



AUSTRALIANS
TOGETHER

NAIDOC Week 2020 Teacher Guide

PRIMARY YEARS F-6

NAIDOC Week 2020 Teacher Guide

Resource overview

Introduction to NAIDOC Week – A history of protest and celebration

NAIDOC Week is usually celebrated in the first full week in July, but in 2020 it has been postponed due to the pandemic until 8-15 November. It's a week to celebrate the history, cultures and achievements of Aboriginal and Torres Strait Islander people in Australia.

NAIDOC stands for 'National Aborigines and Islanders Day Observance Committee', the committee responsible for organising national activities during NAIDOC Week. Its acronym has now become the name of the week.

NAIDOC Week has a long history beginning with the human rights movement for Aboriginal and Torres Strait Islander Peoples in the 1920s. In 1938 protestors named Australia Day a 'Day of Mourning'. From 1940 – 1955 the Day of Mourning was held annually on the Sunday before Australia Day and was known as Aborigines Day.

In 1955, Aborigines Day was shifted to the first Sunday in July and the day became a celebration of Indigenous culture. Later, the second Sunday in July became a day of remembrance for **First Nations people** and Indigenous heritage, which resulted in NAIDOC Week. A timeline of the history of the struggle for Indigenous rights and recognition can be downloaded from the [NAIDOC Week website](#).

NAIDOC Week isn't just a celebration for Indigenous communities, it's for all Australians. It's an opportunity to participate in a range of activities and to support Aboriginal and Torres Strait Islander communities. Each year, a theme is chosen for the week to reflect the important issues and events for NAIDOC.

2020 theme – Always was, Always will be

This year's theme, 'Always was, Always will be', recognises and celebrates that First Nations people have occupied and cared for this continent for over 65,000 years.

Aboriginal and Torres Strait Islander cultures have been recognised as the oldest living cultures in the world. Many Aboriginal and Torres Strait Islander people believe that First Nations people have been in Australia since time immemorial (Munro in Currie, 2008). Archaeologists have uncovered evidence that First Nations people have been here for at least 65,000 years (Weule and James, 2017).

NAIDOC Week is an opportunity for students to learn about First Nations Peoples' history and connection to land. It's also an opportunity to recognise that **sovereignty** was never **ceded**, and Australia always was, and always will be, Indigenous land.

Activities in this resource are broken into two sections – 1) Always was 2) Always will be.

Always Was

'Always was' activities are centred around:

- the connection of art, language, geography, music and literature to the land,
- the ways that connection to land is part of everyday life for many Aboriginal and Torres Strait Islander people,
- the historical achievements of First Nations people,
- the way Australia's history since colonisation continues to impact the connection First Nations people have to the land today.

Always Will Be

In the 'Always will be' section, activities encourage students to:

- examine the connection that Aboriginal and Torres Strait Islander people have, and always will have with Country,
- look deeper into their own connection to the places they live, learn and play,
- explore their own roles and responsibilities to care for the land and environment,
- recognise the role of First Nations people as custodians of land and how Aboriginal and Torres Strait Islander people continue this role at a local and national level,

NAIDOC Week 2020 Teacher Guide

Resource overview

The understanding that Australia always was Indigenous land considers the many thousands of years First Nations people have of continuous connection to, relationship with and management of the land. Aboriginal and Torres Strait Islander people are the world's first explorers, first navigators, first engineers, first farmers, first botanists, first scientists, first diplomats, astronomers and artists (National NAIDOC Secretariat, 2020).

This rich history, culture and connection to the land, has been passed down through generations and interweaves itself into every aspect of daily life - it remains in place today and will continue into the future. 'Always was' is central to recognising the role of First Nations Peoples as custodians of the land.

- explore the role of First Nations community leaders, artists and professionals through the NAIDOC Week Awards.

Other activities in this section invite students to connect with local Indigenous artists and community members, as well as communities further afield through a pen pal program, exploring Aboriginal and Torres Strait Islander artworks, languages, literature and music.

Whole school celebrations and cross-curriculum ideas – NAIDOC Week and beyond

Schools are encouraged to celebrate NAIDOC Week as a school and participate in local community NAIDOC events, if COVID restrictions allow them to occur in your area.

NAIDOC Week is an opportunity to share the work of students with their families and the wider community either virtually, through the school newsletter or through an event or exhibition.

Schools are encouraged to look beyond NAIDOC Week, and explore ways that they can connect with, celebrate and recognise First Nations history and culture throughout the year, for example, by incorporating an Acknowledgement of Country into school events.

The activities in the *Whole school celebrations and cross-curriculum ideas* section on [page 17](#) are designed to encourage each member of the school community, from students, parents, teachers, and other school and local community members, to explore what NAIDOC Week means for them.

Useful resources

The NAIDOC Week website contains useful information on the history of NAIDOC Week, the NAIDOC Week Awards and has downloadable posters and resources for schools:

<https://www.naidoc.org.au>

Glossary

Terms that may need to be introduced to students prior to teaching the resource:

ceded: to hand over or give up something, such as land, to someone else.

