed materials to create a story board or display of how Torres Strait Islander people use the moon to influence their daily lives.

Aboriginal and Torres Strait Islander peoples have a strong connection to and respect for bodies of water, but limited influence on large scale water usage and removal. This has disrupted traditional practices of caring for Country, some of which date back 65,000+ years. Talk to your students about the impacts they think this has had on Aboriginal and Torres Strait Islander peoples. These NITV articles will help unpack relevant concepts: sbs.com.au/nitv/subject/water-rights



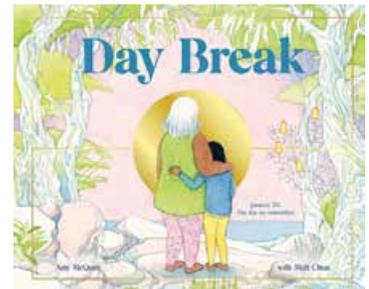
Activity

Watch and listen to the music video *Freedom* by Archie Roach and Patrick Mau AKA Mau Power. Then, divide into small groups and discuss the different emotions students felt during the song. Ask the groups to discuss what they think the message of the song might be. Students can then reflect their responses to *Freedom* through devising an original, one-minute presentation of art, dance or song. youtu.be/xMqG_LyD9s4



Going further

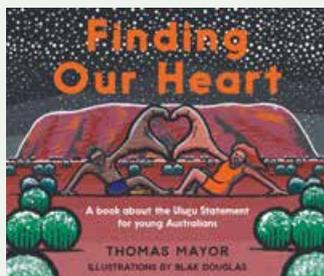
Read *Day Break* by Amy McQuire (Hardie Grant Children's Publishing, 2021). This is a story of resistance and resilience as a family go back on Country to reflect on January 26. This book highlights the connection Aboriginal and Torres Strait Islander peoples have with culture, and truth-telling through storytelling.



Extension Activities

Read *Finding Our Heart: A Story about the Uluru Statement for Young Australians* by Thomas Mayor (Hardie Grant, 2020). Reflect on what you have been talking about with sea and water rights with your class. Talk about how some people believe the Uluru Statement from the Heart could give Aboriginal and Torres Strait Islander peoples a Voice to Parliament, so they can continue to care for the land using traditional knowledges – helping to heal our nation. Look at the back of the book for further suggestions on how you can help find our heart.

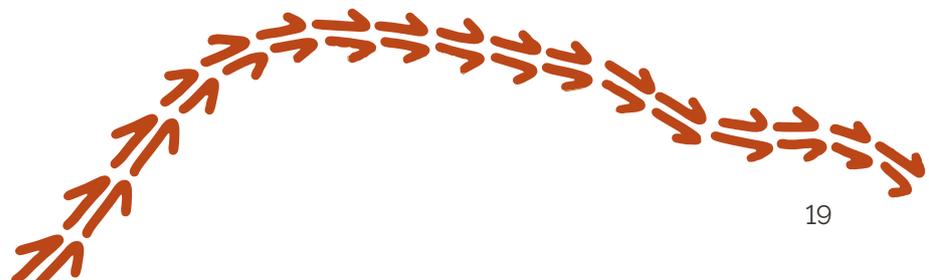
Sit in a Yarning Circle (see page 13). Give each student their own copy of the Uluru Statement from the Heart and take turns to read sections. Pause to discuss students' responses, thoughts and feelings. Ask them to take their copy of the Uluru Statement home and share it with their families. Perhaps each student can collect two or three bullet points capturing family responses. ulurustatement.org



Useful resources

Online

- ➦ An article to support reading *Day Break* by Amy McQuire sbs.com.au/learn/children-s-book-offers-first-nations-perspective-on-january-26
- ➦ Share our Pride shareourpride.org.au/sections/our-culture/index.html
- ➦ The Sun and Moon Aboriginal perspectives and STEM Activities csem.flinders.edu.au/thegoodstuff/IndigiSTEM/docs/astronomy/The_Sun_and_Moon_Aborigin_1.pdf
- ➦ Mau Power; Culture and Survival sbs.com.au/nitv/article/2020/01/21/mau-power-culture-and-survival
- ➦ Recognition of Sea Rights of Yaegl People nitv/nitv-news/article/2017/08/31/yaegl-people-first-nsw-have-sea-rights-recognised



