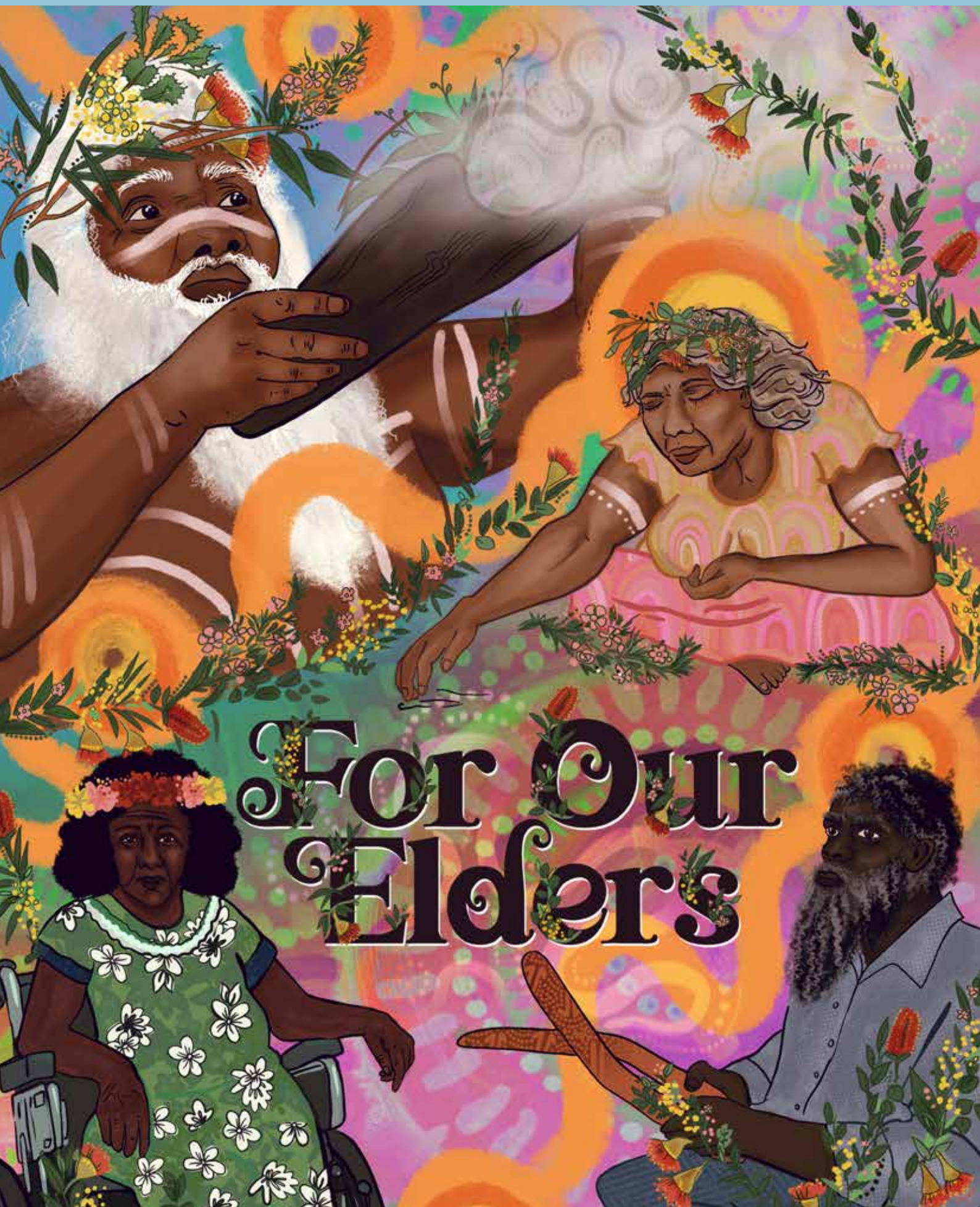
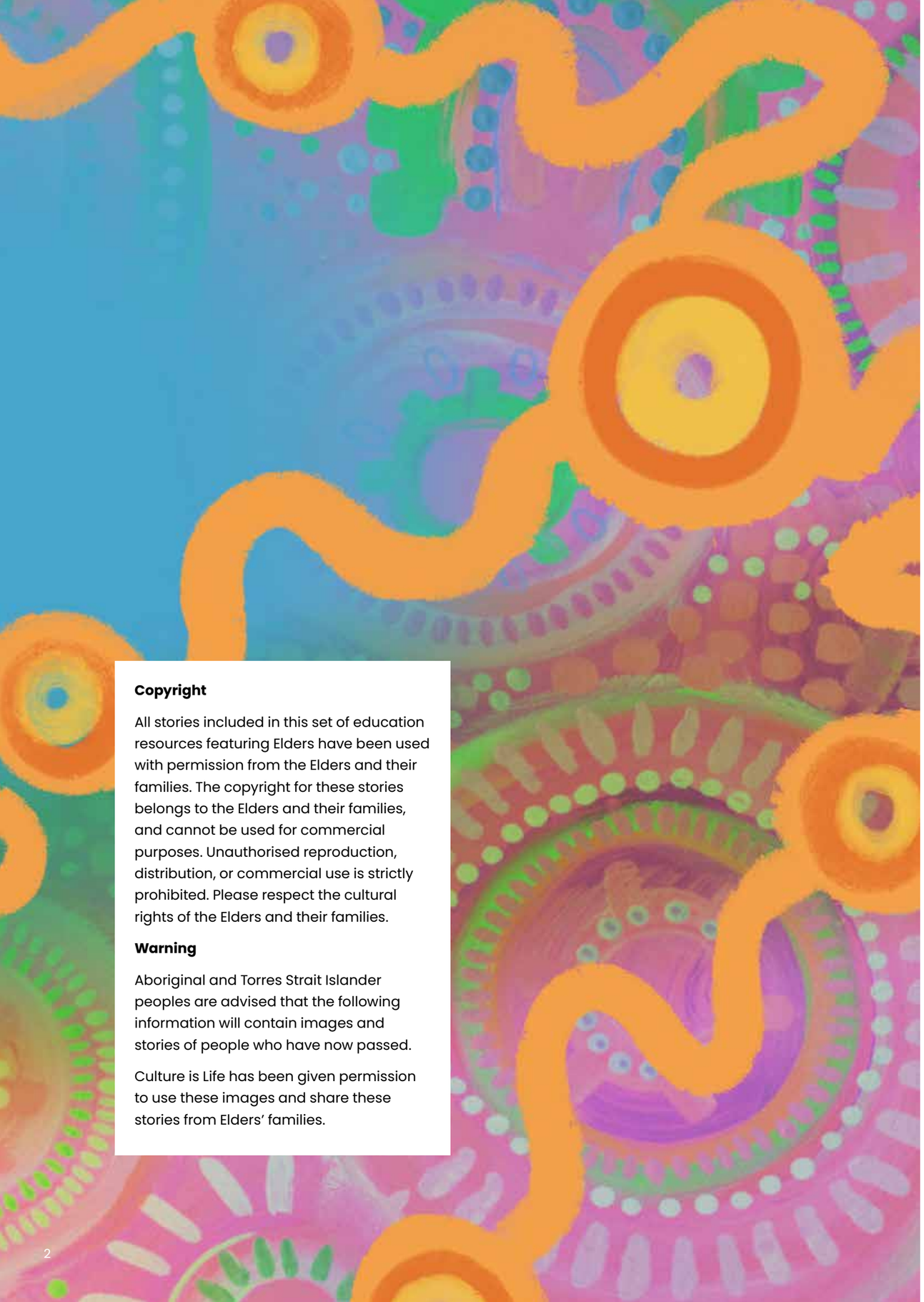
NAIDOC Week 2023

Education Resources: Foundation to Year 10





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Warning

Aboriginal and Torres Strait Islander peoples are advised that the following information will contain images and stories of people who have now passed.

Culture is Life has been given permission to use these images and share these stories from Elders' families.

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We pay our respects to all Aboriginal and Torres Strait Islander Elders past and present, and extend that acknowledgement to all First Nations people for their ongoing connection to Country and culture.

We honour the Stolen Generations and their families, those who were separated and never found their way home, those who are still healing and those who continue to endure the intergenerational impact.

Introduction

The 2022 NAIDOC Week Award winners.

What is NAIDOC?

National NAIDOC Week celebrations are held across Australia in the first week of July each year (Sunday to Sunday), to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC Week is an opportunity for all Australians to learn about First Nations cultures and histories and participate in celebrations of the oldest, continuous living cultures on earth. You can support and get to know your local Aboriginal and/or Torres Strait Islander communities through activities and events held across the country.