First Nations people: Aboriginal and Torres Strait Islander people.

NAIDOC: (acronym) National Aborigines and Islanders Day Observance Committee.

NAIDOC Week: a nationally recognised week of celebrations to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander Peoples. All Australians are invited to participate in the celebrations.

sovereignty: the authority of a state to govern itself or another state.

NAIDOC Week 2020 Teacher Guide

Suggested weekly plan

Here's a suggested weekly plan that allows students to build their understandings over the week's activities and prepare for the celebration at the end of the week. Some activities, such as a fundraiser, morning tea or larger project like a garden or mural, will need advance planning to be unveiled during NAIDOC Week.

Monday

- History – What's NAIDOC Week?
- Languages and Literacy – Acknowledgement of Country
- Geography – Indigenous nations and the Torres Strait Islands

Tuesday

- Geography – Nature walk and writing about special places
- Language and Literacy – Listening to Indigenous languages and reading *My Country* by Ezekiel Kwaymullina and Sally Morgan and books by other Indigenous authors
- The Arts – Indigenous Art/NAIDOC Week poster

Wednesday

- Geography – Local connections – What are local Indigenous landmarks or places that have Indigenous names?
- Geography – Who are the Traditional Custodians of the land your school is on?
- Geography – Looking after Country
- Geography – Bush tucker – What are the plants and animals that are native to your local area?

Thursday

- Languages and Literacy – Making connections through writing – write to a pen pal about the place you live
- The Arts – Preparations for NAIDOC Week celebrations – artworks, foods, mural
- The Arts – NAIDOC Week Awards – who are the past winners and what were they awarded for?

Friday

On the final day of NAIDOC Week, the whole school comes together to share their learning and artwork, in a whole school and / or community celebration. Beginning with an Acknowledgement of Country, schools may choose to have a bush foods morning tea or BBQ, and may invite parents and community members to view their chosen whole school activity (Year 6 mural, Indigenous plants garden area, art show, etc).

Due to the current pandemic, in parts of Australia there may be restrictions on holding events and maintaining social distancing. Schools should consult with their state Department of Health and consider holding virtual events or planning an event for 2021 instead.

NAIDOC Week 2020 Teacher Guide

Student activities

Activities in this section relate to the following learning areas:

- HASS – History
- HASS – Geography
- Language and Literacy
- The Arts

These learning areas have been chosen to support teaching around the theme of 'Always was, Always will be'. The student activities encourage deep thinking about this topic while developing critical thinking, research and literacy skills. They can be adapted for your classroom and year level. Some year level adaptations are included.

HASS – HISTORY

For First Nations Peoples and non-Indigenous Australians, NAIDOC Week is a celebration of the rich cultural story that extends over 65,000 years into the past, and the lasting and significant impact that Indigenous knowledge and contributions make to shaping the Australia of the future.

Activities in this section explore the unbroken and continuing historical connection of First Nations people with Country, and the importance of NAIDOC Week as a community celebration.

Always Was

What's NAIDOC Week? poster

Explain what NAIDOC Week is and how it can be celebrated.

As a class, create a shared piece of writing or poster with what students know about NAIDOC Week that can be added to throughout the week as you work through the learning activities.

Adaptation/Extension ideas

Senior activity: Website research

Students explore the NAIDOC Week website and work in pairs to write down new facts, questions and information to add to the class shared learning poster.

NAIDOC acronym

Discuss as a class:

- What's an acronym?
- What are some other acronyms students are familiar with?
- What does NAIDOC stand for?

65,000+ years of history

As a class, discuss what students know about time – discussion may begin by considering:

Always Will Be

Invite a local Indigenous speaker

Contact your local Aboriginal or Torres Strait Islander community and invite them to speak with your class or school about the local area – for example they may speak about Indigenous stories, the history of the area or significant sites in your suburb or city.

You can contact representatives of your local Aboriginal and Torres Strait Islander community through agencies, such as Aboriginal Education Consultative Groups, Land Councils, Language and Culture Nests or groups, or Local Councils.

As NAIDOC Week is usually a busy time, this can be done at any time of year. It's important to ensure that appropriate protocols are in place when working with local Aboriginal and Torres Strait Islander Elders and community, including remuneration for their time.

