

The graphic features a dark blue background with white stars. A large, multi-layered circular dot pattern in shades of blue, orange, and red frames the central text. The text 'VOICE' is in white, 'TREATY' is in yellow, and 'TRUTH' is in white. Below the text is a green wavy line representing grass, followed by a red wavy line representing a river or path, and a large red rock formation at the bottom. The rock formation has a white outline and is decorated with small white and yellow circles.


# VOICE TREATY TRUTH

**NAIDOC Week**  
**2019 Classroom Resource**

**Secondary**

Year 7 - 10

Head to [sbs.com.au/learn](https://www.sbs.com.au/learn)  
for materials for other year groups



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

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

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

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

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

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



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Title: NAIDOC Week 2019 Classroom Resource – Secondary

ISBN: 978-0-6485059-3-8

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## Contents

- 04 How to Use This Resource
- 06 What is NAIDOC Week?
- 08 Voice
- 12 Treaty
- 17 Truth
- 22 Further Activities
- 23 Contributors

Questions? Email [sbslearn@sbs.com.au](mailto:sbslearn@sbs.com.au)

### Uluru Statement from the Heart

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

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

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

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

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

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

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

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

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

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

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

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

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

Source: [referendumcouncil.org.au](http://referendumcouncil.org.au)

# How to Use This Resource

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

## Respectful Language and Guidelines to Use in the classroom

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

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

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

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

### Examples of classroom ground rules:

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

### Other ideas for consideration:

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

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



# The Teacher's Role

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

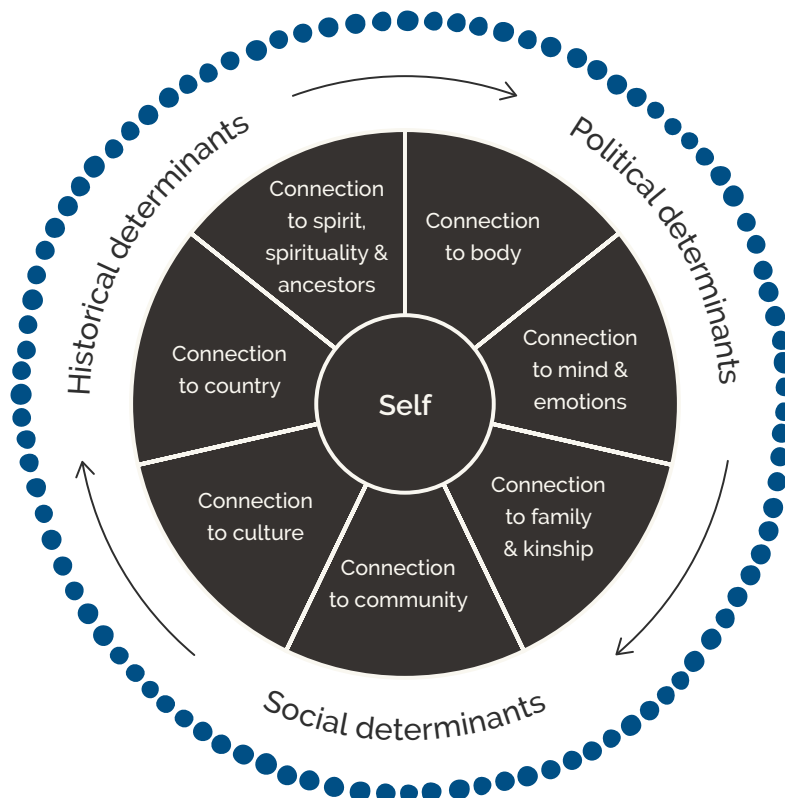
An effective way to run classroom sessions using this resource is for the teacher to become a facilitator, so that the students drive the learning. If this is a new way of running a learning opportunity it might feel strange to begin with but stick with it. Having your students drive their learning is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