Welcome

Hon Linda Burney MP

(Wiradjuri)
Minister for Indigenous Australians

The National NAIDOC Week theme for 2023, For Our Elders, honours our Elders and Old People, those who are with us today, and those who have passed on. It reminds us all to reflect on the journeys, dedication, wisdom and strength of our Elders. It is because of their advocacy, activism, defiance, survival and cultural continuation that we can stand on their shoulders, paying it forward for our young people and those still to come.

It is wonderful that these National NAIDOC Week education resources will be available for all educators, students, their parents and carers across the nation. I commend the Australian Broadcasting Corporation for developing these resources in partnership with the National NAIDOC committee. These resources will support the sharing of important knowledge, information and perspectives with the next generation of young Australians, developing their understanding of Aboriginal and Torres Strait Islander peoples, histories and culture.

For Our Elders puts emphasis on, and pays homage to the incredibly important role that our Elders play in our lives, families, communities, cultures and our nation. This is not only for Aboriginal and Torres Strait Islander people, but all Australians, as we must acknowledge and respect the people that came before us, paving the way and blazing trails in the process.

I invite everyone to engage with and celebrate the history and cultures of First Nations peoples, and to honour your Elders and Old People. I encourage you all take some time to reflect on the meaning and importance of NAIDOC, particularly this year's theme. I wish you all a happy NAIDOC 2023!

Mandaang Guwu (Thankyou)

Welcome

Aunty Dr Lynette Riley AO

(Wiradjuri and Gamilaroi)
Co-Chair, National NAIDOC Committee

On behalf of the National NAIDOC Committee, we would like to warmly welcome you to the 2023 National NAIDOC Week educational resource.

This year's theme - For our Elders - is incredibly important as we reflect on the central role our Elders hold in our lives, families, communities and culture. Our Elders blazed trails, broke down doors previously thought to be locked, and paved the way for us today. We would like to acknowledge and thank all of the deadly Elders who are National NAIDOC Awards finalists and winners this year for their lifelong commitment to the advancement of Aboriginal and Torres Strait Islander peoples. We extend our deepest respect to all of our beautiful Elders across our many Nations.

Our Elders have some of the darkest times in our country's history in living memory. Over generations, our Elders have been the heroes and champions of change for basic human rights and then equal rights, which included our people's access to education. Education has been one of the most, if not the most important right that our Elders have fought for, modelled, and encouraged us to pursue. Education has since laid the foundations for many of our

Steven Satour

(Pitjantjatjara, Yankunytjatjara and Pertame)
Co-Chair, National NAIDOC Committee

people to improve health, life, employment and positive intergenerational outcomes. Ensuring that every child has access to quality education is crucial, yet this is still not the reality for all Aboriginal and Torres Strait Islander children. However there is still work to do.

This is why we are so pleased to partner with the ABC and Culture is Life on an educational resource that encourages exploration of this year's National NAIDOC Week theme – For Our Elders. We encourage you and your students to use these materials, not only during National NAIDOC Week, but as a continuous learning tool that demonstrates Aboriginal and Torres Strait Islander peoples' diverse cultures, rich histories and remarkable achievements.

This week we celebrate our Elders and we say thank you. We hope you all have a deadly NAIDOC Week!

Jody Broun

(Yinjibarndi)
CEO, National Indigenous Australians Agency

Wanthiwa (Yindjibarndi for Hello)!

NAIDOC Week is a celebration of more than 65,000 years of history, culture and achievements. It is a time when we reflect on our past, celebrate one another, while looking forward to consider our shared future. This year's theme – For Our Elders – honours the achievements and lives of our Elders.

I am delighted to welcome you to the 2023 National NAIDOC Week educational resources, developed by the ABC and Culture is Life, in partnership with Aunty Dr Lynette Riley AO, National NAIDOC Committee Co-Chair and highly respected educator, for the National NAIDOC Committee.

The 2023 NAIDOC Week theme is embodied by this year's National NAIDOC Awards finalists for the Female and Male Elder of the Year categories and the Lifetime Achievement Award winner, Aunty Dr Naomi Mayers AM. I would like to acknowledge the Elders among the 2023 National NAIDOC Awards finalists, Dr MiriamRose Ungunmerr Bauman AM, Dr Aunty Matilda House Williams, Dr Aunty Bilawara Lee, Mr Thomas Slockee, Mr William Tilmouth, Pastor Dennis Phillip Jetta OAM, and the members of the METRONET Noongar Reference Group.

Thank you all for your tireless work, advocacy, educating and healing.

Using the information and classroom activities in these resources, I'm confident Australian teachers will instil in our country's future leaders a strong understanding and pride in the cultures and histories of Aboriginal and Torres Strait Islander peoples. I am pleased that these educational resources will be available for use nationally to educate the next generation of Australians. To learn about our shared histories through truth-telling, and collectively heal from our past, we need to walk together.

This year's National NAIDOC Week educational resources complements the core work of the National Indigenous Australians Agency to improve the lives of Aboriginal and Torres Strait Islander peoples by working in genuine partnership to enable the self-determination and aspirations of First Nations communities.

Our Elders play a key role in our learning, our life journey and our knowledge. I think it isvery fitting that this year's theme looks to the past and acknowledges the present. I commend these resources to all Australian educators and parents, and I wish you all a happy NAIDOC 2023!

Welcome

Kelrick Martin

(Ngarluma and Bunuba)
Head of Indigenous, ABC

NAIDOC Week gives all Australians the chance to get involved, learn and celebrate Aboriginal and Torres Strait Islander excellence. Engagement with students across the country is an integral part of NAIDOC Week and these resources gives you, as teachers, the opportunity to incorporate Aboriginal and Torres Strait Islander perspectives, knowledge and histories into your classrooms. This year's theme For Our Elders allows you to engage with your local Aboriginal and Torres Strait Islander community members, Traditional Owners, Elders and Land Councils and other Indigenous community organisations and to hear directly from those in the Indigenous community who hold so much wisdom, knowledge and experience.

David Anderson

Managing Director, ABC

As the official partner for NAIDOC Week 2023, we are delighted to be able to bring our media expertise to this year's NAIDOC celebrations and to explore the people, places and culture of the week with Australian students around the country.

The ABC has once again worked closely with Culture is Life, an Aboriginal-led, not-for-profit organisation that focuses on strengthening cultural ties of young Aboriginal and Torres Strait Islander people.

I'd like to thank all those at Culture is Life for the invaluable contribution they have made to this year's NAIDOC Week resources, including a series of short videos that reflect this year's theme – For Our Elders.

As a teacher, I'm sure you'll find the video and print resources informative, accessible, and respectful.

Belinda Duarte

(Wotjobaluk and Dja Dja Wurrung)
CEO, Culture is Life

Culture is Life is honoured to continue the work of so many First Nations storytellers' relentless efforts to ensure our Elders stories are known and valued as First Peoples of this land. This year's NAIDOC resources 'For Our Elders', were written by Culture is Life's Aboriginal educators, with the cultural guidance of the fierce education advocate and Elder, Aunty Dr Lynette Riley AO, in partnership with the ABC and the Indigenous leadership of Kelrick Martin, and with our young people's perspectives and ideas at the centre. We hope that these stories of love, resistance and survival, are embraced by all people living on Aboriginal and Torres Strait Islander lands, and are passed down beyond NAIDOC weeks, for generations to come.

The Theme:
For Our Elders

The 2023 National NAIDOC Week theme is **For Our Elders**.

Across every generation, our Elders have played, and continue to play, an important role and hold a prominent place in our communities and families.

They are cultural knowledge holders, trailblazers, nurturers, advocates, teachers, survivors, leaders, hard workers and our loved ones.

Our loved ones who pick us up in our low moments and celebrate us in our high ones. Who cook us a feed to comfort us and pull us into line, when we need them to.

They guide our generations and pave the way for us to take the paths we can take today. Guidance, not only through generations of advocacy and activism, but in everyday life and how to place ourselves in the world.