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
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| <ul style="list-style-type: none">• How old are the students?• How old is the oldest person they know?• How old is the oldest building they know? <p>Introduce students to the understanding that First Nations people have continuously occupied, lived and maintained the land in Australia and the Torres Strait for more than 65,000 years. Comparisons could be made with famous landmarks, such as the Great Wall of China, the Pyramids of Giza in Egypt, the Colosseum in Rome, or eras such as the Metal Ages, the Medieval Age, and so on.</p> <p>As a class, create a timeline that shows the perspective of how long this is in comparison to British occupation. For example, you could use a piece of string and pegs with cards showing various events.</p> <p>The land where time began</p> <p>As a class, watch <i>First Footprints</i> excerpt (3:06). This is a short excerpt from the ABC TV series of the same name, and shows archaeological discoveries and rock art that's been dated as over 50,000 years old.</p> <p>After viewing the video, ask students to answer questions such as:</p> <ul style="list-style-type: none">• How long have Ronald Lami Lami's ancestors lived in this area?• What do the different layers of paintings tell us about the history and lives of Namunidjbuk People?• How long ago did the marsupial lions die out? <p>Encourage students to add new information to the class NAIDOC Week poster and add any new questions they now have after watching the video.</p> <p>Useful resources</p> <p>A timeline of Aboriginal occupation of Australia - <i>Australia: The Land Where Time Began</i>: https://austhrutime.com/australian_aboriginal_occupation_timeline.htm</p> <p><i>First Footprints</i> (3:06) is a short video showing rock art, landscapes and archaeological sites that could be used as an introduction to the concepts of 'Always was' and the connection that First Nations people have to the land: https://www.youtube.com/watch?v=xrqW3Lt7THw. This is an excerpt from the book by Scott Cane, <i>First Footprints: The epic story of the First Australians</i>, Allen & Unwin.</p> | |

NAIDOC Week 2020 Teacher Guide

Student activities

HASS – GEOGRAPHY

The continent of Australia, including the Torres Strait Islands, has been occupied by First Nations Peoples for thousands of years. Over time, complex clan and kinship groups formed into nations, with each nation having distinct languages, cultures, food sources, stories and songs.

In these activities, students learn the archaeological significance and history of Indigenous nations around Australia and in their local area.

Students then investigate landmarks, geography, archaeology and Indigenous foods and plants in their local area, and explore their own connection to the land and community that they're a part of.

Caring for the land is integral to maintaining the connection to the land for First Nations Peoples, and students are invited to explore what caring for the land means for First Nations Peoples, as well as how they can take action and care for their local environment.

Always Was

Mapping task: Indigenous nations and languages

Introduce students to the [AIATSIS map](#), which shows Indigenous nations, and the [ABC interactive Indigenous languages map](#).

Ask students what they already know about Indigenous nations and Indigenous languages. This could be added to a poster which will be developed over the week.

Explain to students that the AIATSIS map shows the Traditional Custodians of each area, and it represents different language and kinship groups. The Traditional Custodians of each area are still living, working and managing these areas.

Ask student to find the Indigenous nation for your local area and the local Indigenous language/s.

Students may also create a poster of the local Indigenous languages, learn words in local Indigenous languages, or find out the Indigenous names for local landmarks.

Viewing landmarks

Demonstrate how to use Google Earth and Google Street View to virtually explore landmarks such as Uluru, Kakadu National Park, the Kimberley National Park, Ninagoo Reef, Gariwerd (the Grampians), the Blue Mountains and the Great Barrier Reef.

There are also many virtual tours listed under *Useful resources* below.

Adaptation/Extension ideas

Junior activity: Complete a table of facts

As a class create a table with at least five columns. The headings of the columns could be:

Always Will Be

Nature walk and writing about special places

As a class, go for a nature walk in or near your school. Encourage students to use their five senses to immerse themselves in the experience. Students may collect items for a nature collage, such as leaves, small branches, feathers, flower petals, gum nuts etc.

After the walk students might:

- Create a nature collage using found items, or create an artwork showing their special place
- Write a poem that describes their feelings and connections to their school or special place
- Write a descriptive piece for the school newsletter explaining what they love about the school area
- Write a letter to a family member, local community or pen pal that shares their feelings about the local area

Looking after Country: What's happening in your local area?

Everyone's responsible for looking after Country, and that begins at a local level. As a class, research what's happening in your local area to care for and manage the local environment.

As a starting point, you could contact your local council, local First Nations groups or government Landcare/environment departments to find out what's happening and how the class/school could get involved.

Adaptation/Extension ideas

Junior activity: Who takes care of the community?

As a class, brainstorm a list of people who look after the land and the community – firefighters, rangers, farmers, local councils, gardeners, garbage collectors etc.