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

## Content Protocols

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

**Diagram 1: A Model of Social and Emotional Wellbeing**



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

# What is NAIDOC Week?

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

## What does NAIDOC stand for?

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

## What is the theme of NAIDOC Week 2019?

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

## What do the NAIDOC Week themes mean?

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

## What date is the 2019 NAIDOC Week?

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

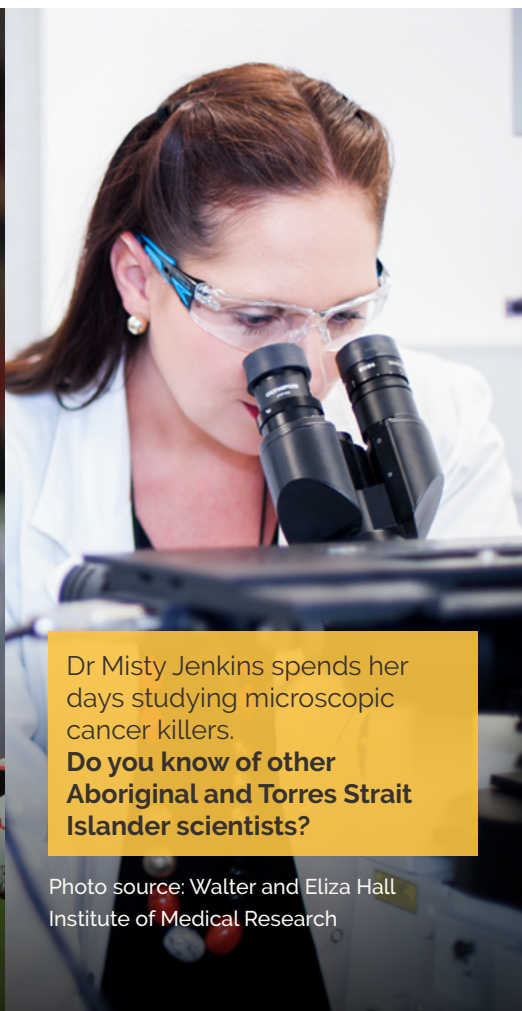
These dates are during the school holidays around Australia, so it is important to plan to program these activities prior to NAIDOC Week, while also encouraging students to participate during the school holidays.

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



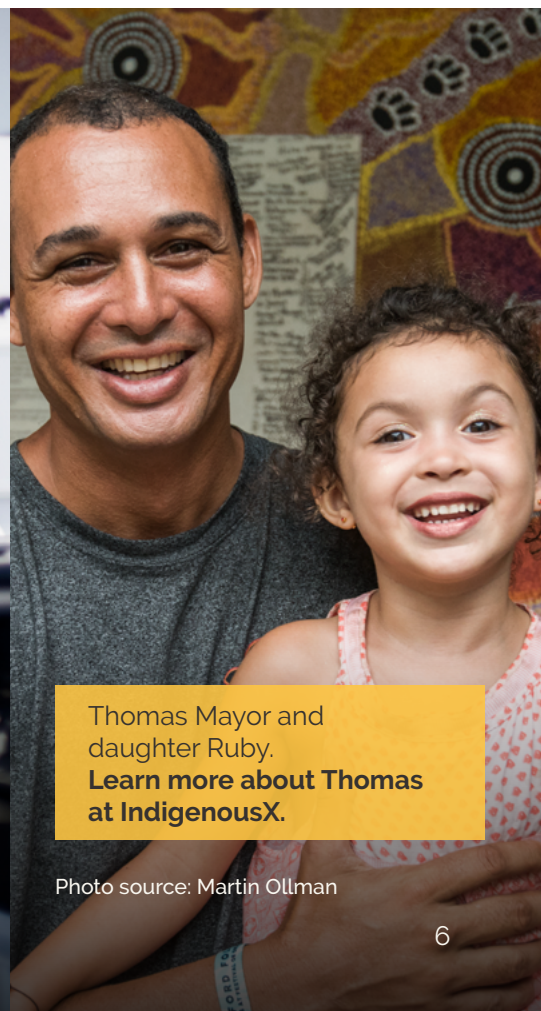
**Did you know?** Kyah Simon is the first Aboriginal and Torres Strait Islander striker for the Matildas.

Photo source: Getty Images



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

Photo source: Walter and Eliza Hall Institute of Medical Research



Thomas Mayor and daughter Ruby.  
**Learn more about Thomas at IndigenousX.**

Photo source: Martin Ollman



# How Can My Students Get Involved in NAIDOC Week?



Here are some ideas on how to celebrate NAIDOC Week:

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

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

## **Do you know who Baker Boy is?**

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

Photo source: Cesar Rodrigues


# Theme: Voice

Year 7

**Long before European arrival in Australia, there were people living here.**

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

## Discussion Questions

- Ask students to discuss what Country means
- Ask your students to share their ideas, then show them the video  
 [aso.gov.au/titles/documentaries/first-australians-episode-1/clip1/](https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip1/)

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

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

Adapted from Professor Mick Dodson, in [reconciliation.org.au/wp-content/uploads/2017/11/Welcome-to-and-Acknowledgement-of-Country.pdf](https://reconciliation.org.au/wp-content/uploads/2017/11/Welcome-to-and-Acknowledgement-of-Country.pdf)



## Activities

Ask your students to investigate the area where your school is located. Who are the Traditional Custodians of this area?