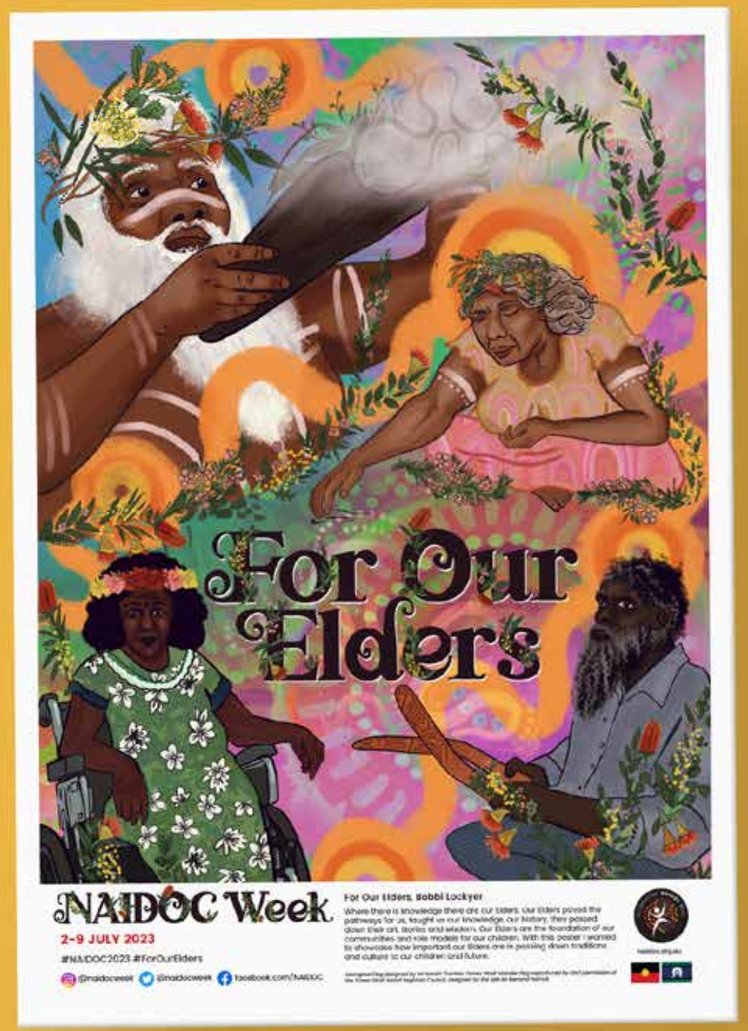
We draw strength from their knowledge and experience, in everything from land management, cultural knowledge to justice and human rights. Across multiple sectors like health, education, the arts, politics and everything in between, they have set the many courses we follow.

The struggles of our Elders help to move us forward today. The equality we continue to fight for is found in their fight. Their tenacity and strength has carried the survival of our people.

It is their influence and through their learnings that we must ensure that when it comes to future decision making for our people, there is nothing about us - without us.

We pay our respects to the Elders we've lost and to those who continue fighting for us across all our Nations and we pay homage to them.

In 2023, how will you celebrate **For Our Elders**?



The Artist: Bobbi Lockyer

Bobbi Lockyer, a proud Ngarluma, Kariyarra, Nyulnyul and Yawuru artist, born and based on Kariyarra Country in Port Hedland is the winner of the prestigious 2023 National NAIDOC Week Poster Competition with her entry, For Our Elders. Bobbi's artwork is a heart-warming piece that pays tribute to our Elders: "with this year's poster design, I really just wanted to honour all our Elders and I started sketching straight away thinking who could I put on this poster, but then I realised I didn't want to just put a specific Elder because all our Elders are equally important and are integral to our lives" said Bobbi.

Bobbi is raising her four amazing boys on the land that raised her. She has a deep affinity for country and community and uses her art, fashion and photography as a platform to raise awareness of social justice issues, including Indigenous and women's rights. For Bobbi, creativity and community go hand in hand, one would not exist without the other, and she loves being able to use her art as a force for good in the world. Bobbi's art cannot be defined by conventional means, instead she offers insight into her creative heart and soul through a variety of different mediums, including Aboriginal art, fine art paintings, photography, illustration and digital design.

In 2021, Bobbi won the NAIDOC Artist of the Year Award, and became a board member for Regional Arts WA and entered her second year as a creator for Nikon. Bobbi has had her art and photography published all over the world including in Vogue magazine, and the Paris and New York Fashion Week runways. Bobbi's work has been described as ground-breaking, revolutionary and artistic. And it is!

Read More
bobbilockyer.com

Getting Started

These Resources

About

"Our wisdom and knowledges come from those Elders around us, who have loved us up into the leaders we wish to become. These stories are invaluable and also show we respect and take responsibility for these stories and lessons that have helped us stay strong."

- Aunty Stephanie Armstrong (Gamilaraay and Bigambul)

The resources were created with the permissions of the Elders and/or their families, with the cultural guidance of the National NAIDOC Committee Co-Chair and Elder Aunty Dr Lynette Riley, AO. Written by Culture is Life's Aboriginal educators and lead writer Thara Brown, in partnership with the ABC and with young people's perspectives and ideas at the centre.

Aboriginal and Torres Strait Islander Elders hold the stories that make up the oldest living culture in the world! This year's NAIDOC theme and education resources, 'For Our Elders', is an opportunity for all Australian schools to ensure our young people are learning from our Elders' knowledge and perspectives, and that these continue to be passed down through generations for millenia to come.

Culture is Life is honoured to be celebrating and sharing the knowledge and lived experiences of our Elders past and present, to ensure our stories as First Peoples are valued in every classroom around the Country.

How To Use

This resource has been developed to support educators in Australian schools to engage meaningfully with the 2023 NAIDOC theme, For Our Elders. The resource is not a substitute for relationships in local communities, nor is it a definitive and exhaustive guide. It is designed to be used by educators in an open-ended, non-prescriptive way with Elders stories and young people's perspectives at the forefront.

We encourage teachers to be creative in embedding the videos, interviews, songs and writings within your learning areas and use your discretion in framing the learnings relevant to your students' levels. There are so many Elders' stories to tell and we hope this inspires ongoing integration of our First Peoples stories into all areas of education in Australia.

Aunty Stephanie Armstrong

"We all have been given some of these stories that will stay with us and become part of the stories we tell our children and grandchildren. Sharing those stories that will influence the next generation and be the tomorrow. We are at a point where we need these stories to keep us grounded. This is who we are, the storytellers. The changemakers."

- Aunty Stephanie Armstrong (Gamilaraay and Bigambul)

Guidelines for Teachers

1. Teacher Check-In

Reflect on your personal connections and understandings of place, cultures, peoples and histories and seek to understand concepts such as unconscious bias, privilege, equity and equality. By practising vulnerability you can role model courageous and honest conversations for all students to learn with their hearts and minds.

2. Preparation of the Materials

Carefully review any content before sharing it in your classroom and consider your students' stories and relationships to make informed decisions of the best teaching approach for the learning and wellbeing of your students. Some material taught can present risks for students if not delivered safely and effectively, particularly for students who have personal connections to information and stories. If students' lives have been impacted by trauma, there is a risk that these resources - and subsequent classroom conversations - can be re-traumatising.

Aboriginal Child's Cultural Connection Model.

3. Understanding Protocols

Protocols exist as standards of behaviour used by people to show respect to one another in society. It also refers to the protocols and procedures used to guide the observance of traditional knowledge and practices, including how traditional knowledge is used, recorded and disseminated. Protocols are diverse across Australia and we encourage you to engage with your local community before delivering this content.

Source
vacca.org/page/resources/cultural-resources

4. Country & Kinship

When discussing Aboriginal peoples' connection to Country and Kinship it is important to consider those who may live off Country or not have a connection to their homelands and community. Community connections include cultural practices, knowledge, songs, stories and art, as well as all people: past and present.

Review the Aboriginal Child's Cultural Connections diagram to develop your understanding of how Australian First Nations children grow in their knowledge of who they are, who they belong to, where they belong, where they come from, what they do, what they believe and what symbolises their culture.

5. Relationships

We encourage all schools to build strong and meaningful relationships with your local Aboriginal community. Invite your local Aboriginal and Torres Strait Islander community and/or services to your school. These actions may result in an opportunity for an Elder of the traditional Country that you are on to provide your staff and students a Welcome to Country and share their knowledge and perspectives.

6. Student Wellbeing

Some stories and information shared in the classroom may be new and difficult for some students to comprehend and meaningfully unpack. Some students may feel emotional or confronted by some content. Briefing and debriefing is essential for potentially emotional stories.

Before students leave your classroom, provide enough time and space to talk and debrief with them about the lessons and stories shared. Allow time and choice to talk, write down words or draw about what they learnt and how they feel about the content.