Years 3 & 4



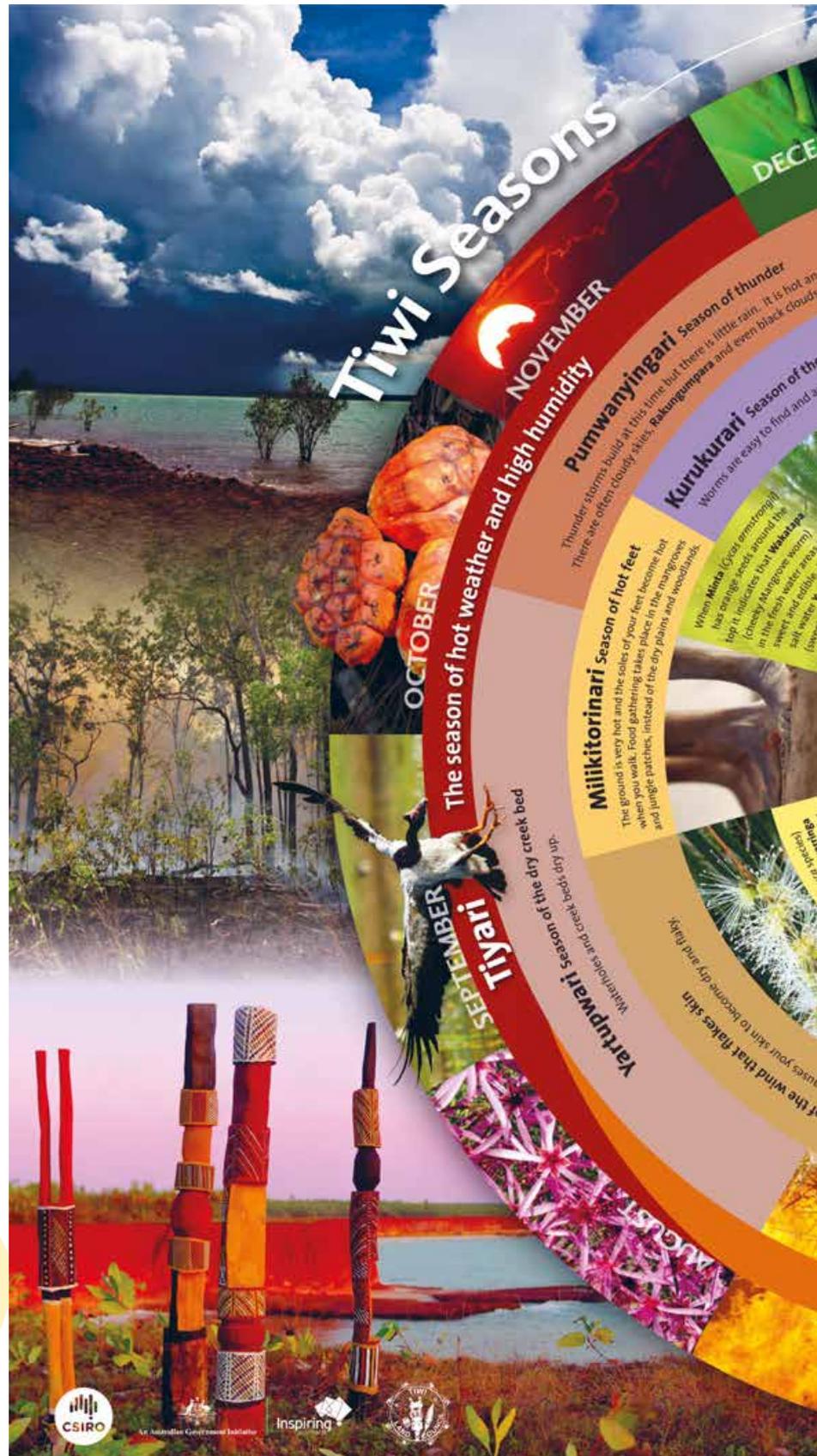
Going further

Traditional knowledges tell us there may be more than the four seasons we mostly hear about. Explore and investigate the Tiwi Islands seasons calendar and the way it incorporates plants and animals. Take responses from the students about one thing they found interesting; one thing they found challenging; and one thing they would like to tell a student who is not in their class.

csiro.au/en/research/natural-environment/land/about-the-calendars/tiwi



This is a great activity for Years 1 & 2 to complete as well. Check out the CSIRO web pages for more about Aboriginal and Torres Strait Islander knowledges of seasons, weather, plants and animals.



© Tiwi Land Council and CSIRO. Reproduced here with permission.

Years 5 & 6



We cannot change the history of this nation, but we can learn from the past by sharing our stories: truth-telling together is healing, and it's time to Heal Country!

Blue Mountains. © NITV.

* *The Stolen Generations is a traumatic area of discussion for many people. Approaching this in the classroom needs a great deal of consideration around the needs of your class cohorts, as well as careful processes for ending each lesson.*

* Key questions

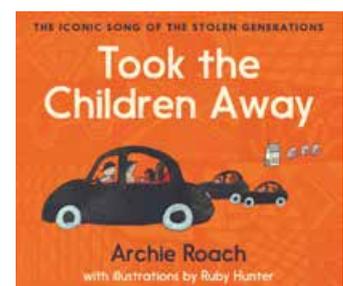
- What is truth-telling?
- How can we heal as a Country through truth-telling?
- How can we learn from past injustices experienced by Aboriginal and Torres Strait Islander peoples?
- Why is acknowledging the true history of Australia important to healing?



Reading

Read the book *Took the Children Away* by Archie Roach (Simon & Schuster Australia, 2020).

When you have finished, play the song *Took the Children Away* by Archie Roach. Then, ask students to sketch an image on paper that represents how they are feeling. Give them a piece of A5 printing foam to draw their image, roll the printing paint over the printing foam and then print. Create a class display of these expressions of emotional responses experienced through Archie Roach's story.





Extension activities

Consider how First Languages play an important role in the preservation of cultures. Explore First Languages by listening to stories of the Torres Strait spoken in different Torres Strait languages, so these languages are heard and shared. Language expresses culture and is a way of sharing knowledges and shaping identity. slq.qld.gov.au/discover/aboriginal-and-torres-strait-islander-cultures-and-stories/contemporary-stories/retold

Watch this clip from NITV current affairs program *The Point* with your class. Ask your students to 'Think, Pair and Share' what they learnt about the importance of Aboriginal Languages when they were watching. sbs.com.au/learn/resources/celebrate-naidoc-heal-country



The Point co-hosts Shahni Wellington and John Paul Janke, 2020. © NITV. Photographer: Yasmin Mund.



Going further

Class Project: Divide your class into small groups. Allocate each group an Aboriginal and Torres Strait Islander language that is still spoken in Australia. Have students create a fact card of the language they are researching. They might include some words for people to try and learn. On a large wall map of Australia, pin the name of the language group to its associated location. The AIATSIS map of Indigenous Australia will be especially useful here. Then, place the fact cards around the map. You may wish to use a length of string to connect the name of the language location to its associated fact card, as this will create an impactful display for your class, or school, to view and learn about First Languages. Work with Aboriginal and Torres Strait Islander community representatives wherever possible. aiatsis.gov.au/explore/map-indigenous-australia



Going further

Share the music video *Two Worlds* (Small Town Culture – Josh Arnold) with your students. Discuss how the children are singing about living in two worlds. What do they mean? How hard would that be? Can students identify with the feeling of living in two worlds? Think, pair and share about what life might be like for these children if they felt Aboriginal and Torres Strait Islander cultures were embraced and celebrated by all Australians. youtube.com/watch?v=SlvdOOYD2_o

Years 5 & 6



Through truth-telling and listening to Country we can heal as a country, embracing Aboriginal and Torres Strait Islander peoples' cultural knowledges, understanding and connection to Country. Even in modern times we are able to use traditional ways to help solve contemporary environmental problems.