What is the Aboriginal language/s spoken by the Traditional Custodians?

Are there any traditional place names that are used in this area? If so, what are they and what is their meaning or significance to the area?

As a whole class, keep a visual log of the sources you have used to answer these questions.

Keep asking yourself...Where did I find this information? From whose perspective has this information been gathered? How do I find a variety of perspectives and voices on these subjects?



## Useful Resources

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS):  
[aiatsis.gov.au/explore](https://aiatsis.gov.au/explore)

National Museum of Australia:  
[nma.gov.au/audio/audio/canberra-archaeological-society/todays-ngunawal-culture-and-country-archaeology-from-an-aboriginal-perspective](https://nma.gov.au/audio/audio/canberra-archaeological-society/todays-ngunawal-culture-and-country-archaeology-from-an-aboriginal-perspective)

Ken Thaiday:  
[youtube.com/watch?v=IBjGkT7oovw](https://youtube.com/watch?v=IBjGkT7oovw)

Teho Ropeyarn:  
[sbs.com.au/ondemand/video/12951107922/rising-indigenous-artist-teho-ropeyarn](https://sbs.com.au/ondemand/video/12951107922/rising-indigenous-artist-teho-ropeyarn)

Australian Government: Our People  
[australia.gov.au/about-australia/our-country/our-people](https://australia.gov.au/about-australia/our-country/our-people)

Flinders University. (n.d.). Appropriate Terminology, Indigenous Australian Peoples. Adelaide, S.A: Flinders University:  
[flinders.edu.au/equal-opportunity\\_files/documents/cdip/folio\\_5.pdf](https://flinders.edu.au/equal-opportunity_files/documents/cdip/folio_5.pdf)

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



# Theme: Voice

## Year 8

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

### Discussion Questions

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



### Activities

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



### Extension Activities

The best model of practice is to work in partnership with your local Aboriginal and/or Torres Strait Islander community and respect their wishes regarding their cultural knowledge such as how they want their language, stories and art used. With the support of your local community create a digital map and interview your local Elders to create video files to upload to the digital map as a sustainable knowledge resource of your local area for future generations. An example of this can be found here on the Living Knowledge Place:



[livingknowledgeplace.com.au/project.php?icon=people&id=126861205](http://livingknowledgeplace.com.au/project.php?icon=people&id=126861205)



### Useful Resources

NITV: National Aboriginal and Torres Strait Islander meanings of places and towns: [sbs.com.au/nitv/article/2016/08/03/indigenous-meanings-australian-town-names](http://sbs.com.au/nitv/article/2016/08/03/indigenous-meanings-australian-town-names)

Department of Communication and the Arts: 2019 International Year of Indigenous Languages: [arts.gov.au/what-we-do/indigenous-arts-and-languages/2019-international-year-indigenous-languages](http://arts.gov.au/what-we-do/indigenous-arts-and-languages/2019-international-year-indigenous-languages)

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

#### Tips:

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

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS): [aiatsis.gov.au/explore/articles/indigenous-australian-languages](http://aiatsis.gov.au/explore/articles/indigenous-australian-languages)

ICTV Play In Language: [ictv.com.au/languages/about-inlanguage](http://ictv.com.au/languages/about-inlanguage)

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

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

# Theme: Voice

Year 9

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

## Discussion Questions

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



## Activities

Explore and discuss this TEDx talk by Bruce Pascoe, *A Real History of Aboriginal Australians, the First Agriculturalists*:

[youtube.com/watch?v=fqgrSSz7Htw](https://www.youtube.com/watch?v=fqgrSSz7Htw)

With the help of your local Aboriginal Land Council (if available) plan, build and maintain a local traditional food garden at your school. Make sure to have all the plants labelled with the traditional name of the plant where possible and then translate into English. Include a blurb about the uses of the plant where possible. This is a long term project and may take the entire year to complete.

Would you be willing to try a tuber instead of a potato?