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
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| <ul style="list-style-type: none"> • Location (e.g. Uluru) • Geographical landmarks • Native plants found in the area • Native animals found in the area • Indigenous placenames • Other Indigenous connections to the area <p>Model completing a table with students to show the area on a map of Australia, and list the geographical landmarks of the area, Indigenous plants, animals, and the First Nations place names and other connections to the area.</p> <p>As a class, or in small groups, students can research a chosen region through books in your library or online resources, and add the facts they find to the class table.</p> <p>Senior activity: create a factual poster Students work independently or in small groups to research a chosen region and create a poster/information sheet on that region. The poster could include:</p> <ul style="list-style-type: none"> • Location (e.g. Uluru) • Geographical landmarks • Native plants found in the area • Native animals found in the area • Indigenous placenames • Other Indigenous connections to the area <p>Junior/middle activity: mapping your local area Give students a map of your state and show them how to find and colour in the map to show the local Indigenous nations in your area.</p> <p>As a class, use an existing map, or draw a class map of your local area and identify and colour in local Indigenous, geographical and community landmarks.</p> <p>Create a class mural showing the local area and invite students to create landmarks using found materials and art materials.</p> <p>Have students correctly identify and match the Indigenous names of local landmarks and geographical features if known.</p> | <p>Ask students what things they do to look after the land and areas that they live, learn and play in (such as throwing rubbish in the bin, keeping their yard tidy). Discuss why it's important that people have caring roles in the community. What would happen if one of these groups stopped working?</p> <p>Discuss how First Nations people have cared for the land for thousands of years, using strategies such as sustainable farming, only taking what they need, using the natural resources to create tools and equipment, and looking after the animals.</p> <p>Students work in pairs to come up with ways that they can be caretakers for the land and create a poster to promote looking after the land. The posters should recognise or celebrate First Nations Peoples or Indigenous landmarks, plants or animals in the area.</p> <p>Middle/Senior activity: caring for the land – Bruce Pascoe talks about trees Show the class this video of Bruce Pascoe talking about trees – Chapter 6: Trees and Connection (4:17).</p> <p>Discuss or write answers to the following questions as a class or in pairs:</p> <ul style="list-style-type: none"> • Bruce Pascoe introduces us to the idea that the Country is our mother and that trees are family. How would understanding the environment this way shape the way we care for it? • What does the scar on the grey box tree tell us? • Bruce Pascoe says everything is related and nothing is dead. What do you think he means by this? • What do you think “connection to Country” means? <p>NAIDOC Week Caring for Country Award Break students into groups. Provide each group with a profile from the NAIDOC Week Awards - Caring for Country section from a previous year.</p> <p>Students work as group to answer:</p> <ul style="list-style-type: none"> • Who won the award? • What were the reasons they won the award? • What did they do to care for Country? • What ideas can we learn from them that we could include in our school? |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
|---|---|
| <p>Naming of landmarks</p> <p>Students research the names of local/state places and landmarks and identify their origins. Research if there are any local landmarks or places that use Indigenous names, and if they have a special meaning. Students share their findings with the class.</p> <p>Torres Strait Islands – read, view, discuss</p> <p>As a class, read a text about the Torres Strait Islands (such as Torres Strait Islander flag from AIATSIS).</p> <p>Add any new facts that students have learnt from the text to the class brainstorm/poster.</p> <p>Watch the video Visit the Torres Strait (3:34).</p> <p>Discuss as a class:</p> <ul style="list-style-type: none">• What's the population of the islands?• Torres Strait Islander Peoples have their own flag. What do the symbols on it represent?• What do the kids in the story love about living in the Torres Strait?• What would they change?• What do you love about where you live? Are there things you'd change too? <p>Useful resources</p> <p>Indigenous languages</p> <p>The AIATSIS Indigenous Map is a good way for students to explore Indigenous nations in Australia: https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia</p> <p>The ABC has an interactive Indigenous language map to identify the Indigenous languages in different regions: https://www.abc.net.au/indigenous/features/gambay-languages-map/</p> <p>Torres Strait Islands</p> <p>The AIATSIS website contains an easy to understand explanation of the background and history of the Torres Strait Islands and its people: https://aiatsis.gov.au/explore/articles/torres-strait-islander-flag</p> <p>The ABC Education video <i>Visit the Torres Strait!</i> shows the Torres Strait Islands through the eyes of children who live there: https://education.abc.net.au/home#!