7. Two-Way Learning

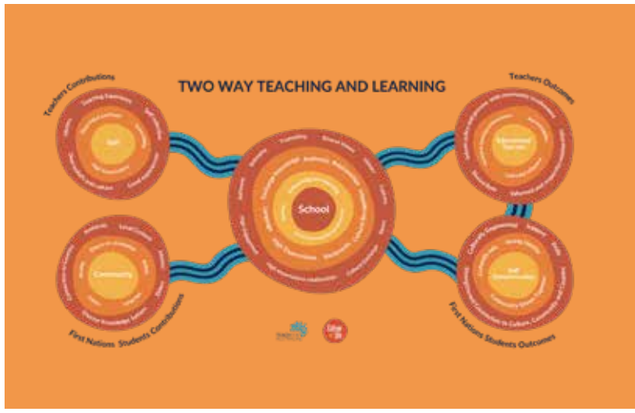
As a teacher you enter the classroom with your beliefs, lived experiences and culture in the forefront of your mind and are inspired to connect and teach your students. Two-way learning helps you understand how to embrace, learn from, support and enrich students' beliefs, lived experiences and cultures in your school and community.

Through informed respectful relationships, First Nations students can feel culturally safe and empowered with a strengthened connection to their culture, community and Country.

8. Language and Terminologies

The terms 'Aboriginal', 'Aboriginal and Torres Strait Islander', 'Indigenous' and 'First Nations' are used interchangeably. It is acknowledged that there are many cultural differences between – and within – Aboriginal and Torres Strait Islander communities and the use of differing terms does not intend to disregard such differences. The priority is to get to know your local Nation, Clans and communities to find out what their preferred terms and names used in their languages are.

It is of vital importance that when discussing Aboriginal ways of the past, you confirm and reinforce that Aboriginal cultural practices are still strong and practised today. This shows an understanding, respect and honouring of the survival of Aboriginal and Torres Strait Islander people.



The Two Way Teaching and Learning model developed by Culture is Life and Teach For Australia.

All Year Levels

Foundation - Year 10

Building Relationships

Across these beautiful lands we now call Australia, there are over 200 known language groups and approximately 500 Nations and Clans. That means our First Peoples are very diverse! Do you know the traditional lands that you live and go to school on? Do you know the role of Elders in Aboriginal communities, as well as their role in multicultural Australia today?

To better understand our local communities, we encourage teachers and students to get to know their local Aboriginal or Torres Strait Islander community leaders, past and present. There are so many ways we can learn about and honour their stories, and so much we can all learn from them.

So let's get started!

Questions

- Who are the traditional owners of the lands you live on? Teachers can show the AIATSIS Language Map and display this in the classroom with an Acknowledgment of Country, paying respects to local Elders.
- What is an Elder? How are Elders recognised in Aboriginal and Torres Strait Islander communities?
- How can we build strong relationships with all senior members of our communities?
- Who are some senior people that you respect and learn from?
- Do you know any Aboriginal or Torres Strait Islander Elders in your local community? If so, what do you know about their life story and their role in the community?
- Have you witnessed a Welcome to Country ceremony? If so, describe what you experienced and how it made you feel?

Research Activity

One way we can acknowledge and pay our respects to Aboriginal and Torres Strait Islander Elders in our community is by learning about their stories. Research the below by connecting with local Elders personally, reading books, watching films and/or researching online. The following questions can be presented in a poster, art display, article, poem, song lyrics... the choice is yours!

- Who is an Elder in your local community? What language group, Nation or Clan do they belong to?
- What is or was their role in the community?
- Where were they born, where did they grow up?
- What was their lived experience growing up Aboriginal and Torres Strait Islander in Australia?
- What were they passionate about? What have they achieved?
- What did you learn from hearing about this Elder's story? How will you apply these lessons into your own life?

Resources

1. AIATSIS Language Map: aiatsis.gov.au/explore/map-indigenous-australia
2. Building Relationships with Community: Reconciliation Australia: youtu.be/Epk448g0p-M
3. Kinship Online Module: University of Sydney: sydney.edu.au/about-us/vision-and-values/our-aboriginal-and-torres-strait-islander-community/kinship-module.html

Early Primary
Foundation to Year 2

My Big Aka

Written by Anna-Rita Fauid (Kulkalgal)

This is my big Aka (grandmother) Alice, my mother's Aka. Aka Alice is my mum's dad's mother. I did not have the opportunity to meet Aka Alice, but her blood runs through my veins and through our blood, or kulka in my language, we are connected. Even though I never met Aka Alice, when I look at this picture of her, I can tell you five things about her.

1. I see my mum when I look at Aka Alice. My mum resembles her. Her melanin complexion and soft and curly hair is what my mother inherited; they say it's the South-Sea Island heritage trait in our family.
2. I see a humble, strong, and beautiful island woman, practising the good old Poruma ailan pasin of sharing equally amongst families.
3. I see a woman full of love and compassion, it is evident in her smile.
4. I see a loving mother, the woman who raised my Athe (grandfather) to be the man he was, to have raised and nurtured my mother who brought me into this world.
5. And finally, I see my big Aka, the matriarch of our family. Even though she is no longer with us physically, she is in spirit, guiding and protecting me throughout my journey.

As I reflect on this year's NAIDOC theme, "For our Elders", I think of my big Aka Alice. I think of her hard work, blood, sweat and tears that paved the way for me to have all the opportunities and luxury that I have today. I honour her and will always appreciate her and my old people.

Anna-Rita's grandmother, Aka Alice.

After reading Big Aka's story to your class, use the below questions, activities and resources to guide conversations and further inquiry on Torres Strait Islander stories & Elders.

Questions

- Do you know where the Torres Strait Islands are and that they are Indigenous Peoples of Australia? Locate Polouma (Coconut Island) on a map.
- What does it look like Aka is doing in this photo?
- What does Anna-Rita see when she looks at this photo of her Big Aka?
- What does 'Kulka' mean in Anna-Rita's language? How does she explain how she is connected to her Grandmother even though they never got to meet? Reflect on how this feels and may relate to old people who have passed in our life.

Activities

1. Ask your students to think of songs, stories or music that their grandparents (or other people from older generations) may have passed on to them. After a class discussion, ask students to draw, write or perform these stories for the class.
2. One of our best-loved and well-known tunes, "Taba Naba" is a traditional song originating from the Eastern Islands in the Torres Strait. It is sung in the language of Meriam Mir and describes the everyday activity of going out to the reef to fish. Taba Naba is popular throughout Australia and the rest of the world thanks to renditions by the iconic Mills Sisters and children's entertainers The Wiggles. With your class, learn and perform the traditional song 'Taba Naba' (see resources).
3. Look at the Torres Strait Islander flag and identify the various components. Discuss with your students how a flag might help to honour the Elders in a community of people. Ask students to imagine they had their own flag to honour the Elders in their lives. What features on these flags?
4. Another group of islands are the Tiwi Islands, Ratuati Irara, meaning "two islands". They are 80 kms north of Darwin, NT and comprise of Melville Island, Bathurst Island, and nine smaller uninhabited islands. 'Take me Home' and 'Payawurra (links in resources) are two favourite kids songs from proud Tiwi woman, Mary-Cruz Fernandez-Portaminni, that you can play to your students.

As a teacher, research more about the Torres Strait Islands (using the resources) and share this research with your class.

Anna-Rita Fauid

Resources

1. Taba Naba: tsirec.com.au/news/taba-naba
2. Torres Strait Islander Flag: tsirc.qld.gov.au/our-work/torres-strait-islander-flag
3. Torres Strait Islander Communities Map: tsirc.qld.gov.au/our-communities
4. Children's Books: yarnstrongsista.com/product-category/aboriginal-and-torres-strait-islander-resources/aboriginal-books/childrens-books
5. Our Land Our Stories: aiatsis.gov.au/education/curriculum-resources/our-land-our-stories
6. Take Me Home: youtu.be/xAb0oOxSGrk
7. 'Payawurra': Ngarukuruwala: youtu.be/IUYIK2h4DGU

Primary to Secondary

Years 3 to 10

Elders of the Year

Now you have learnt about some of the Elders, past and present, from your local area, we can start to look at Aboriginal and Torres Strait Islander Elders all over this magnificent continent and its islands! One way to recognise the achievement and contribution of Elders is through award ceremonies that take place during NAIDOC every year.

Are there any NAIDOC events and awards honouring Aboriginal and Torres Strait Islander Elders in your community?

Read more about NAIDOC Award winners and this year's Lifetime Achievement Award winner Aunty Dr Naomi Mayers OAM.

Aunty Dr Naomi Mayers OAM

Lifetime Achievement Award,
2023 National NAIDOC Week Awards

Aunty Dr Naomi Mayers OAM, is a proud Yorta Yorta and Wiradjuri woman, born in 1941 on Erambie Mission, just outside of Cowra in country New South Wales. Aunty Dr Naomi has dedicated her life to the advancement of Indigenous health and is a leader in Aboriginal affairs.

Research the previous winners of National NAIDOC's Female and Male Elders of the Year on the National NAIDOC website.

Are any of these Elders from communities or regions near you?