## Extension Activity

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



## Useful Resources

NITV: On Country Kitchen with Mark Olive and Derek Nannup:

[sbs.com.au/nitv/on-country-kitchen](https://www.sbs.com.au/nitv/on-country-kitchen)

SBS Food: Native Australian recipes:

[sbs.com.au/food/cuisine/native-australian](https://www.sbs.com.au/food/cuisine/native-australian)

SBS Food: Torres Strait Islander Deli:

[sbs.com.au/food/article/2019/01/24/south-melbourne-market-youll-find-mabu-mabu-torres-strait-islander-deli](https://www.sbs.com.au/food/article/2019/01/24/south-melbourne-market-youll-find-mabu-mabu-torres-strait-islander-deli)

Phenomenon! Australian Native Vegetables:

[phenomenom.com.au/topic/legends/the-one-on-a-log/](https://phenomenom.com.au/topic/legends/the-one-on-a-log/)

Phenomenon! Welcome to Country:

[phenomenom.com.au/topic/good-chat/the-one-with-the-welcome](https://phenomenom.com.au/topic/good-chat/the-one-with-the-welcome)

Greening Australia: Five bush tucker treats to try:

[greeningaustralia.org.au/five-bush-tucker-treats-to-try/](https://greeningaustralia.org.au/five-bush-tucker-treats-to-try/)

The Conversation: Friday Essay:

[theconversation.com/friday-essay-dark-emu-and-the-blindness-of-australian-agriculture-97444](https://theconversation.com/friday-essay-dark-emu-and-the-blindness-of-australian-agriculture-97444)





# Theme: Voice

Year 10

**“In 1997, more than 40 Traditional Owners and Desert Artists travelled to the Kimberley’s Pirnirni to paint a map of their homelands on a large, integrated canvas measuring eight by five metres. Featuring significant places and waterholes (jila, jumu), the artists and their families visually, jurally, spiritually and orally recorded stories that ten years later provided substantial evidence in the eventual success of their Ngunnara Native Title Claim, and later establishment of a PBC [Prescribed Bodies Corporate]”.**

Photo Source: [aiatsis.gov.au/publications/presentations/its-time-wake-up-ngunnara-canvas-parnkijarrinyu-ngunnara](http://aiatsis.gov.au/publications/presentations/its-time-wake-up-ngunnara-canvas-parnkijarrinyu-ngunnara)

## Discussion Questions

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



## Activities

Explore the fire section of the Living Knowledge Place. Discuss and investigate how traditional methods of fire maintenance could be used in conjunction with Western methods:

[livingknowledgeplace.com.au/ausmap2.php?area=environment&category=fire](http://livingknowledgeplace.com.au/ausmap2.php?area=environment&category=fire)

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

For example, Ghost net artwork – Torres Straits and Cape York region (Australian Museum):

[australianmuseum.net.au/learn/cultures/atsi-collection/ghost-net-art/](http://australianmuseum.net.au/learn/cultures/atsi-collection/ghost-net-art/)

## Explore the Ngunnara Canvas further:

National Museum of Australia: Ngunnara, the Great Sandy Desert Canvas:

[nma.gov.au/exhibitions/ngunnara](http://nma.gov.au/exhibitions/ngunnara)

Putuparri and the Rainmakers (Teachers view first as there are adult themes – swearing, reference to alcohol):

[putuparriandtherainmakers.com](http://putuparriandtherainmakers.com)



## Useful Resources

SBS: Traditional Bushfire Management:

[sbs.com.au/news/traditional-burning-reviving-indigenous-cultural-burns-for-bushfire-management](http://sbs.com.au/news/traditional-burning-reviving-indigenous-cultural-burns-for-bushfire-management)

Australia's Science Channel: Why is Indigenous Science Important?

[australiascience.tv/vod/why-is-indigenous-science-important/](http://australiascience.tv/vod/why-is-indigenous-science-important/)

INDIGILAB:

[indigilab.com.au](http://indigilab.com.au)

# Theme: Treaty

Year 7

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

## Discussion Questions

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



## Activities

To answer the questions above students could be split up into small groups or pairs to investigate one or all of the questions. Then report back to the whole class.

Using the "1988: Make A Treaty This Time" Treaty '88 Campaign advertisement available from AIATSIS, ask students to read, comment and reflect on the advert.



AIATSIS Aboriginal Sovereign Treaty '88 Campaign:  
[aiatsis.gov.au/collections/collections-online/digitised-collections/treaty](https://aiatsis.gov.au/collections/collections-online/digitised-collections/treaty)

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



## Useful Resources

Christchurch City Libraries,  
Kid's Treaty Zone:  
[my.christchurchcitylibraries.com/kids-treaty-zone/](https://my.christchurchcitylibraries.com/kids-treaty-zone/)

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

Department of Premier and Cabinet,  
Victoria: Deadly Questions:  
[deadlyquestions.vic.gov.au](https://deadlyquestions.vic.gov.au)

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

Which States and Territories?