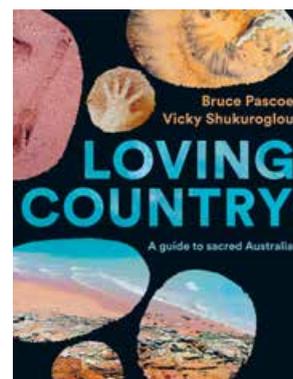
Yirrganydji Rangers conducting revegetation works. © Dawul Wuru Aboriginal Corporation.

Key questions

- Why is it important to listen to and learn from the land?
- How does Country speak to us?
- What is land management?
- What can we learn about land management from Aboriginal and Torres Strait Islander peoples?

Activity

Listen to the first 16 minutes of episode 24 of NITV podcast *Take it Blak*, which features Bruce Pascoe and Vicky Shukuroglou, authors of *Loving Country* (Hardie Grant, 2020). If your school has the book, students could read and look at the photos while reflecting on the connection to, and love of, Country and cultures of Aboriginal and Torres Strait Islander peoples.





Invite a local Elder to tell the stories of the Country you are on; learn these stories, then ask permission to share them, through words and photographs, with the school community. See page 26 for tips on contacting local community members.



Extension activity

Watch the explanation from Kev Carmody, about the song written by himself and Paul Kelly called *This Land Is Mine* for the movie *One Night the Moon* (producer – Micheal Riley).
youtube.com/watch?v=xY2WAHOF778

One Night the Moon is based on a true story about a station owner refusing to take help from an Aboriginal Tracker, Alex Riley, to find his missing grandson. The song *This Land Is Mine* highlights the different ways the tracker and farmer relate to the land. After watching this, ask your class to work in small groups and reflect on the different ways the men relate to Country. Ask your students to write a song or slam poem about how they relate to the land where they live. Alternatively, they could write the lyrics for an additional verse that continues *This Land Is Mine*.



Going further

Ask your students what they know about bushfire management of the land. Watch the clip (below) from SBS Current Affairs program, *Insight*. Get students into small groups to investigate further and as they learn something new, ask them to add to a shared class document (for example a Google document or similar). Share this document on a big screen and explore the differences between Western fire management practices with traditional methods developed by Aboriginal and Torres Strait Islander peoples. Challenge your students to rethink bushfire management and express this as a step-by-step plan adapted to the local environment to the school.
sbs.com.au/news/insight/opinion-it-s-time-we-subsidised-fire-prevention



Useful resources

Online

- 1 Online article supporting NITV's *The Point* episode on the Stolen Generations
sbs.com.au/nitv/nitv-the-point/article/2018/03/20/point-returns-special-report-stolen-generations-past-and-present1
- 1 Aboriginal Astronomy; mapping of the seasons
sbs.com.au/nitv/nitv-news/article/2018/08/16/aboriginal-astronomy-science-mapping-sky-and-seasons
- 1 Bushfire management
sbs.com.au/nitv/article/2017/06/23/indigenous-fire-management-practices-benefit-country-and-traditional-owners
- 1 Children are keeping Aboriginal Languages Alive
abc.net.au/news/2018-07-06/school-children-singing-could-save-indigenous-language/9940118



The totem system is an Aboriginal and Torres Strait Islander cultural practice intrinsic to sustaining and relating to, and with, local eco-systems: *"Totems are a part of our identity and heritage. They can be personal and sensitive to our people. We inherit our totem(s) through our family lineage and ancestors to certain places, plants or animals on Country. They are not only symbols of connection, but are our personal or family guardians, protectors, and provide a sense of lifelong responsibility, obligation and relationship to those totem(s). This includes the responsibility to look after our totems through conservation, sustainability and management. It is important to educate our young people who will inherit the responsibility for looking after their totem(s)."*

Courtesy of Gavin Singleton, Yirrganydji Traditional Owner.

Celebrate NAIDOC Week together



NAIDOC Week celebrations are for everyone. Here are some suggestions for how your school can Heal Country! Head to the NAIDOC Week website for more.

- **Organise an event** to explore the theme, inviting Aboriginal and Torres Strait Islander guests to offer their perspectives.
 - **Learn the meanings** of local or national Aboriginal and Torres Strait Islander place names and words.
 - **Invite** local Aboriginal and Torres Strait Islander Elders and community members to come and speak.
 - **Invite** an Aboriginal and Torres Strait Islander scientist, musician, sportsperson or artist to come and speak.
 - **Invite** Aboriginal and Torres Strait Islander dancers to perform, or to share dance, song and story and educate the students on their meaning.
 - **Host** a community BBQ or luncheon which could include a flag raising ceremony, Smoking Ceremony and Welcome to Country.
 - **Sign up** to Narragunnawali, an online platform developed by Reconciliation Australia that provides practical ways to introduce meaningful reconciliation initiatives in the classroom. narragunnawali.org.au
 - **Display** the National NAIDOC Poster or other Aboriginal and Torres Strait Islander posters around your school.
 - **Listen** to Indigenous musicians or watch a movie about Aboriginal and Torres Strait Islander history and analyse the main themes and messages. Relate these themes and messages to the 2021 NAIDOC Week theme, Heal Country!
 - **Make** your own Aboriginal and Torres Strait Islander trivia quiz, highlighting achievements of Aboriginal and Torres Strait Islander peoples, and significant milestones for First Nations peoples and communities.
 - **Study** a prominent Aboriginal and Torres Strait Islander Australian or research NAIDOC Award Winners naidoc.org.au/awards/winner-profiles
 - **Research** the Traditional Owners and languages of your area – reach out to your Local Aboriginal Land Council, Elders groups or Aboriginal and Torres Strait Islander organisations for information (use this as an opportunity to create ongoing relationships). Local councils can assist to find links to your local Aboriginal and Torres Strait Islander community organisations. Plan ahead of time.
- Tips:**
- 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.
 - **Invite** a local Aboriginal and/or Torres Strait Islander artist or musician to share art, crafts and music practices.
 - **Run** an art competition for your school or community asking them to reflect on what the 2021 theme means and interpret this through their artwork.
 - **Visit** local Aboriginal and Torres Strait Islander sites of significance or interest.