/media/2182257/visit-the-torres-strait</p> <p>This article from AIATSIS explains the history and symbolism of the Torres Strait Islander flag: https://aiatsis.gov.au/explore/articles/torres-strait-islander-flag</p> | <p>Land management</p> <p>Show the class this video of Bruce Pascoe talking about fire – Chapter 13: Fire (3:22).</p> <p>Split students into small groups to discuss or write answers to the following questions:</p> <ul style="list-style-type: none">• How can fire help yield better crops?• How was fire used to look after Country? <p>Bush tucker</p> <p>Ask students what they know about bush foods/bush tucker. Is it something they have heard about, or tried before?</p> <p>Create a class poster with what they already know and the questions they have about bush tucker.</p> <p>Watch Behind the News Bush Tucker Garden, as a class or in small groups and add new learnings and questions to the shared poster.</p> <p>Students can work in small groups to learn which traditional food sources are available in your local area. This might be done by contacting local Indigenous communities or local native plant nurseries.</p> <p>If you're hosting a morning tea or event to celebrate NAIDOC Week, try and incorporate bush foods into the menu.</p> <p>If your school or class is connecting with a local Indigenous group, you may ask them about local foods, and advice on bush tucker plants that could be included in a native garden for the school.</p> <p>Useful resources</p> <p>Land management</p> <p>View two videos – <i>Chapter 6: Trees and connection</i> (4:17) and <i>Chapter 13: Fire</i> (3:22) – at the following link by ABC Education to watch author and historian, Bruce Pascoe, describe the connection that First Nations people have to the land through trees and how fire has been used to farm and manage the land: https://education.abc.net.au/home#!/digibook/3122184/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity</p> <p>This Landcare Australia resource describes traditional burning in modern day land management: https://landcareaustralia.org.au/project/traditional-aboriginal-burning-modern-day-land-management/</p> |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
|---|--|
| <p>Indigenous placenames</p> <p>Many Australian placenames use Indigenous words, including waterways, mountains, rivers and creeks, as well as developed areas such as roads, streets, towns and suburbs.</p> <p>This video from ABC Education describes the origins of placenames in Wathaurung Country: https://education.abc.net.au/home#!/media/3475817/place-names-in-wadawurrung-country</p> <p>This NITV article from SBS, about Indigenous meanings of Australian town names, has accessible language and could be suitable for middle and senior classes to read independently: https://www.sbs.com.au/nitv/article/2016/08/03/indigenous-meanings-australian-town-names</p> <p>The Australian Museum has a list of Indigenous placenames in and around Sydney: https://australian.museum/learn/cultures/atsi-collection/sydney/place-names-chart/</p> <p>This short video (2:34) from Behind the News talks about how places get their names and why some places are adopting Indigenous names: https://www.abc.net.au/btn/classroom/indigenous-place-names/11164046</p> <p>This article from First Languages Australia about the Nangun wruk place name project is about the Indigenous names of places and the meanings behind the name: https://www.firstlanguages.org.au/projects/placenames</p> <p>Virtual Tours</p> <p>These virtual tours can be used to show students the variety of different landscapes, flora and fauna that can be found in Australia and the Torres Strait. They're a starting point for learning more about significant Indigenous landmarks and places. Teachers are encouraged to explore similar resources in their own regions.</p> <ul style="list-style-type: none">• Uluru from Parks Australia: https://parksaustralia.gov.au/uluru/discover/virtual-tour/• Kakadu from Parks Australia: https://parksaustralia.gov.au/kakadu/discover/virtual-tour/• Blue Mountains, Dorrigo, Kosciuszko, Coffs Coast, Sydney Harbour, Mungo, Arrawarra from WilderQuest by NSW National Parks and Wildlife Service: https://wilderquest.nsw.gov.au/campfire360• Ningaloo Reef from Street View: https://goo.gl/maps/QNj4uMtESueHJtm8• Kimberley with Street View: https://goo.gl/maps/qw5ZsYWPECmVM8xH6• Coffs Coast of NSW, where Uncle Mark introduces the viewer to Country and shares the Yuludarla (dolphin) story, from WilderQuest by NSW National Parks and Wildlife Service: | <p>NAIDOC Week Awards</p> <p>The NAIDOC Week website has a list of past award winners. In 2020, the awards have been cancelled due to the pandemic: https://www.naidoc.org.au/awards/winner-profiles</p> <p>Bush tucker</p> <p>These three short videos from Behind the News give easy to understand explanations of what bush tucker is and how it can be used and grown in gardens around Australia:</p> <ul style="list-style-type: none">• Bush Tucker Garden: https://www.abc.net.au/btn/classroom/bush-tucker-garden/11724674• Bush Tucker: https://www.abc.net.au/btn/classroom/bush-tucker/10532360• Bush Foods: https://www.abc.net.au/btn/classroom/bush-food/10530342 |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
|---|----------------|
| <p>https://wilderquest.nsw.gov.au/campfire360</p> <ul style="list-style-type: none"> • Great Barrier Reef with David Attenborough's project. Each section of the map has videos and information on the history of the reef, impacts on the health of the reef and taking action for the future: https://attenboroughsreef.com/ • The Newcastle area, from City of Newcastle, as it was when the Awabakal and Worimi People lived traditionally within the lands, with stories on the cultural significance of the site: https://www.youtube.com/watch?v=fbMqrQd2Fsl&feature=youtu.be | |