Choose one Elder and further explore their story.

Read More

naidoc.org.au/award-finalist/aunty-dr-naomi-mayers-oam

Uncle Jack Charles

Male Elder of the Year,
2022 National NAIDOC Week Awards

2022 Award recipient, Uncle Jack Charles is a Bunurong and Wiradjuri man, and a member of the Stolen Generations. He grew up in the Salvation Army Boys' Home at Box Hill, Melbourne as the only Aboriginal child, not knowing his heritage until the age of 17. Uncle Jack is widely acknowledged as the grandfather of Indigenous theatre, co-founding Australia's first Indigenous theatre group, Nindethana, meaning 'place of corroboree', or 'ours', at Melbourne's Pram Factory in 1971.

Read More

naidoc.org.au/awards/winner-profiles/uncle-jack-charles

Dr Lois Peeler AM

Female Elder of the Year,
2022 National NAIDOC Week Awards

2022 Award Recipient, Dr Lois Peeler AM, is a Yorta Yorta and Wurundjeri woman. Her family comes from the Cummeragunja Aboriginal Reserves where activism for improved conditions for Aboriginal people was deeply embedded.

Read More

naidoc.org.au/awards/winner-profiles/dr-lois-peeler-am

Honouring Our Elders

We asked young First Nations people from Culture is Life's 2023 Fullaship program to share stories of Elders who have inspired them, how we can build relationships with our Elders, what keeps them well and what their hopes for the future are.

Back: Hakon Dyrting ((Djugun, Yawuru and Garrawa), Shaylem Wilson (Ngarrindjeri), Maya Hodge (Lardiland, Yangkaal), Anna-Rita Fauid (Kulkalgal) and Jalen Sutcliffe (Darumbal). Front: Guyala Bayles (Birri Gubba, Wonnarua) and Tristan Nelliman-Adams (Wuthathi, Komet, Kirriri, Baduleige).

Questions

Watch the video interviews and discuss the following:

- What thoughts or feelings did the young people express when talking about their Elders? Discuss why these Elders are so significant in each of their lives.
- What are some ways mentioned that young people can build relationships with their Elders?
- What are some relationship building tips shared in the videos?
- What keeps these young people well and what are their hopes for the future?
- What were some of the common messages the young people shared in these videos?
- What does an Elder mean to you?
- Have you witnessed a Welcome to Country ceremony? If so, describe what you experienced and how it made you feel?

Activities

- Write down the language and Nation or Clan groups that these seven young people are from and locate these on a map. Further research one of the Elders mentioned in the video.
- Who is an Elder or senior member of your family or community whom you admire, past or present? Write, record or draw a message honouring and thanking them for their influence on yours and others' lives. It is important we show love and appreciation for our old people, especially if they are still with us, as we sometimes forget. Share the message with them as a gift for all they do for you.

Resources

1. Videos - Honouring Our Elders: cultureislife.org/education/naidoc-2023
2. Anna Rita: abc.net.au/education/naidoc-week-2023-anna-rita/102457432
3. Guyala Bayles: abc.net.au/education/naidoc-week-2023-guyala-bayles/102457516
4. Hakon Dyrting: abc.net.au/education/naidoc-week-2023-hakon-dyrting/102457804
5. Jaylen Sutcliffe: abc.net.au/education/naidoc-week-2023-jalen-sutcliffe/102457520
6. Maya Hodge: abc.net.au/education/naidoc-week-2023-maya-hodge/102457532
7. Shaylem Wilson: abc.net.au/education/naidoc-week-2023-shaylem-wilson/102457534
8. Tristan Nelliman-Adams: abc.net.au/education/naidoc-week-2023-tristan-nelliman-adams/102457538

Primary

Years 3 to 6

My Dad, Bill Wilson

Written by Shaylem Wilson (Ngarrindjeri)

Shaylem Wilson and her father, Bill Wilson.

My dad, Bill Wilson, is one of my biggest inspirations. To me, he is the epitome of an Aboriginal leader. In just over sixty years he has been able to achieve so much despite living in a country that did not want Aboriginal people to succeed. When Dad was born he wasn't considered as part of the Australian population, Dad lived under the watchful eye of the white man sent to monitor how Ngarrindjeri people lived on their homelands of Raukkan.

Despite the odds being against Dad and Aboriginal peoples in general, Dad went on to finish his schooling and complete University following this he went on to become a staunch advocate for Aboriginal peoples rights to education. Throughout his career Dad has advocated for Aboriginal people to have access to education and further development. He was the director of Tauondi Aboriginal College (Port Adelaide) for a number of years working with community to ensure Aboriginal people had access to culturally safe tertiary education. Dad has always spoken about this time in his life as one of his best, it was years later that my first job would be at the same place, Tauondi Aboriginal College. Whilst I only worked there for a fraction of the time my Dad did, I could see the aspirations he and many community members had for Aboriginal self determination when it comes to education.

In 2020, Tauondi was at risk of shutting down due to funding cuts. I knew how much Tauondi meant to my Dad, so I knew how much it meant to many other Aboriginal people within the community. We successfully organised a protest and Dad spoke about his connection to Tauondi and why culturally safe institutes are vital to the success of Aboriginal people.

Without Dad's passion, motivation and relentless attitude I wouldn't be who I am today. He has shown me what it means to be a proud Ngarrindjeri person. He has succeeded despite the odds being against him, he has advocated, he has inspired and he has given back. And he has done all of this with zero expectations of getting anything back, he has done it with a smile on his face, he has been unafraid to show emotions, he has shown myself and many others what I mean to be unapologetically black. And he will continue to do it for many years to come.

Questions

After reading Bill's story to your class, use the questions, activities and resources below to guide conversations and inquiry on Ngarrindjeri Elders.

- Locate the town of Raukkan on a map of South Australia and the lands of the Ngarrindjeri. What type of landscape is here? (ocean, lakes, river, mountains) What major river flows through this Country?
- Discuss what happened in 1977 and why Elders like Bill weren't 'considered a part of the Australian population.'
- What policies existed in South Australia that meant Aboriginal people 'lived under the watchful eye of the white man.' Discuss what this statement means in learning about the experiences of Stolen Generations survivors, see activity and resource below.
- What has Bill achieved in his life? Why was Tauondi Aboriginal College so special to Bill and what did he lead when it was at risk of closing down?
- Do you know stories of other Ngarrindjeri Elders? Have you seen the 50 dollar note? It features Ngarrindjeri man David Unaipon's and in the background, the Raukkan mission and Unaipon's mechanical shearer. Read more in the link in resources.

Activities

- What is something that you feel passionate about that needs changing? This could be at home, at school or in your community. What are some ways that you can express your passion and concerns and educate others? Write this a list of possible actions to make this happen and discuss how you can turn your ideas into goals into actions and create positive change!
- Ngarrindjeri woman, Ruby Hunter, and her partner Archie Roach were Stolen Generations survivors who shared their stories through their love of music. Aunty Ruby illustrated Uncle Archie's book, created from the lyrics of his well-known song 'Took The Children Away'.

Shaylem Wilson

Culture is Life's Stolen Generations resources for Primary Schools (linked in resources) includes a video of Uncle Archie Roach reading his book, with accompanying curriculum and guidelines for teachers to support the teaching of this important story in our shared history.

Resources

1. Ngarrindjeri Culture: coorongcountry.com.au/indigenous-ngarrindjer-coorong-culture
2. Rukkan Aboriginal Community: coorongcountry.com.au/raukkan
3. David Unaipon: coorongcountry.com.au/david-unaipon
4. Archie Roach Stolen Generations Resources: cultureislife.org/education/resources/archie-roach-stolen-generations
5. 'Took The Children Away' Children's Book: archieroach.com/store/pre-order-special-30th-anniversary-edition-took-the-children-away-illustrated-picture-book
6. Video - Ruby Hunter 'Let My Children Be': youtu.be/YBRFXqRp5lU

Aunty Lola Greeno, Elder of Shells

Written by Madeline Wells (Palawa & Koorie)

Tasmanian Aboriginal women have protected and practised the tradition of 'Kanalaritja' (shell necklace) for thousands of generations. Artist & curator, Lola Greeno has achieved international acclaim for her necklaces and is an inspiration to her community. It is now her responsibility as an Elder within her family to ensure that this legacy continues.

This art form is so much more than a necklace, it represents the survival and perseverance of Aboriginal women in the face of colonisation. It is now her time to continue the unbroken string, passing down sacred knowledge to her granddaughters and other Palawa women in her community.