Information adapted from the NAIDOC website and published with permission.



Secondary
Year 7 to Year 10



Years 7 & 8



Aboriginal and Torres Strait Islander peoples and cultures are diverse around this country. We are the oldest living cultures on earth, dating back more than 65,000 years, passing history and knowledges from generation to generation through storytelling. Together, Australians can strive to protect, recognise and maintain these cultures and heritages.

Uluru climb closure, 2019. © NITV.



Key questions

- What is the Uluru Statement from the Heart?
- What is meant by a Voice to Parliament?
- Why is truth-telling necessary to heal?
- What is a treaty?
- How can people learn valuable lessons from the past and avoid repeating mistakes?



This is a complex and often contentious point for many people, for many reasons. Exploring treaty and a Voice to Parliament will require more than one lesson.



Watch

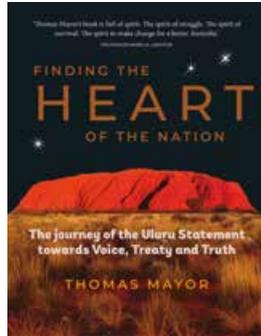
Watch the TEDx talk 'The Uluru Statement From The Heart – An Idea Whose Time Has Come' by Dean Parkin which will nurture students' understanding of a Voice to Parliament for Aboriginal and Torres Strait Islander peoples. Then, ask students to write an opinion piece about The Uluru Statement from the Heart and a Voice to Parliament. Within this piece, students can expand on how they would vote in a referendum on constitutional change and explain their choice.

[youtube.com/watch?v=xB-31jD4XcA](https://www.youtube.com/watch?v=xB-31jD4XcA)



Reading

Read chapters and interviews from *Finding the Heart of the Nation* by Thomas Mayor (Hardie Grant, 2019). Divide the chapters/individuals' stories between students by allocating chapters to small groups. Allocate time for students to plan a presentation to share what they learnt from the book. This may take the form of a poem, speech, short dramatic presentation or artwork that encapsulates the narrative/s each group has studied. Add to your class 'ideas wall' or create a school display and invite other year levels to learn about the Uluru Statement from the Heart from your students.



Extension activity

The Treaty of Waitangi: Ask your students to research about ways Maori Culture and history is embedded into everyday life for New Zealanders. Based on this reading, have students produce a 10-point document on ways Australians might be able to embrace Aboriginal and Torres Strait Islander cultures in our everyday lives.



Useful resources

Online

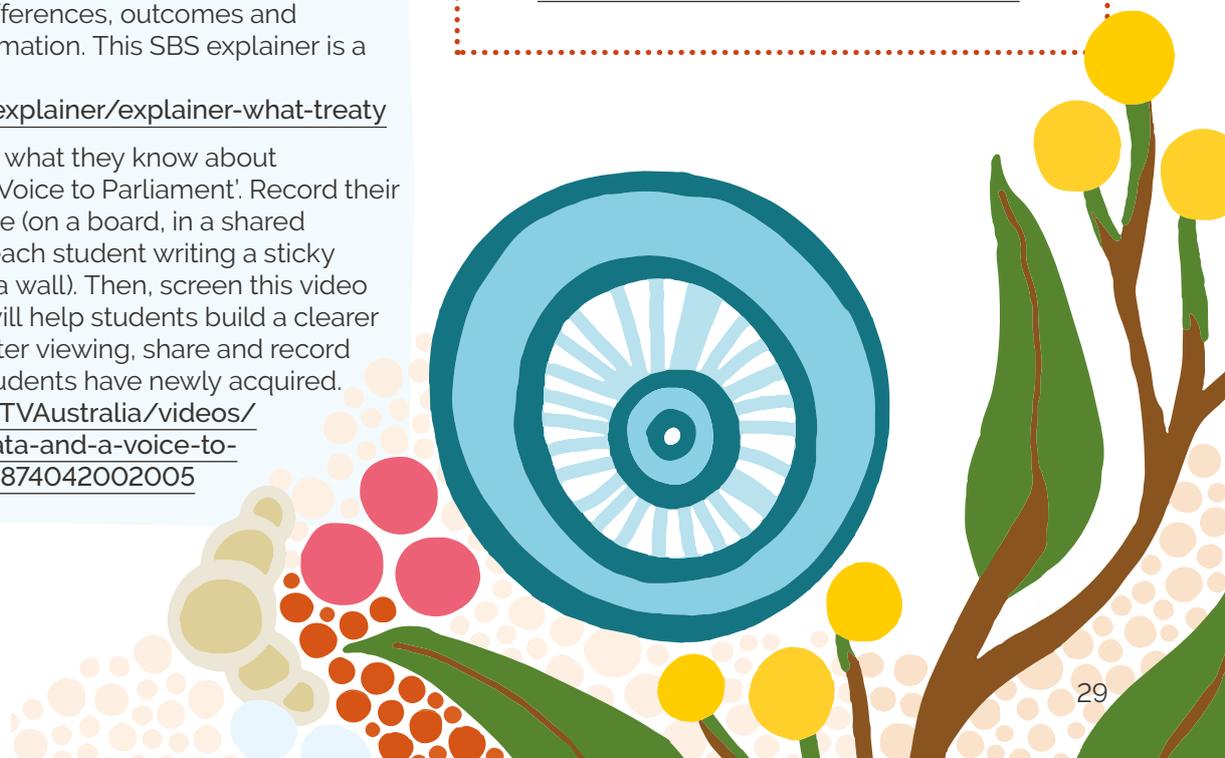
- ➊ [Mabo and Native Title – Terra Nullius](http://australianstogether.org.au/discover/australian-history/mabo-native-title)
australianstogether.org.au/discover/australian-history/mabo-native-title
- ➋ Watch Thomas Mayor explain the Uluru Statement of the Heart, Makarrata and a Voice to Parliament.
sbs.com.au/ondemand/video/1139405891895/living-black-s25-ep8-thomas-mayor
- ➌ The Makarrata project by Midnight Oil
midnightoil.com/the-makarrata-project-out-now
- ➍ The Uluru Statement translated into more than 60 languages by SBS.
sbs.com.au/language/ulurustatement