LANGUAGE AND LITERACY

Of the 250 languages spoken by Aboriginal and Torres Strait Islander people at the time of European colonisation, more than 90 per cent are considered endangered today.

Language is more than just a communication tool — it creates connection to culture, self-esteem and a sense of identity that's lost when languages aren't preserved.

There's a continuous gap in literacy rates between Aboriginal and Torres Strait Islander students, and non-Indigenous students, especially for those in remote areas and the Northern Territory. The reasons for this gap are varied, and are a reflection of circumstances, not ability.

Activities in this section focus on recognising, learning, celebrating and engaging with Indigenous languages and creating connections with First Nations students of a similar age through literacy. This might include hosting a fundraiser or book swap event to fund books for schools, or in Indigenous languages, or starting a pen pal system for students to write to students and share about their life and learn more about the lives of students in remote schools.

| Always Was | Always Will Be |
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| <p>Acknowledgment of Country</p> <p>An Acknowledgement of Country shows respect for the Traditional Custodians of the land you are on and recognises the continuing connection of Aboriginal and Torres Strait Islander Peoples to Country.</p> <p>As a class, read an Acknowledgement of Country (see examples in <i>Useful resources</i> below), highlighting and explaining any unfamiliar terms.</p> <p>If you haven't already, have an Acknowledgement of Country poster displayed in your classroom and the school entryways.</p> <p>As a class, discuss:</p> <ul style="list-style-type: none"> • Where have students heard or read the Acknowledgement of Country? | <p>Pen pal program</p> <p>Connect with schools in other parts of Australia with high Indigenous populations and create a pen pal program.</p> <p>There are some organisations that support Indigenous literacy programs, such as Australia Post's Pen Pal Club with the Indigenous Literacy Foundation.</p> <p>Picture books by Indigenous authors and illustrators</p> <p>As a class, explore ideas of connection and belonging to help students better understand First Nations Peoples' relationship with this land.</p> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin-top: 10px;"> <p>Adaptation/Extension ideas</p> </div> <p>Junior activity: <i>Welcome to Country</i> by Aunty Joy Murphy</p> <p>Before reading the book to the class, ask students to make predictions about what they think the book might be about, and explain that the book is a 'Welcome to Country' that's</p> |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
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| <ul style="list-style-type: none">• What is it and why do we do it?• Why do students think the Acknowledgement of Country might change sometimes? (in different locations)• What's meant by the term 'Country' in this context?• Have students heard or seen a Welcome to Country ceremony? How is it different from an Acknowledgement of Country? <p>Indigenous languages</p> <p>Invite students to watch and / or listen to stories and songs in First Nations languages. Students might respond to the text through:</p> <ul style="list-style-type: none">• Acting out the story using drama and costumes• Working as a class to retell the story in the correct sequence• Creating a dictionary of new words and their meanings <p>Useful resources</p> <p>Acknowledgement of Country</p> <p>This article by Australians Together explains the difference between a Welcome to Country and an Acknowledgement of Country and includes some suggested words to use: https://australianstogether.org.au/resources-2/welcome-to-and-acknowledgement-of-country</p> <p>This Reconciliation Australia document provides an overview and answers some FAQs about Acknowledgement of Country and Welcome to Country: https://www.reconciliation.org.au/wp-content/uploads/2017/11/Welcome-to-and-Acknowledgement-of-Country.pdf</p> <p>This resource outlines what an Acknowledgement of Country is and the different types: https://www.indigenous.gov.au/contact-us/welcome_acknowledgement-country</p> <p>Stories and songs in Indigenous languages</p> <p>The resources below provide an introduction to Indigenous languages through story and song. They can be used in the activities above, as a listening station in literacy activities or for students to explore in quiet time:</p> <ul style="list-style-type: none">• ABC Little Yarns Podcast: https://www.abc.net.au/kidslisten/little-yarns/• <i>The Very Hungry Caterpillar</i> read in the Yuibera and Yuwibara languages: https://www.abc.net.au/news/2019-06-03/very-hungry-caterpillar-translated-into-yuwi-language/10924188 | <p>an invitation to the traditional lands of the Wurrundjeri People of Melbourne and surrounds.</p> <p>Read <i>Welcome to Country</i> to the class. During the reading, you may need to pause and check understandings with students on terminology (ancestors, Elders etc).</p> <p>Discuss with students the symbols used in the illustrations and how they're used to add meaning to the text.</p> <p>As a class, listen to Aunty Joy Murphy's welcome: Wominjeka (Welcome to Country).</p> <p>Middle/Senior activity: My Country by Ezekiel Kwaymullina and Sally Morgan</p> <p>Read <i>My Country</i> to the class. This story uses illustrations and story to explain the sense of belonging that a young girl feels for her Country. Encourage students to respond to the story by sharing their own sense of belonging to Country and how it shapes their identity.</p> <p>Students may also wish to respond as a class by writing a class letter to the author to share what they learnt from the text and their responses.</p> <p>Students may respond by coming up with creative ways to share their family history — such as through song, art or dance. This might be included as an activity for home learning, for students to learn more about their own family history.</p> <p>As a class, listen to Aunty Joy Murphy's welcome to the traditional lands of the Wurrundjeri People of Melbourne and surrounds: Wominjeka (Welcome to Country).</p> <p>Fundraising for Indigenous literacy</p> <p>Explore ways that students can support Indigenous literacy programs in remote schools that may struggle to access books and other resources in English and Indigenous languages.</p> <p>Some fundraising ideas include:</p> <ul style="list-style-type: none">• Take part in The Great Book swap where students donate books they no longer read and choose a pre-loved book to swap it with for a gold coin donation. The funds raised are then sent to the Indigenous Literacy Foundation.• Host a school book fair, raffle or casual dress day with donations collected going to literacy organisations such as those listed in the <i>Useful resources</i>.• Ask students to come up with their own fundraising ideas. <p>Exploring the role of advocates and campaigns in the media</p> <p>As a class, discuss the importance of speaking up for your rights and beliefs.</p> <ul style="list-style-type: none">• Why is it important to speak up for yourself and for others? |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