I have been taught this practice through my family as well, and with that comes an understanding of the sacredness of the shells that are part of us, part of our culture, part of Country. How to respect the shells, and the practice of stringing, the pride and healing we feel when we wear our shells, gifting them and sharing them with family. Part of maintaining and protecting culture as well, it's also understanding the importance of giving back to Country, thanking Country for these

Madeline Wells (left) with Aunty Lola Greeno.

gifts. But also standing up for Country - these shells come from kelp in the sea Country around Lutruwita (Tasmania). Our kelp forests are disappearing, not only will this impact our culture practice of shell stringing and what it means to us on a deeper level, but our Sea Country will never be the same, to see our kelp forests no longer will be a very sad day.

I honour the many people and beings in my life who have taught me patience, love, understanding, connection and pride. Such as Aunty Lola.

She gifted me a shell necklace after my Mum passed away, and I don't think she realises the appreciation and pride I have in wearing that necklace. She is a beautiful person, and I am very blessed to have grown up here in Lutruwita, surrounded by family like her. I am proud to be a Palawa and Koorie woman, and I am very proud of the family and ancestors I came from.

Watch

womenoftheisland.com/elder-of-shells

"I am very much about teaching younger people in schools and my family's way in which will help to support our people and continue our Cultural Practices and stories."

- Aunty Lola Greeno

Questions

After reading Aunty Lola and Madeline's words, watch the video 'Elder of Shells' and use the questions and activities to learn more about Palawa Elders and cultural practices.

- What is the English and Palawa Kani name for the island that Aunty Lola comes from?
- What do we see, hear and feel at the beginning of the video?
- 'I think we are the Country and the Country is us.' Discuss what Country means for First Nations people. How does Aunty Lola describe what Country does for her?
- What is the Palawa Kani name for traditional Palawa shell necklaces? Outline the process of making the necklace that Aunty describes. What do we see the women doing at the start?
- What do you know about the history of what is now known as Tasmania, and what life was like for Palawa people before the Europeans arrived?

Activities

- Research cultural practices that are still continued in Lutruwita (Tasmania) today. This can be men's or women's business that is shared and known such as songs, dances, tool making, hunting, weaving and basket making.
- Watch 'Lutruwita: Introduction' on ABC link in resources. Write a reflection piece on your learnings about what you knew before this lesson, including the different Nations of Tasmania, what Tasmanian Aboriginal people lived through, what land and sea resources were available and how this changed, and current impacts from colonisation.
- Read about the three Tasmanian Women Elders in the article below, Aunty Dawn Blazely, Aunty Netty Shaw & Aunty Vicki-Laine Green. Highlight one major learning from each of their stories and share this with your class.
- According to OzFish, 95% of the iconic giant kelp forests in Tasmania have disappeared and are now listed as an endangered marine community. Read about how environmental changes are affecting the kelp and seaweed growth, and the effects of fish farming, in the article 'Tasmanian Aboriginal shell necklaces: A significant cultural practice.' Develop a campaign to create awareness of this issue and actions that all people can do to protect Country.

Resources

1. 'Lutruwita: Introduction': abc.net.au/education/lutruwita-introduction/13860616
2. Tasmanian Women Elders: abc.net.au/news/2019-08-13/who-are-the-tasmanian-aboriginal-women-elders/11262616
3. The Art of Shell Necklace: nga.gov.au/on-demand/lola-greeno-shell-necklace
4. Lola Greeno Artist Bio & Work: handmark.com.au/artist/lola-greeno
5. Cultural Jewels: australiandesigncentre.com/past-exhibitions-and-events/living-treasures/lola-greeno-cultural-jewels
6. Rina-Mapali, Nimina & Kalikina: youtube.com/watch?v=2jw8LFSYzRk
7. Tasmanian Aboriginal Heritage Council: aboriginalheritage.tas.gov.au/council-site
8. Australian Museum: australian.museum/learn/first-nations/tasmanian-aboriginal-shell-necklaces
9. Sea Museum: sea.museum/2016/03/16/living-waters-shellwork-in-indigenous-art-and-culture/palawa-shellwork

My Nonnie

By Hakon Dyrting (Djugun, Yawuru & Garrawa)

I want to acknowledge all our Elders past and present across the country for their hard work, love and determination to pave the way for the younger generation to have access to more opportunities and pathways. You will always be and continue to be the foundation that drives us all to be strong today.

In particular I want to honour my Nonnie (grandmother), Barbara Nasir, descendent of the Stolen Generation, a Garrawa woman from Borroloola, Northern Territory. Ever since my early days, me and her were inseparable, wherever she went, I went. Without a doubt she has always been one of my biggest supporters, offering endless encouragement, lessons about our family, our history, always sharing the stories of who we are and where we come from.

Hakon Dyrting (left) with his Nonnie, Barbara Nasir.

She also shared stories about respect and love, and for that I cannot begin to express my gratitude to her.

Nonnie has always demonstrated strong values; she is a person who marches to her own drumbeat. As someone who has been through so much adversity throughout her life our family would not be the way it is today if she had not paved the way for us. She is proud of who she is and where she has come from, sharing stories of her childhood to ensure that history is passed down to future generations.

She has maintained an undeniably powerful willpower as an advocate and supporter for Aboriginal people. I cannot remember a time where she wasn't forming new relationships, offering advice and welcoming everyone with a warm hug and smile.

Without the guidance, love, values and support that I received from Nonnie, I would not be the person I am today. She has played a pivotal role in my upbringing and development; she has given me love and memories that I will never forget. As a now great grandmother, Barbara Nasir has been one of the greatest matriarchs we as a family could have asked for.

Love you always Nonnie.

Questions

- How does Hakon describe how his grandmother supports him and she has influenced his life as his matriarch?
- What is a legacy? What does this mean to you? Is there a matriarch in your family that you think of when reading Nonnie's story?
- Barbara is a descendant of the Stolen Generations. What does this mean? What have we learnt about the treatment and impacts of these past policies on First Nations peoples? Given her lived experience and treatment, reflect on why Barbara's survival, legacy and ability to grow and uplift others is so remarkable?

Activities

1. Locate the town of Borroloola, Northern Territory, on a map. Yanyuwa, Garrwa, Marra, Gudanji and Bibingka languages are spoken here. What is the nearest capital city and how many kilometres away is it? What does the landscape look like? Research the history of the town and region and share any interesting findings with the class.
2. Read 'On the 25th National Sorry Day, Stolen Generations survivors say Australia still doesn't acknowledge its history' (2023 ABC article linked in resources). Reflect on what the four Stolen Generations survivors' share (Halpin Hart, Eileen Cummings, Barbara Nasir & Charlie King) and journal any thoughts, feelings or questions
3. Write a letter to a Matriarch in your family or community. Share some of their story and how they have inspired, loved and guided you.

Hakon Dyrting

Resources

1. Article: On the 25th National Sorry Day: abc.net.au/news/2023-05-26/national-sorry-day-stolen-generations-survivors-descendants/102397276
2. Article: History That Follows Us: sbs.com.au/nitv/nitv-news/article/history-that-follows-us-sorry-day-spikes-calls-for-history-centre/wtngotp7q
3. Northern Territory Children's Books: enjoy-darwin.com/northern-territory-childrens-books.html
4. Books Set in the Northern Territory: mappit.net/bookmap/regions/170/northern-territory
5. Jane Chisopherson: magabala.com/collections/jane-christophersen

My Pop, Simon Narrier

Mark Nannup (Yamatji Noongar)

Watch the interview with Mark and his Pop and use the questions and activities below to guide you on learning more about Noongar Elders stories.

Watch

abc.net.au/education/naidoc-week-2023-simon-narrier-and-mark-nannup

Mark Nannup with his Pop, Simon Narrier.

Questions

- How does the video make you feel? Journal or draw any thoughts or feelings that arose for you.
- What did we learn about Simon Narrier from this yarn? List some things that resonated with you. Who was one of the Elders that Simon admired? Where was he raised? What are his values? What did he work as?
- How did Simon respond to being asked about his life growing up on a Mission?
- What are Simon's hopes for the future and words of advice to young people?

Activities

1. Research female and male Noongar Elders throughout history. Reflect on southern Western Australia's history and culture including similarities and differences between other Nations, language and Clan groups across the continent.
2. Kaartdijin in Noongar means 'knowledge'. Noongar people have lived in the south-west of Western Australia for more than 45,000 years. Visit the Kaartdijin Noongar website and go to the language list. Choose five words that relate to Simon Narriers story and interview above.
3. Watch the short clips from Archie Roach Stolen Generations Resources and refer to the discussion and inquiry questions and activities for Levels 7-10.
    - Identity
    - Stolen Generations
    - Talking our Truths
    - Healing through Story & Art

    Uncle Syd Jackson shares his story in these resources. Locate where Uncle Syd's traditional lands are in Western Australian mob and Rowlands Mission on a map. Research his life's work and legacy.