Activities

What is a treaty? Compare and contrast different treaties in other Commonwealth countries around the world, their approach to treaty and how these are structured. (You may wish to include former Commonwealth countries as well as present). Determine the most appropriate matrix for comparing these treaties and what the essential characteristics to capture should be. Analyse key similarities, differences, outcomes and fundamental information. This SBS explainer is a helpful reference:
sbs.com.au/nitv/explainer/explainer-what-treaty

Ask your students what they know about 'Makarrata' and a 'Voice to Parliament'. Record their starting knowledge (on a board, in a shared document, or by each student writing a sticky note to adhere to a wall). Then, screen this video explainer, which will help students build a clearer understanding. After viewing, share and record information the students have newly acquired.
facebook.com/NITVAustralia/videos/explainer-makarrata-and-a-voice-to-parliament/10154874042002005



Years 7 & 8



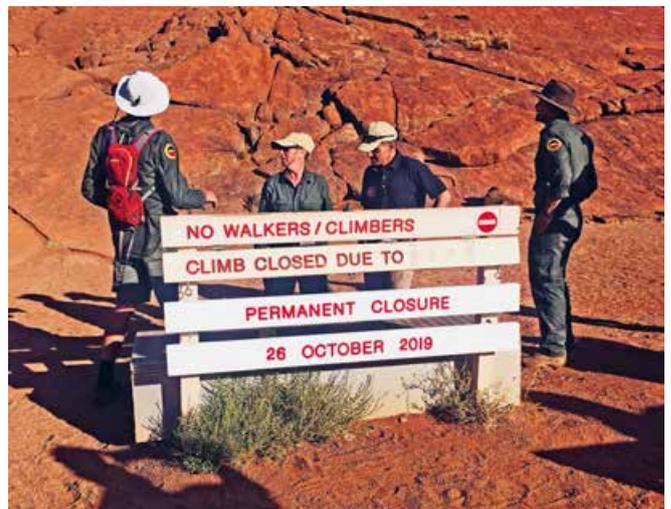
Many Aboriginal and Torres Strait Islander peoples seek greater protection of their sacred sites and cultural heritage from exploitation, desecration and destruction. Too many of the world's oldest sacred sites have been destroyed – it is an enormous loss to our people, our nation and the world.

Uluru. © NITV.

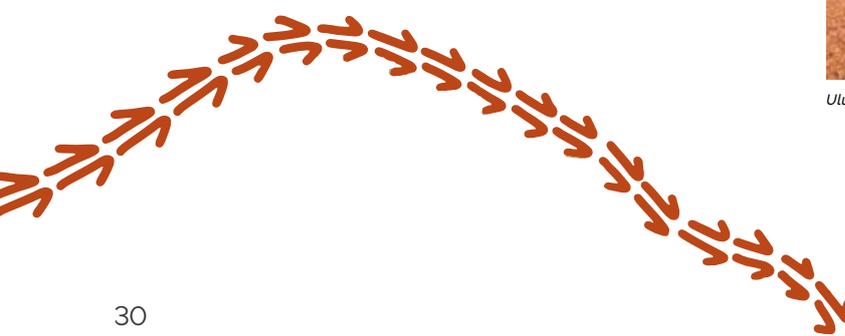


Key questions

- What makes a site sacred to Aboriginal and Torres Strait Islander peoples?
- Why do sacred sites get destroyed?
- Why is it important to protect sacred sites that are thousands of years old?
- How can we prevent loss of heritage on Country, and how does preserving sites help to heal Country?



Uluru closure signage, 2019. © NITV.





Activities

Aboriginal and Torres Strait Islander sites are being lost at an alarming rate. When the 46,000-year-old Juukan Gorge rock shelters were destroyed by mining company Rio Tinto, the Puutu Kunti Kurrama and Pinikura peoples lost this sacred site forever. Provide the following three articles then ask students to produce a case study about Juukan Gorge (or a different example of their finding). What are some of the measures being taken to prevent the destruction of sacred sites? Are there additional measures students formulate that might aid prevention?

SBS News article about the one-year anniversary of the destruction:
[sbs.com.au/news/juukan-gorge-blasting-one-year-on-traditional-owners-warn-action-is-needed-to-prevent-another-tragedy](https://www.sbs.com.au/news/juukan-gorge-blasting-one-year-on-traditional-owners-warn-action-is-needed-to-prevent-another-tragedy)

Reconciliation Australia statement on Rio Tinto:
reconciliation.org.au/statement-on-rio-tinto

NITV article about changes implemented at Rio Tinto:
[sbs.com.au/nitv/article/2021/02/23/rios-heritage-revamp-after-juukan-saga](https://www.sbs.com.au/nitv/article/2021/02/23/rios-heritage-revamp-after-juukan-saga)

Uluru is a sacred site that holds many stories and has a deep cultural significance for Aboriginal people. Discuss the historical moment in healing our Country when Uluru was officially closed for climbing. The clip from NITV's *The Point* below will assist your research. Create a poster informing visitors why climbing is not allowed on Uluru. Relate your poster to the NAIDOC Week theme 'Heal Country!'
[sbs.com.au/ondemand/video/1624680003542/the-point-s2019-ep41-unchaining-uluru](https://www.sbs.com.au/ondemand/video/1624680003542/the-point-s2019-ep41-unchaining-uluru)



Extension activity

Use the SBS Learn resource that accompanies the documentary *Connection to Country*.
[sbs.com.au/learn/resources/learning-how-development-impacts-heritage](https://www.sbs.com.au/learn/resources/learning-how-development-impacts-heritage)



Going further

Research sacred sites that Aboriginal and Torres Strait Islander peoples are trying to save and protect today. Create a poster board where you can add a fact file of the campaigns to save these sacred sites. Follow the actions people take and the decisions made. Include your thoughts on what is happening. Focus your research on how advocacy (for example advocating for the protection of sacred sites) is a human right, and that this advocacy can be crucial to the healing process. Have the class find examples of how the actions of individuals and/or small groups of Aboriginal and Torres Strait Islander peoples have resulted in significant change.