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| <ul style="list-style-type: none">• ABC Education's <i>Dust Echoes</i> is a series of animated stories from Central Arnhem Land: https://education.abc.net.au/home#!/digibook/2570774/dust-echoes• Learn to count in Kurna (Indigenous language from Adelaide and Adelaide Plains): https://education.abc.net.au/home#!/digibook/2570774/dust-echoes• Indigenous Literacy Foundation produces books in Indigenous languages, and has some animations of stories in Indigenous languages on their YouTube Channel: https://www.youtube.com/playlist?list=PLcZCEkQrOgz3PYr0syUVLY675q2sE3ow• Indigenous picture books: https://www.bountyparents.com.au/expert-advice/indigenous-australian-picture-books/?jwsourc=cl <p>This article by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) explains the importance of Indigenous languages: https://aiatsis.gov.au/explore/articles/indigenous-australian-languages</p> <p>This article from The Conversation explains the literacy gap: https://theconversation.com/closing-the-gap-in-indigenous-literacy-and-numeracy-not-remotely-or-in-cities-88704</p> | <ul style="list-style-type: none">• What are some of the ways people do this?• What are the most effective ways of doing this? <p>Adaptation/Extension ideas</p> <p>Senior activity: Campaigning nation Depending on the cohort, students might work in small groups, pairs or independently to explore current campaigns such as the Raise the Age campaign or the Free the Flag movement.</p> <p>Watch the videos in the <i>Useful resources / Campaigns in the media</i> section. Encourage students to consider the different perspectives raised in the videos. What language is used to persuade the viewer? Whose point of view is being presented?</p> <p>Students may present an overview of the campaign to the class - what was the key concern? What are the arguments on each side? What do they think should happen next?</p> <p>As a class, review the text Cathy Freeman at the 1994 Commonwealth Games. Why was there a controversy over her running with the Aboriginal and Australian flags? What were the issues? Would this happen today?</p> <p>Perspectives in song presentation In small groups, take a look at one of the songs that Indigenous students from around Australia have put together in collaboration with Desert Pea Media.</p> <p>Research and present a particular song's geographical context – where the singers are from – and analyse the lyrics to consider the challenges that are explored and the potential solutions that the singers raise for themselves and their communities.</p> <p>For each video ask students to consider:</p> <ul style="list-style-type: none">• What's the message of the kids' song?• Why is it important for these kids to share their own stories (rather than have them told by someone else)?• What approach do they take to representing themselves? <p>A list of suggested songs is included in the <i>Useful resources</i> section. It's recommended that the suitability of each video is checked for your particular cohort.</p> |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
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| | <p>Useful resources</p> <p>This video of Aunty Joy Murphy shows her doing a Welcome to Country on Wurrundjeri land (2:53): https://www.youtube.com/watch?v=NeBWultrpW8</p> <p>Picture books by Indigenous authors and illustrators</p> <p>Other suggested picture story books from Indigenous authors include:</p> <ul style="list-style-type: none">• <i>Moli det bigibigi</i> (Molly the Pig) by Karen Manbullo• <i>Silly Birds</i> by Gregg Dreise• <i>No Way Yirrikipayi!</i> by children from Milikapiti School, with Alison Lester <p>Indigenous literacy charities</p> <p>Some charities that support Indigenous literacy and languages include:</p> <ul style="list-style-type: none">• The Australian Literacy and Numeracy Foundation: https://alnf.org/• Indigenous Literacy Foundation: https://www.indigenoussliteracyfoundation.org.au/• Literacy for Life Foundation: https://www.lflf.org.au/• Indigenous Reading Project: https://www.irp.org.au/• Aboriginal Literacy Foundation: http://www.aboriginalliteracyfoundation.org/ <p>Australia Post's Pen Pal Club: https://auspost.com.au/about-us/corporate-responsibility/our-community/literacy-education/pen-pal-club</p> <p>Campaigns in the media</p> <p>Behind the News <i>Raise the Age</i> (4:00): https://www.abc.net.au/btn/classroom/raise-the-age/12507078</p> <p>Behind the News <i>Aboriginal Flag Debate</i> (3:44): https://www.abc.net.au/btn/classroom/aboriginal-flag-debate/11205394</p> <p>ABC News article on the issues surrounding use of the Aboriginal flag at sports matches: https://www.abc.net.au/news/2019-06-11/new-licence-owners-of-aboriginal-flag-threaten-football-codes/11198002</p> <p>ABC News article on the copyright issues highlighted in the AFL Indigenous round: https://www.abc.net.au/news/2020-08-18/aboriginal-flag-to-be-absent-for-afl-indigenous-round/12569346</p> <p>Article explaining the history of the controversy behind Cathy Freeman's wearing of the Aboriginal flag at the 2000 Olympics in Sydney: https://thecgf.com/stories/commonwealth-sports-moments-4-cathy-freeman-carries-aboriginal-and-australian-flags-victory</p> |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
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| | <p>Perspectives in song</p> <p>This activity has been sourced from Australians Together Yr 7 Literature and Context resource <i>Whose experience? Whose perspective?</i>, which can be found by registering here: https://australianstogether.org.au/education/curriculum-resources/</p> <p>The following songs from Desert Pea Media might be particularly useful for exploring the perspectives and challenges presented in the music videos. Lyrics are included – select ‘SHOW MORE’ in the description of each to view:</p> <ul style="list-style-type: none"> • Tagai Buway – ‘Two Worlds’: https://www.youtube.com/watch?v=q0yWYvCj-ic • Irwarpaup ft. Tamyok – ‘Small Island Big Fight’: https://www.youtube.com/watch?v=5Zflxj_fhrE • B-Town Warriors – ‘People of the Red Sunset’: https://www.youtube.com/watch?v=Widykor9c5Y • Tagai Buway – ‘Culture Remainz’ (I am the Future): https://www.youtube.com/watch?v=75Vx3TpW3zc • The Gowrie Boys – ‘Take Me Home’: https://www.youtube.com/watch?v=zGKtfctK-IQ • The Colli Crew – ‘Change The Game’: https://www.youtube.com/watch?v=f0rJajbls-o • The Big M Crew – ‘Moree Madness’: https://www.youtube.com/watch?v=dv7D0khoRDw • Cairns Murri Crew – ‘Built to Last’: https://www.youtube.com/watch?v=XdPvK80IUPo <p>© 2020 Desert Pea Media. All rights reserved.</p> |