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

Who are they, and what is their role?

Photo source: Getty Images



# Theme: Treaty

Year 8

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

## Discussion Questions

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



## Activity

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

Students should support and explain thoughts and ideas with evidence from their research.



## Useful Resources

NITV Explainer: What is a treaty?

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

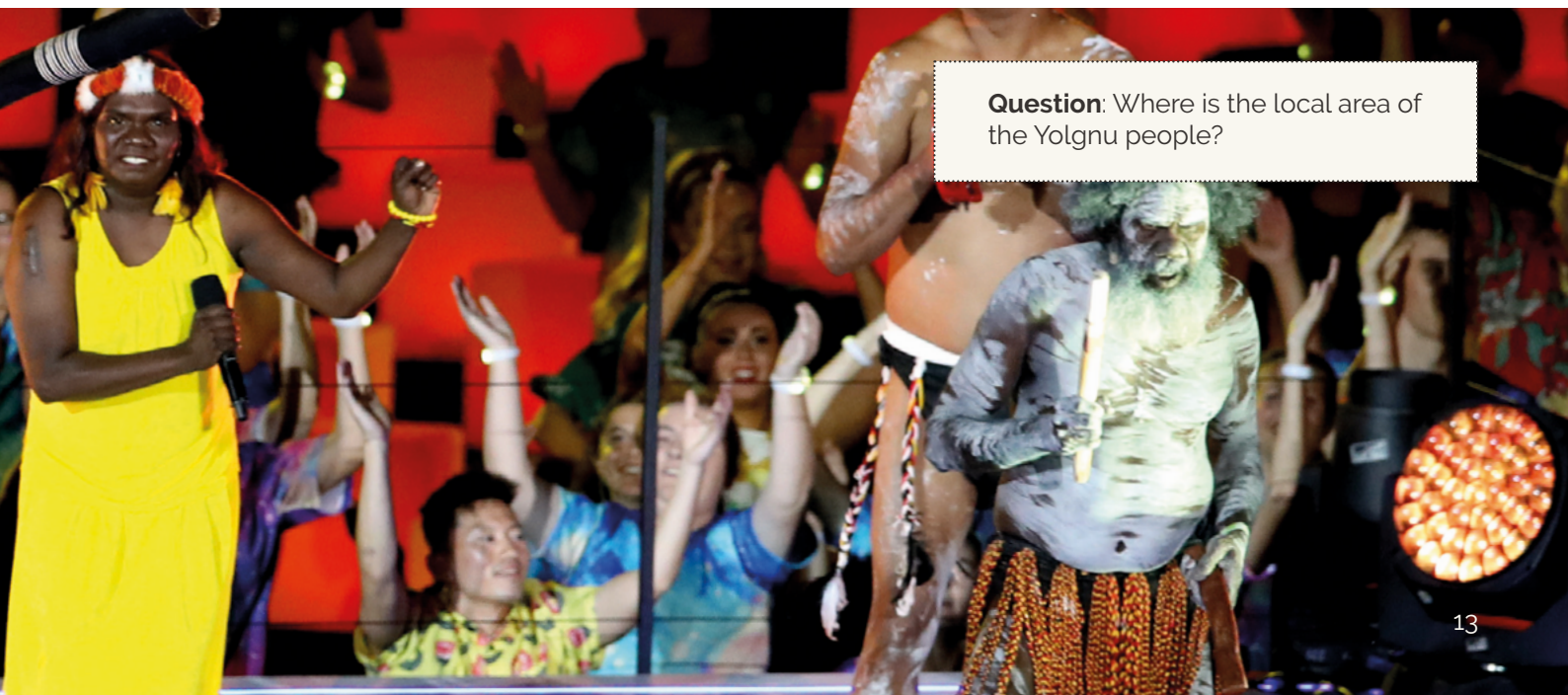
Australians Together: The lack of treaty:

[australianstogether.org.au/discover/the-wound/the-lack-of-treaty/](https://australianstogether.org.au/discover/the-wound/the-lack-of-treaty/)

Aboriginal Alert, Original artwork by Kevin Gilbert for the cover of Aboriginal Alert: Sovereign Treaty '88 newsletter:

[aiatsis.gov.au/collections/collections-online/digitised-collections/treaty](https://aiatsis.gov.au/collections/collections-online/digitised-collections/treaty)

**Question:** Where is the local area of the Yolgnu people?



# Theme: Treaty

Year 9

In 2017, the Referendum Council recommended that a referendum be held to provide in the Australian Constitution for a body that gives Aboriginal and Torres Strait Islander peoples a voice to the Commonwealth Parliament (Final Report of the Referendum Council, 2017). The Uluru Statement from the Heart called for a Makarrata Commission with the function of supervising agreement-making and truth-telling.