Useful resources

Online

- 1 Two articles on the last days of climbing Uluru:
[theguardian.com/australia-news/2019/jul/11/tourists-are-rushing-to-climb-uluru-before-ban-takes-effect](https://www.theguardian.com/australia-news/2019/jul/11/tourists-are-rushing-to-climb-uluru-before-ban-takes-effect)
- 1 Read about the first public corroboree in Wagga Wagga in more than 100 years:
[abc.net.au/news/2019-10-28/wagga-wagga-corroboree-2019/11644142](https://www.abc.net.au/news/2019-10-28/wagga-wagga-corroboree-2019/11644142)

Years 9 & 10



Healing Country is also about healing past injustices to the lands and spirit of Aboriginal and Torres Strait Islander peoples. We can listen to and learn from the traditional ways that have protected this country for more than 65,000 years. We can do this successfully, as a nation, by embracing and celebrating Aboriginal and Torres Strait Islander cultures, communities, Nations and heritage.

Torres Strait Islander Dancer, 2018. © Talei Elu Photography, Photographer: Talei Elu.



Key questions

- How do we heal past injustices to the land?
- Why should we embrace and celebrate Aboriginal and Torres Strait Islander cultures?
- How can we listen to Country to help it heal?
- How can we define the Dreaming?
- What can you learn about the spirituality of Aboriginal and Torres Strait Islander peoples?

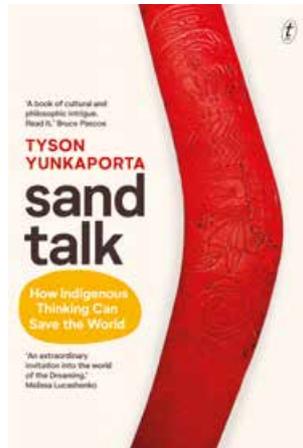


The Dreamtime is the period in which life was created, according to Aboriginal cultures. Dreaming is the word used to explain how life came to be; it is the stories and beliefs behind creation. The Dreaming also commands the rules and ways of being in Aboriginal cultures.



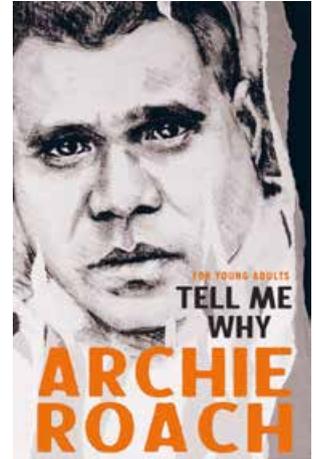
Reading

Read *Sand Talk* by Tyson Yunkaporta (The Text Publishing Company, 2019) as a class or as individuals. The book explores how, 'Indigenous thinking can save the world', and how sand talk, the Aboriginal custom of drawing images on the ground, brings clarity to complexities. Yunkaporta challenges the reader to think differently in order to save the world. Review the book, outlining what challenged your ways of thinking. Alternatively, write an opinion piece outlining new and innovative ways of thinking and being the author raises in *Sand Talk*.



Reading

Read the Young Adult edition of *Tell Me Why* by Archie Roach (Simon & Schuster, 2021) as a class novel. This is Archie Roach's memoir from when he was forcibly removed from his parents to the present day. The author shares his life and music, experiences of other Elders, and voices of young people. This is a book of Archie Roach's healing and a healing of our country, too. After reading the book, write a letter to Archie Roach about how reading his book made you feel and what you will be doing to contribute to Australia's healing journey.



Activity

Listen to Archie Roach share his lived experiences as a member of the Stolen Generations through his song *Took the Children Away* (by Archie Roach, 1990). Sit in a Yarning Circle and talk about the feelings and thoughts the song evokes. Research Archie Roach and other members of the Stolen Generations about the impacts the assimilation policy had on their life then and now. Come back into a Yarning Circle and share findings and thoughts with class members. Encourage students to go home and share their learning experiences with their families. Visit archieroach.com



Extension activity

Watch *Discovering Pathawilyangga* with Jack Buckskin. In this clip, students will hear from Kurna man Jack Buckskin as he shares the story of Glenelg South Australia, in language and in English. Students will learn about the impacts of colonisation from the Kurna people's perspective. Many Aboriginal languages have become what are referred to as 'sleeping languages' over the past 250 years. After listening to Jack Buckskin tell this story, discuss why it is important to preserve Aboriginal and Torres Strait Islander languages, cultures and perspectives; and what are some actions your school can take to contribute to this? youtu.be/331-Sge_Pvg



Years 9 & 10

* *In the next activity, remember you are not imitating or appropriating artistic expression from a culture you do not share – you are crafting a unique expression of your own heritage, values, cultures and perspectives.*



Going further

View the work of artist Fiona Elisala Mosby, originally from Dauan Island in the northern islands of Zenadh Kes (the Torres Strait). Consider this statement about the artist:

"Fiona believes the unique values and histories that Torres Strait Islander women share are inscribed at the very beginning, at home, written into everyone as individuals, as family members and part of the community. She is committed to being a role model for younger generations and *'...to using the knowledge I have about culture and tradition to make an impact, to tell the stories of island women embracing and preserving our cultural knowledge. My artwork is an important way for me to do this.'*" Source: moaart.com.au/2020/05/01/52614672

Investigate, plan and create an artwork that tells the story of cultural knowledge from your own family, or community. How will this artwork preserve this cultural tradition? Start the ideation process by holding a respectful class discussion in a Yarning Circle, to share ideas about what sorts of cultural traditions you can depict in your work; why it is important these are preserved; and what media you will use for your artwork.