Resources

1. ABC Education: abc.net.au/education/naidoc-week-2023-simon-narrier-and-mark-nannup/102457548
2. Culture is Life: cultureislife.org/education/naidoc-2023
3. Noongar Knowledge: noongarculture.org.au/glossary/noongar-word-list
4. Archie Roach Stolen Generations Resources: cultureislife.org/education/resources/archie-roach-stolen-generations
5. Nyungar Tradition: aiatsis.gov.au/sites/default/files/catalogue_resources/m0022954.pdf

Aunty Lorraine Peters from Archie Roach's Stolen Generation Education Resources.

*Note the videos and images in the resources contain stories and images from two Uncles who we honour, and acknowledge their passing since the resources were created, Uncle Archie Roach AM and Uncle Jack Charles.

Secondary

Years 7 to 10

My Pop, Tiga Bayles

Guyala Bayles (Birri Gubba and Wonnarua)

My grandfather Tiga Bayles was the patriarch of our family who helped raise my siblings and I, as well as many of his other grandchildren and children who he raised as his own. I remember when I was young and I asked Pop about his childhood, he told me that he used to dig graves and collect and bury goona (poo) with his dad because there were no toilets where they lived in central Queensland back then.

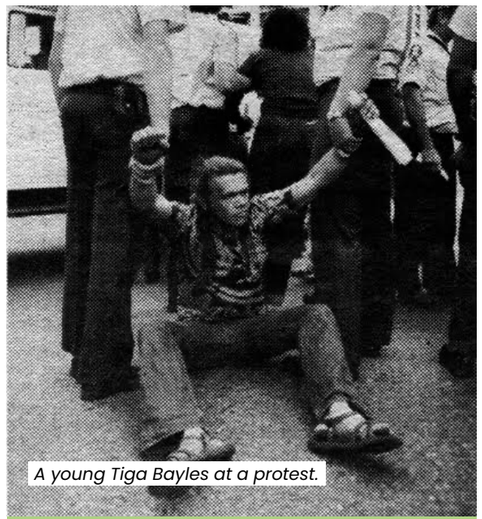
Pop was born in 1953 and was raised on the banks of the Dawson River in Central Queensland, in an old humpy they built which had curtains as doors and old potato sacks on the dirt ground for the floor, but he was happy and healthy growing up on country with his parents and 4 younger siblings. Pop didn't even finish grade 6 and rode a horse several kilometers to school and back everyday because there were no blacks allowed on the school bus.

Despite many adversities, Pop became the youngest chairman of the NSW Aboriginal Land Council in the 80s, President of The World Indigenous Media Association, CEO of Murri Radio - 4 Triple A (Brisbane Indigenous Media Association) and QLD father of the year in 2005, amongst many other accolades and achievements.

My beloved grandfather passed in 2016, leaving behind an amazing legacy that inspires and motivates me to continue on where he left off as he is the reason that I am able to stand up in front of large crowds and recite poems of resistance, identity, culture, connection to Country and the injustices our people continue to face because of colonisation.

I definitely wouldn't be the strong Blak woman I am today if it wasn't for the staunch Blak man that helped raise me and I am beyond blessed and grateful for the many important life lessons he taught me along the way. I choose to honour my pop because he taught me that nothing is impossible and if you really want something you have to work hard for it!

Pop is the epitome of a strong Blak man who lived by example and made this world a better place. I will continue to honour his legacy and keep his memory alive in all that I do.



A young Tiga Bayles at a protest.

Questions

- What are some things that Tiga experienced as an Aboriginal man born in Central Queensland, in the 1950s? Reflect on what thoughts and feelings come up for you thinking about this.
- What are some of the accolades and achievements that Guyala shares of her Pop?
- What was Tiga Bayles known for? What movements was he a part of, to better the lives of First Nations peoples? How does this influence all Australians?

Activities

1. Research Tiga Bayles' stories further from the links in the resources below. Write down any achievements and challenges that Tiga faced and share these and your personal learnings from his story in a reflection piece.
2. Read the history and timeline of Radio Redfern & Koori Radio- that Tiga was instrumental in starting - in the resources below. Reflect on what media representation in the 1980s would have looked like for Aboriginal people and why this was so significant. Further research other Aboriginal trailblazers who influenced media in NSW & QLD. What are their impacts today?
3. Listen to the 'Let's Talk', Murri National Indigenous episode with Guyala Bayles (linked in the resources). Reflect on Guyala's story, her passions and talents and the long tradition of Aboriginal and Torres Strait Islander peoples using creative tools to assert their sovereignty and refuse colonisation.

Guyala Bayles with her pop, Tiga Bayles.

Resources

1. Radio Redfern and Koori Radio: redfernoralhistory.org/Default.aspx?tabid=206
2. 'Let's Talk', The Arts episode with Guyla Bayles: triplea.org.au/listen/programs/lets-talk/lets-talk-episode-95-guyala-bayles
3. Barani: Sydney Aboriginal history: sydneybarani.com.au
4. Dundalli: slq.qld.gov.au/blog/dundalli-aboriginal-resistance-hero

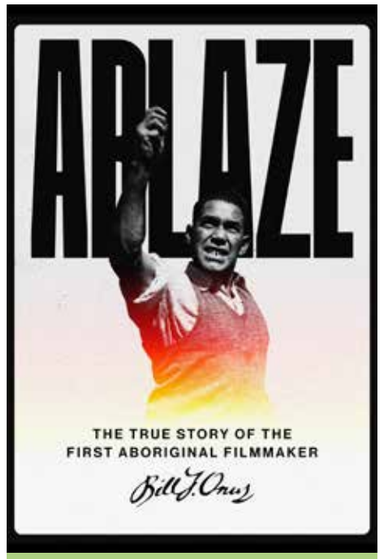
Film: Ablaze

The Story of Uncle Bill Onus by Tiriki Onus

Ablaze is the true story of proud Yorta Yorta man, Aboriginal filmmaker, entrepreneur, impresario, entertainer, activist, William Bill Onus. Told by his grandson, Tiriki Onus who unearthed a 70-year old silent film reel that suggests he might have been the first ever Aboriginal filmmaker. As Tiriki journeys across the continent, he discovers compelling untold stories of activism, resistance and politically driven art-making.

Watch

iview.abc.net.au/show/ablaze



Questions

- 'Why has it taken the white Australians just on 200 years to recognise us as a race of peoples?' Discuss what this statement by Bill Onus meant in the lead up to the 1967 Referendum and how it relates today. '1:41'
- Discuss the photo of the young men painted up for ceremony behind an old movie camera. What story might this tell? What does this tell us about cultural practices at this place and time? '1:53'
- Where was Bill Onus born? What traditional lands is Cummeragunja Mission on? '4:25'
- What is an Aboriginal Mission? What years were the policies that removed children and families onto Mission in place in the states of NSW & VIC?
- 'Ring the bell, cue up for your rations, and if you were caught speaking language then rations were taken off you.' Aunty Faye Carter.
- What does this tell us about the treatment of Aboriginal people at this time?
- On the road, Bill found recognition and acceptance by joining a travelling show train as a master boomerang thrower. What does this suggest that Europeans thought of Aboriginal people? What did audiences expect to see in a circus historically? '8:13'
- How does Uncle Wayne Atkinson explain how Aboriginal people were treated at this time? What were some examples of what his people were excluded from? '9:36'
- 'In early 1949 Bill got word that things had got worse at home on Cummergunja Mission.' Bill joined with his relatives to organise the first ever Aboriginal exodite from a Mission.' '19:00'
- What is the protest now known as? Why was this significant for the times?