Makarrata is a Yolgnu word for treaty. Speaking to reporters at Uluru at the time, Referendum Council representatives, Ms Pat Anderson AO and Professor Megan Davis said that a working group for the next phase of the process had been chosen from the forum.



Watch and listen to the clip NITV Uluru Statement at: [sbs.com.au/learn/naidoc](https://sbs.com.au/learn/naidoc)



## Activities

Ask students to make three groups (or six groups and double up in the topics) to complete the first section of a KWL chart (what you know) and (what you would like to know) for each of the topics below:

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

Then using the useful resources below, ask your students to find out as much as they can about their topic.

Ask them to report their findings back to the class in a way of their choosing. Some examples might include writing and performing a song, hosting a performance, a multi-modal report or a diary-style video documentary.



## Useful Resources

Uluru Statement from the Heart:  
[1voiceuluru.org/the-statement](https://1voiceuluru.org/the-statement)

NITV: Makarrata Explainer: What is it?  
[sbs.com.au/yourlanguage/video/1018309187589/Makarrata-explainer-What-is-it](https://sbs.com.au/yourlanguage/video/1018309187589/Makarrata-explainer-What-is-it)

NITV: Garma 2017: Explainer Garma Festival 2017:  
[sbs.com.au/nitv/explainer/garma-festival-2017](https://sbs.com.au/nitv/explainer/garma-festival-2017)

NITV: Garma 2018: Indigenous truths cut through government inaction:  
[sbs.com.au/nitv/nitv-news/explainer/garma-2018-indigenous-truths-cut-through-government-inaction](https://sbs.com.au/nitv/nitv-news/explainer/garma-2018-indigenous-truths-cut-through-government-inaction)

Pat Anderson AO



Discuss 2018 NAIDOC Lifetime Achievement Award winner Pat Anderson AO and her work:

[sbs.com.au/nitv/article/2018/07/09/naidoc-awards-pat-anderson-wins-naidoc-lifetime-achievement](https://sbs.com.au/nitv/article/2018/07/09/naidoc-awards-pat-anderson-wins-naidoc-lifetime-achievement)

Photo source: Peter Casamento Photography



## Reflection Questions

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

Professor Megan Davis





# Theme: Treaty

Year 10

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

What are the sources of this understanding?



## Activities



Read these three articles and compare:

1. Indigenous treaty would divide Australia into two nations according to race, *Sydney Morning Herald*, 30 May 2017: [smh.com.au/opinion/indigenous-treaty-would-divide-australia-into-two-nations-according-to-race-20170530-gwgcjm.html](http://smh.com.au/opinion/indigenous-treaty-would-divide-australia-into-two-nations-according-to-race-20170530-gwgcjm.html)
2. Uluru forum to pursue Makarrata instead of symbolic recognition, *NITV*, 29 May 2017: [sbs.com.au/nitv/article/2017/05/26/uluru-forum-constitutional-reform-not-priority-will-pursue-treaty?](http://sbs.com.au/nitv/article/2017/05/26/uluru-forum-constitutional-reform-not-priority-will-pursue-treaty?)
3. Australian indigenous leaders call for formal "voice", path to treaty, *BBC World News*, 26 May 2017: [bbc.com/news/world-australia-40040145](http://bbc.com/news/world-australia-40040145)

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

Extend this further by reflecting which of the sources represents the more accurate/reliable view in this instance. Support your decisions with evidence.

## Discussion

- Are there any misconceptions that are coming across in the articles? If so, what are they and why do you think they have occurred?
- Media plays an important part in our lives. How do we make sure we are using critical literacy skills in any news we come across?
- There has been lots of noise about the role of fake news and misinformation on social media. What is fake news? Why can it be damaging? How can you spot it and what can we do about it as respectful citizens?





# Theme: Truth

Year 7

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



## Activities

A rich resource to explore in class is the documentary, *Occupation: Native*.