Reflect on this statement from the National Gallery of Australia website and relate this to the sense of place you capture in your own artwork;

"The art from the Torres Strait Islands is stylistically distinct from that of mainland Aboriginal Australia. It is influenced by decades of interaction with their immediate neighbours in Papua New Guinea and is closely aligned with Pacific art traditions." nga.gov.au/collections/atsi/gallery.cfm?displaygal=17b&mnuid=



Useful resources

Watch/listen

- ▶ Clip with Tyson Yunkaporta discussing *Sand Talk*
youtube.com/watch?v=6PZMGYPqsOQ

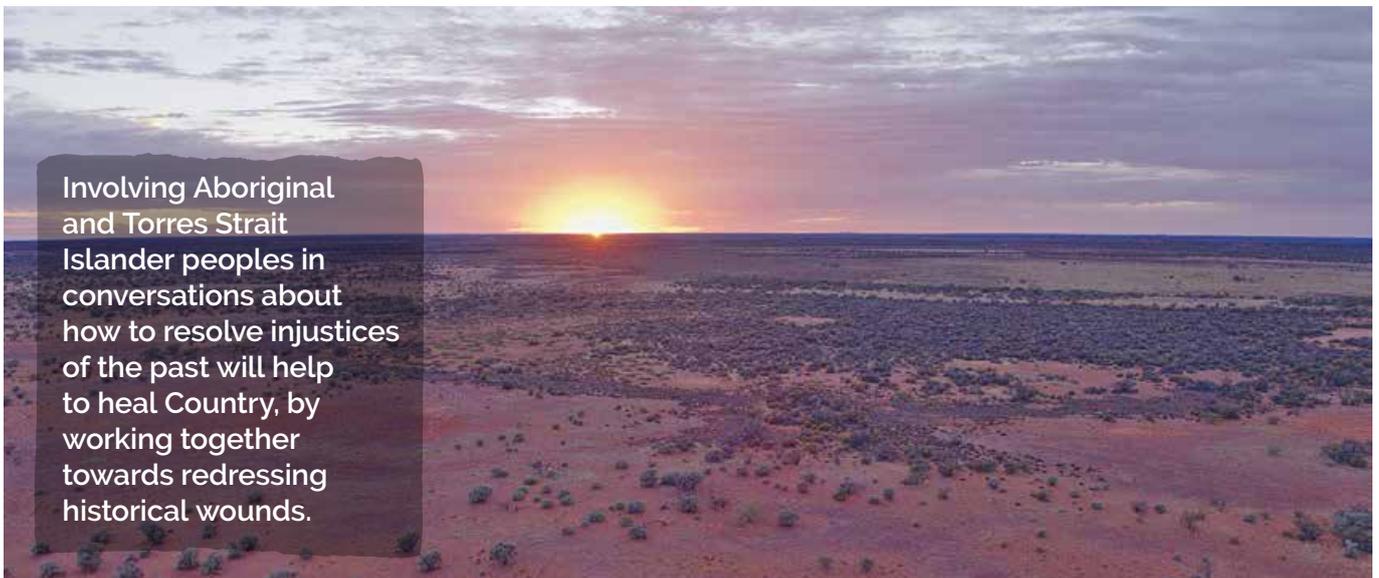
Online

- ▶ Aboriginal Culture and History of the Kurna people – Jack Buckskin
holdfast.sa.gov.au/discover-our-place/aboriginal-culture-history
- ▶ Life and Art of Albert Namatjira
nfsa.gov.au/latest/albert-namatjira-his-life-and-art

Book

- ∞ *Aboriginal and Torres Strait Islander Art in the Classroom* by Kylie Neagle (Art Gallery of South Australia, 2019).





Involving Aboriginal and Torres Strait Islander peoples in conversations about how to resolve injustices of the past will help to heal Country, by working together towards redressing historical wounds.

Geraldton sunset. © NITV.

***** *The Stolen Generations is a traumatic area of discussion for many people. Approaching this in the classroom needs a great deal of consideration around the needs of your class cohorts.*

***** Key questions

- What does it mean to redress a historical injustice?
- What was the assimilation policy?
- Are there ways Aboriginal and Torres Strait Islander peoples are still affected by the assimilation policy today?
- How do we include Aboriginal and Torres Strait Islander peoples in conversations about redressing past injustices, and why would this be necessary?

Reading

Read the policy of assimilation with your students. Ask them to prepare a different policy they feel the government at the time should have written about Aboriginal and Torres Strait Islander peoples. When they have written their amended policy, ask them to reflect and write a paragraph on what Australia would look like, for Aboriginal and Torres Strait Islander peoples today, if their policy had been passed in parliament.
aiatsis.gov.au/sites/default/files/catalogue_resources/18801.pdf

Activities

Ask students what they know and understand about the Stolen Generations. Then, watch this clip from NITV's *The Point* together. Afterwards, ask students to sit and respectfully discuss some of the impacts of these actions and policies on Aboriginal and Torres Strait Islander peoples and communities. Ask them how they feel Aboriginal and Torres Strait Islander peoples are still impacted to this day by the policy of assimilation.

sbs.com.au/learn/resources/celebrate-naidoc-heal-country

Divide your class into four groups and allocate one of the below sources to each group. Have each group read/view their source then prepare a two-minute report for the class about the Stolen Generations.

Timeline of the Stolen Generations
sbs.com.au/news/timeline-stolen-generations

Who are the Stolen Generations
healingfoundation.org.au/who-are-the-stolen-generations

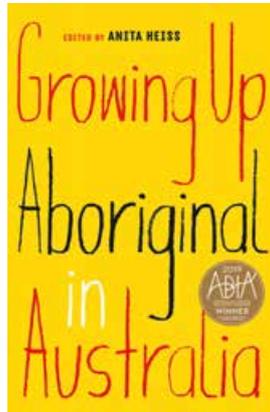
Apology to the Stolen Generations
deadlystory.com/page/culture/history/Apology_to_the_Stolen_Generations

Years 9 & 10



Reading

Read Anita Heiss's book *Growing up Aboriginal in Australia* (Black Inc, 2018) as a class. In this anthology by Anita Heiss, students will hear diverse stories on what it is like to grow up Aboriginal in Australia. The book calls on empathy and understanding, challenges stereotypes and shares stories about lived experiences through different periods of time in Australia's history. The book helps to connect events and policies of the past with their impacts on experiences of Aboriginal and Torres Strait Islander peoples today.