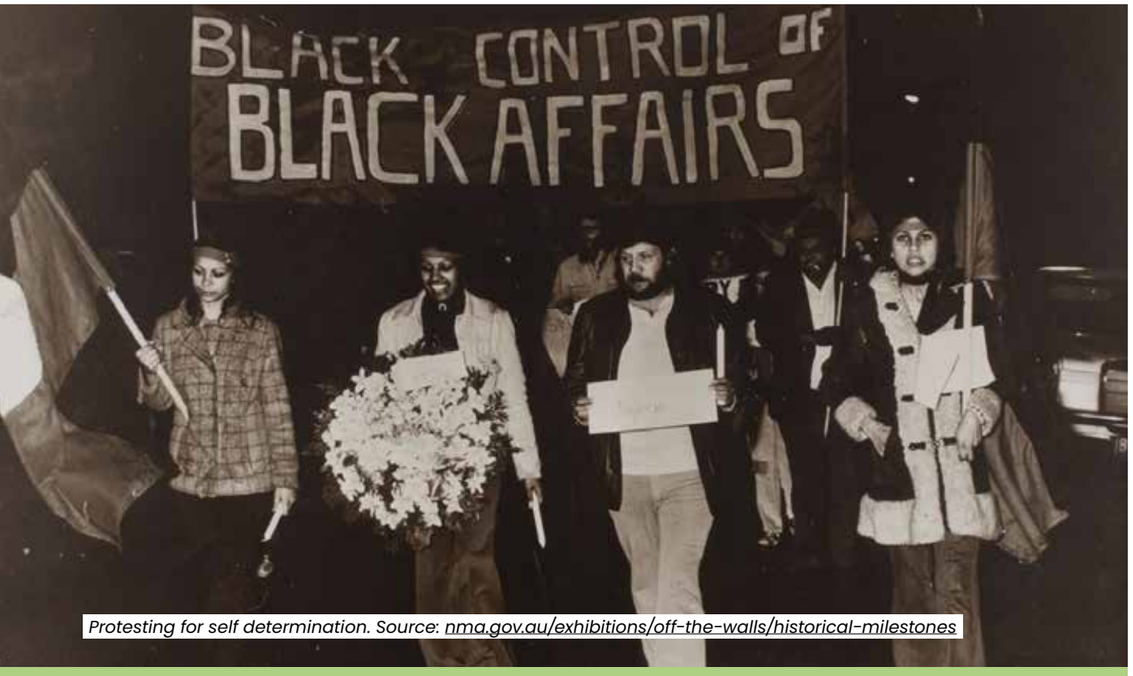
The still image discovered among Bill Onus' things showing the same scene from the 1946 film. Courtesy Tiriki Onus

Activities

1. Bill started a new campaign for equal rights under the 'Australian Aboriginals League'. (29:28) Research this campaign including its purpose, challenges and successes and present your findings to the class.
2. 'This is my journey to learn more about my Grandfather's extraordinary life'. Choose an Elder whom you admire from your family or community, past or present, Indigenous or non-Indigenous, and creatively share their story with your class.

Resources

1. Ablaze Website: ablazethefilm.com
2. Performing Aboriginal Rights in 1951: onlinelibrary.wiley.com/doi/10.1111/ajph.12823
3. Cummeragunja Walk Off: sbs.com.au/nitv/article/what-was-the-cummeragunja-walk-off/smbz2umrb
4. Yorta Yorta History: yynac.com.au/yorta-yorta-history
5. The 1967 Referendum: aiatsis.gov.au/explore/1967-referendum



Protesting for self determination. Source: nma.gov.au/exhibitions/off-the-walls/historical-milestones

History of Activism

Key Events

The 'Key events in Aboriginal and Torres Strait Islander history 1967–2005' timeline includes events of national importance in the life of Australia's First Nations peoples after the 1967 Referendum paved the way for the administration of Indigenous affairs becoming the responsibility of the federal government. There were many significant events prior to the Referendum and many warriors who have resisted and fought for their people since invasion, including the men and women who led the first organised resistance against invaders since the beginning of the Frontier Wars from 1788.

Questions

- What key events from the timeline stand out to you and why? Discuss the key factors that led to these movements' success or abolition.
- Why does this timeline start in 1967? What other key events happened for First Nations all Australians before 1967? Consider pre-referendum events like the 1965 Freedom Rides (pictured)
- Who are some senior Aboriginal people and Elders who were influential in these movements?

Activities

1. There are so many stories of Elders who led organised campaigns to fight for freedom and justice. Further research of an Elder from these resources or connected to movements in the timeline key events timeline.
2. Research some of the first recorded warriors of Aboriginal resistance since the Frontier Wars spread across the continent from January 1788. Include in your findings how we can honour these warriors and their stories and legacies and present them to the class. Remember there were female warriors like Tarenorerer, aka Walyer too. You can read more in '8 War Heroes we didn't learn about in school'
3. Learn how First Nations peoples fight to protect Country by researching some landmark battles won and lost to defend destruction of sacred sites and homelands. Torres Strait Islander Elders and community are in the midst of a landmark legal case against the Commonwealth in an attempt to ensure the survival of their homelands. Learn more about the fight to protect the islands and the 'Our Islands Our Home Campaign.'

Resources

1. National Museum of Australia: nma.gov.au/exhibitions/off-the-walls/historical-milestones
2. Victorian Aboriginal Heritage Council: aboriginalheritagecouncil.vic.gov.au/timeline-historical-events
3. Rights, Recognition & Reform Report: ilc.unsw.edu.au/sites/ilc.unsw.edu.au/files/ATSIC%20Rights%20reform%20and%20recognition%20%282%29_2.pdf
4. Yirkala Bark Petition: nma.gov.au/defining-moments/resources/yirrkala-bark-petitions
5. The 1965 Freedom Rides: aiatsis.gov.au/explore/1965-freedom-ride
6. 1967 Referendum: aiatsis.gov.au/explore/1967-referendum
7. Federal Court arrives on-country for climate change fight in the Torres Strait: abc.net.au/news/2023-06-05/federal-court-torres-strait-grave-sites/102421066
8. Our Islands Our Home Campaign: ourislandsourhome.com.au/homepage
9. Natsils: natsils.org.au
10. NACCHO: naccho.org.au
11. ILSC: ilsc.gov.au
12. The Voice to Parliament: voice.gov.au
13. Treaty for Victoria: firstpeoplesrelations.vic.gov.au/treaty
14. Treaty for Queensland: qld.gov.au/firstnations/treaty
15. Treaty in South Australia: antar.org.au/wp-content/uploads/2022/04/Treaty-in-SA-Factsheet.pdf
16. Australian Frontier Conflicts: australianfrontierconflicts.com.au/timelines/timeline-of-australian-frontier-conflicts
17. The Australian Wars Series: sbs.com.au/ondemand/tv-series/the-australian-wars

Conclusion

Curriculum Mapping

The Australian Curriculum is working towards addressing two distinct needs in Aboriginal and Torres Strait Islander education:

That Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem.

The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

Source: https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures

Resources

- NESA, Aboriginal and Torres Strait Islander Principles and Protocols: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols
- Australian Curriculum: australiancurriculum.edu.au/f-10-curriculum/structure
- NSW Syllabus and Curriculum educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses
- VIC Syllabus and Curriculum https://victoriancurriculum.vcaa.vic.edu.au/static/docs/Learning%20about%20Aboriginal%20and%20Torres%20Strait%20Islander%20histories%20and%20cultures.pdf

Contributors

The resources were created with the permissions of the Elders and/or their families included in the resources, with the cultural guidance of the National NAIDOC Committee Co-Chair and Elder Aunty Lynette Riley. Written by Culture is Life's Aboriginal educators and lead writer Thara Brown, in partnership with the ABC and with young people's perspectives and ideas at the centre.

We honour all the Elders and their families featured in this resource, and all Aboriginal and Torres Strait Islander people for their ongoing connection and protection of Country and dedication to nurturing strong communities.

Partners

National NAIDOC Committee

On 26 January 1938, while many Australians celebrated the 150th anniversary of the landing of the First Fleet, a group of over 1000 Aboriginal people gathered at Australia Hall in Sydney to call for full citizenship status and laws to improve the lives of First Nations people. As one of the first major civil rights gatherings in the world, this day became known as the Day of Mourning. Since then, National NAIDOC Week has grown to become both a commemoration of the first Day of Mourning as well as a celebration of the history, culture and excellence of First Nations people. The National NAIDOC Committee is an independent of government, voluntary Committee, whose Members are the custodians of the National NAIDOC Week Award Ceremony on behalf of all First Nations people. To learn more about the National NAIDOC Committee visit our website.

naidoc.org.au

ABC Education

ABC Education offers a treasure trove of educational resources and engaging content for students from Foundation to Year 10. From insightful articles to thought-provoking videos which are mapped to the Australian Curriculum, it fosters intellectual curiosity. ABC Education is proud to work with Culture is Life to ensure resources such as these are led by and respectfully created with First Nations peoples.

abc.net.au/education

Culture is Life

Culture is Life is an Aboriginal-led Not-For-Profit organisation. We believe that all Aboriginal and Torres Strait Islander young people have the right to thrive and flourish; strong in knowing who they are, where they come from and who they are connected to.

All our efforts deepen young people's experiences of culture as protection through thoughtfully designed, simple to access and easy to use policies, projects, resources and campaigns.

We join together with others to create meaningful lives for all our young people with a special emphasis on those experiencing vulnerability and who are at risk of self-harm and suicide.

cultureislife.org

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