Watch: Clip 1 – Historical Acceptance: [sbs.com.au/learn/you-are-here](https://www.sbs.com.au/learn/you-are-here)

Use the SBS Learn teacher notes that have been written to support learning through *Occupation: Native* to drive conversations, discussions and debates:



[sbs.com.au/sites/sbs.com.au/home/files/sbs\\_learn\\_occupation\\_native\\_teachers\\_notes\\_final.pdf](https://www.sbs.com.au/sites/sbs.com.au/home/files/sbs_learn_occupation_native_teachers_notes_final.pdf)

Use a yarning circle to facilitate these discussions.

Shared thinking and ideas not only showcase Aboriginal and Torres Strait Islander peoples' methods and ways of working but enable students to participate in a process that has been used for over 65,000 years. It is a process of deep learning through doing, rather than only looking at content.



More information on running a yarning circle can be found here: [qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles](https://qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles)

## Discussion

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



## Useful Resources

The Living Knowledge Place: [livingknowledgeplace.com.au](https://livingknowledgeplace.com.au)

The Orb: [theorb.tas.gov.au](https://theorb.tas.gov.au)

Amelia Telford on IndigenousX: [indigenoux.com.au/five-questions-with-amelia-telford](https://indigenoux.com.au/five-questions-with-amelia-telford)

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

Trisha Morton-Thomas in *Occupation: Native*.

# Theme: Truth

Year 7



Eddie Koiki Mabo, Murray Island, September 1989.  
Photo source: Trevor Graham, Courtesy of Yarra Bank Films

## What do your students know about Eddie Mabo?

In 1992, a Torres Strait Islander man named Eddie Mabo and other representatives from the Meriam people presented a claim against the Queensland government, drawing on the land rights system found within the Mer (also known as Murray Island) community in the Torres Strait.

The Mabo decision has had an enormous impact on Australia, on how Australian history is told, and challenged the notion of Terra Nullius.

Explore with your students the meaning, history and impacts of Terra Nullius in Australia and how the High Court's ruling on Mabo challenged Terra Nullius. There are multiple resources, documentaries, films, articles and other materials to aid your research. The NITV website is a great place to start.

NITV: [sbs.com.au/nitv/person/eddie-mabo](https://www.sbs.com.au/nitv/person/eddie-mabo)

AIATSIS, Eddie Koiki Mabo: [aiatsis.gov.au/explore/articles/eddie-koiki-mabo](https://aiatsis.gov.au/explore/articles/eddie-koiki-mabo)



# Theme: Truth

Year 8

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



## Activities

Read this article and listen to the song *Smoking Ceremony* then consider the discussion questions.



NITV: Aboriginal hip hop artists want to 'clear the air' around January 26: [sbs.com.au/nitv/article/2019/01/18/hip-hop-artists-collaborate-and-call-national-healing-new-track-1](https://www.sbs.com.au/nitv/article/2019/01/18/hip-hop-artists-collaborate-and-call-national-healing-new-track-1)



Listen to the song *Smoking Ceremony* featuring B2M, Birdz & Tasman Keith: [youtube.com/watch?v=phluoxiHIZg](https://www.youtube.com/watch?v=phluoxiHIZg)

## Discussion

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



## Useful Resources

NITV: What is 'truth-telling' and why does it matter to Indigenous Australians?

[sbs.com.au/nitv/nitv-news/explainer/what-truth-telling-and-why-does-it-matter-indigenous-australians](https://www.sbs.com.au/nitv/nitv-news/explainer/what-truth-telling-and-why-does-it-matter-indigenous-australians)

Stories under Tagai:

[vimeo.com/48272344](https://vimeo.com/48272344)

The Mission Songs Project:

[missionsongsproject.com/](https://missionsongsproject.com/)

Christine Anu compares island life to city life in her 1995 hit song *My Island Home* (a cover of a Warumpi Band song). NITV:

[sbs.com.au/nitv/article/2015/06/27/christine-anu-paving-way-indigenous-entertainers](https://www.sbs.com.au/nitv/article/2015/06/27/christine-anu-paving-way-indigenous-entertainers)

# Theme: Truth

Year 9

Have you ever heard the name K'gari before? What about Fraser Island? This story is about hearing both sides of a story and reclaiming the truth about what took place when Eliza Fraser was shipwrecked on K'gari.



K'gari – Interactive:  
[sbs.com.au/kgari](https://sbs.com.au/kgari)



SBS Learn *K'gari* Teacher Notes:  
[sbs.com.au/learn/you-are-here](https://sbs.com.au/learn/you-are-here)



## Activities

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

- Use the teacher notes that have been written to support learning through K'gari to drive conversations, discussions and debates about truth-telling.
- Is there a story you have found in your research that has been told from one perspective only?
- Deconstruct it and see if it would be possible to reconstruct the story from multiple perspectives.