Going further

Investigate and explore the United Nations Declaration on the Rights of Indigenous Peoples. Ask yourself and your class, are Aboriginal and Torres Strait Islander peoples' human rights being upheld in Australia? What can you do as an individual, or as a school community, to show you have listened, learnt and taken action to respect the rights of Aboriginal and Torres Strait Islander peoples within the school community? Create a video featuring members of your school community stating these commitments. humanrights.gov.au/our-work/un-declaration-rights-indigenous-peoples-1



Extension activity

What does self-determination for Aboriginal and Torres Strait Islander peoples mean? Find some specific examples of self-determination in action in Australia. How can self-determination help to heal Country? Also, include discussion of some of the things self-determination is *not*. Create factsheets to inform classmates of examples of self-determination in Australia and how this has benefitted communities involved. Always encourage students to check the integrity of their sources.



Useful resources

Online

- 1 Schools resources about the Stolen Generations from Healing Foundation healingfoundation.org.au/schools
- 1 The 1997 Bringing Them Home Report bth.humanrights.gov.au/the-report/bringing-them-home-report
- 1 Bringing Them Home Report resources bth.humanrights.gov.au/teaching-resources/additional-resources
- 1 Gurrumul's story to share with your class sbs.com.au/nitv/article/2018/04/25/why-gurrumul-australias-most-important-documentary
- 1 The Australian Government National Redress Scheme niaa.gov.au/indigenous-affairs/community-safety/national-redress-scheme

Films

- 1 Indigenous films to consider for classroom viewing sbs.com.au/nitv/article/2017/07/18/5-indigenous-films-changed-national-conversation

Teacher professional learning

Teacher learning is an effective way to build staff confidence and competence around embedding Aboriginal and Torres Strait Islander perspectives across curricula. Here is a sample of course providers, to get you started:

- Supply Nation has a listing of professional learning providers: use the business directory to search for cultural competence providers. supplynation.org.au
- BlackCard: theblackcard.com.au
- Australians Together: australianstogether.org.au
- Narragunnawali: narragunnawali.org.au

Dadirri

Learn about Dadirri – deep listening – to help students to self-reflect: miriamrosefoundation.org.au/about-dadirri

Read

Tree Story, edited by Charlotte Day and Melissa Ratliff (Monash University Publishing, 2021) and Vanessa Cavanagh's Friday essay for *The Conversation*, *This grandmother tree connects me to Country. I cried when I saw her burn*. These publications look at environmental and sustainability issues through the lens of First Nations knowledges and creative practices. theconversation.com/friday-essay-this-grandmother-tree-connects-me-to-country-i-cried-when-i-saw-her-burned-129782

Welcome to Country – a Travel Guide to Indigenous Australia by Marcia Langton (Hardie Grant Travel, 2018).

Kinship Module

This resource, developed by Associate Professor Lynette Riley, promotes cross-cultural understanding by explaining intricacies of the Aboriginal Kinship system: sydney.edu.au/about-us/vision-and-values/our-aboriginal-and-torres-strait-islander-community/kinship-module.html

SBS Learn teacher resources

Head to SBS Learn for resources and classroom-ready clips connected to documentaries, online interactives, dramas, multilingual content and news and current affairs. sbs.com.au/learn



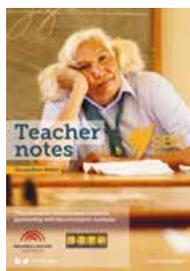
We Don't Need a Map



K'gari



Connection to Country



Occupation: Native



Servant or Slave



My Grandmother's Lingo



Jetty in Zenadh Kes. © Talei Elu Photography. Photograph: Talei Elu.

About NAIDOC Week



NAIDOC Awards 2019. © National NAIDOC Committee.

What is NAIDOC Week?

NAIDOC Week celebrates the history, cultures and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC Week is celebrated by all Australians and is a great opportunity to learn more about Aboriginal and Torres Strait Islander communities.

When is NAIDOC Week in 2021?

NAIDOC Week will be held 4-11 July 2021.

NAIDOC Week is usually held in the first week (a Sunday to Sunday) of July that incorporates the second Friday – which historically was celebrated as 'National Aboriginal Day'.

Why was the NAIDOC Week 2021 theme selected?

The NAIDOC 2021 theme – Heal Country! – was chosen by the National NAIDOC Committee. It calls for all of us to continue to seek greater protections for our lands, our waters, our sacred sites and our cultural heritage from exploitation, desecration, and destruction. The theme invites the nation to embrace First Nations cultural knowledges and understanding of Country as part of Australia's national heritage, and to equally respect the cultures and values of Aboriginal and Torres Strait Islander peoples as they do the cultures and values of all Australians. Heal Country, heal our nation.

1 *This information was adapted from the NAIDOC Week website and is republished here with permission. Visit naidoc.org.au to find out more.*



SBS Learn

SBS Learn is a portal of teacher resources linked to SBS documentaries, dramas, news & current affairs, sport and other productions aired on SBS and NITV. Created especially for teachers, 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.



Australian Government

National Indigenous Australians Agency

The National Indigenous Australians Agency (NIAA)

The National Indigenous Australians Agency is committed to implementing the Government's policies and programs to improve the lives of all Aboriginal and Torres Strait Islander peoples. The NIAA recognises that each community is unique. Our team includes people across Australia who work closely with communities to make sure policies, programs and services address these unique needs. We work directly to, and support the Minister for Indigenous Australians, The Hon Ken Wyatt AM, MP. The NIAA works to influence policy across the entire Australian Government. We liaise closely with State and Territory governments, Indigenous peak bodies, stakeholders and service providers to ensure that Indigenous programs and services are delivering for Aboriginal and Torres Strait Islander peoples as intended.



**HEAL
COUNTRY!**
4-11 JULY 2021

National NAIDOC Committee

The National NAIDOC Committee makes 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. A voluntary Committee independent of Government, the NAIDOC Committee comprises eight committee members and two co-chairs. Members are appointed for a term of three years following a public expression of interest process. To learn more about the National NAIDOC Committee visit naidoc.org.au



The SBS Learn team would like to thank Associate Professor Lynette Riley, resource designer John Fear, Kerri Wenitong, and the thousands of educators who will utilise this resource. We also extend our thanks to the First Nations peoples of Australia who, since time immemorial, have cared for, and nurtured Country, so that today we may benefit from the life Country sustains.



**HEAL
COUNTRY!**
4-11 JULY 2021