The concept of deconstruct/reconstruct is another Aboriginal process for learning. More information can be found about this process here:



8 Aboriginal Ways of Learning by Tyson Yunkaporta:  
[aits.edu.au/tools-resources/resource/eight-ways-of-learning-illustration-of-practice](https://aits.edu.au/tools-resources/resource/eight-ways-of-learning-illustration-of-practice)

## Discussion

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



## Useful Resources

Reclaiming Traditional names: Uluru – Journey to Handback, AIATSIS:

[aiatsis.gov.au/exhibitions/journey-handback](https://aiatsis.gov.au/exhibitions/journey-handback)

Aboriginal Victoria: Gariwerd/The Grampians:

[visitmelbourne.com/Regions/Grampians/Things-to-do/Aboriginal-Victoria](https://visitmelbourne.com/Regions/Grampians/Things-to-do/Aboriginal-Victoria)





# Theme: Truth

Year 10

*That Deadman Dance* by Kim Scott, is a 'contact' novel set on the south coast of Western Australia, where European ships anchored for months and interacted with the local Noongar people. Scott's novel takes place through these years of informal colonisation, where certain pragmatic compromises were reached. This obligation for the European settlers and Noongar to get along with each other was, as the novel stipulates, driven by practical realities.

The colonists were few and isolated, and they were profoundly ignorant of local conditions thus reliant on the Traditional Custodians' knowledge for water and the basic navigation of the interior. A range of relationships ensued, certainly not equal, but distinguished by forms of genuine exchange.



Source: [theconversation.com/the-case-for-kim-scotts-that-deadman-dance-22162](https://theconversation.com/the-case-for-kim-scotts-that-deadman-dance-22162)

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



## Activity

Assign a chapter to pairs of students in order from chapter 1-25. For example if you only have 15 students in your class in the first round you might only be able to cover seven chapters. Keep going in this way until you reach chapter 25.

Ask your students to read the chapter they have been assigned together, discuss the chapter, and document the events therein. They can then decide how they are going to report this information back to the class in a creative way. This way the book is read, discussed and expressed through the student's eyes and the discussion is driven by them.

For example a pair of students might decide to express their understanding of the chapter through visual representation where they can draw, paint or illustrate one or all of the main points of the chapter and then talk to the class as a way of showing their understanding and knowledge.

This showcase might only take 1-2 minutes.

## Discussion

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

## Cross-Curricula Connections

With this activity, it is possible to connect to all subject areas through how students choose to showcase the chapters they present.

It can be made explicit that students are using a holistic approach to learning. When you are able to make connections between new knowledge and things you already know, you add value to your learning.

## Further Activities

All of the stimuli within this Classroom Resource are interchangeable and can be adapted for any year level from 7-10 by tweaking the activities to suit the student's age.

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

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

Using a yarning circle is an ideal way to demonstrate an Aboriginal way of working. More information can be found here: [qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles](https://qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles)

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

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

Some phrases to support students learning:

**What makes you think that?**

**Let's find the evidence to support this claim.**

**Is there any truth in this statement?**

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

**Let's find out more about this.**





## Curriculum Developer

Kerri Wenitong, Kabi Kabi/Gubbi Gubbi descendant

Kerri has over 14 years teaching experience in Australia and overseas. Since 2015, she has been the Aboriginal and Torres Strait Education Officer at the Queensland Curriculum and Assessment Authority where she has assisted teachers across Queensland to embed Aboriginal and Torres Strait Islander perspectives in their schools and supported the development and the redevelopment of senior syllabuses for the new QCE system for Queensland. For the past year she has been the Head of Department for the Beyond the Broncos Girls Academy program – a community program provided by the Brisbane Broncos. This program provides enrichment, strengths-based approaches and pathway guidance to ensure positive futures for female Aboriginal students and Torres Strait Islander students in Regional South East Queensland, South East Brisbane and Northern NSW areas.



**VOICE  
TREATY  
TRUTH**

07 - 14 JULY 2019

Let's work together  
for a shared future.

## Project Partners:

### SBS Learn

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

### National NAIDOC Committee

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

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

To learn more about the National NAIDOC Committee visit [naidoc.org.au](https://naidoc.org.au)

**The project team for this resource would also like to acknowledge and thank Dr Lynette Riley, the SBS Creative Services team, Charmaine Mumbulla for the cover artwork, and the thousands of educators and students around Australia who will use this resource.**