THE ARTS

Indigenous art, including stories, drama, songs, music, or other artistic mediums, is a communication tool to tell stories.

In these activities, students listen to and view Indigenous artworks, and learn more about the stories shown in the art.

Students learn about Indigenous artists, and respond in ways that share their learning and understanding of the importance of art to story, culture and connection.

| Always Was | Always Will Be |
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| <p>Indigenous art</p> <p>As a class or year level, explore the artwork of Indigenous artists in your local area by visiting a gallery, or doing a virtual gallery tour.</p> <p>Many Indigenous artists create artworks from natural materials, including using ochre and</p> | <p>NAIDOC Week Awards</p> <p>Print out or arrange digital access to the work of past winners of the NAIDOC Artist of the Year Awards, and encourage students to describe the artworks for colour, tone, composition, texture, mood, style, materials, and perspective.</p> |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
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| <p>clay for painting. Some Indigenous paintings can be seen in rock art that's been preserved in caves throughout Australia.</p> <p>Use the <i>Useful resources</i> to explore Indigenous artworks.</p> <p>Adaptation/Extension ideas</p> <p>Senior activity: Graduation mural Art is used to tell stories and create connections.</p> <p>Senior students could work with a local Indigenous artist to create a mural for the school by the graduating classes that celebrates the local area, the school and the stories of the school community. This mural could be a living artwork, added to by each graduating year.</p> <p>Indigenous music Students work in small group to research and learn about Indigenous instruments through listening to Indigenous music and musicians.</p> <p>Research and learn about contemporary Indigenous musicians. Students create profiles of chosen artists exploring questions such as:</p> <ul style="list-style-type: none">• who are they?• where are they from?• what's their music style? <p>Useful resources</p> <p>Indigenous artworks online The links below are an introduction to some of the more well-known Indigenous artworks and styles. Although there are similarities in artistic styles, there's also diversity in the art of each region and from each artist. Teachers are encouraged to seek out the work of local Indigenous artists and to view their work with students.</p> <ul style="list-style-type: none">• Aboriginal rock art in the Northern Territory: https://www.australiangeographic.com.au/topics/history-culture/2016/03/top-7-aboriginal-rock-art-sites/• Rock art in Gariwerd (the Grampians), Victoria: https://www.visitgrampians.com.au/see-do/culture/indigenous-culture/aboriginal-rock-art-sites• Rock art in the Kimberley region, Western Australia: https://kimberleyfoundation.org.au/kimberley-rock-art/research-history/ https://kimberleyfoundation.org.au/kimberley-rock-art/aboriginal-art/ | <p>Contemporary artists Invite students to work independently or in small groups to choose an area of the arts and research contemporary Aboriginal and Torres Strait Islander artists and their work. They may then respond by creating a poster, digital presentation, group presentation, or write a biography of that person and their work.</p> <p>For example:</p> <ul style="list-style-type: none">• Dance• Music• Digital media• Film making• Visual arts• Sculpture• Fabric/woven materials <p>NAIDOC Week poster As a class, explore the artwork used on this year's NAIDOC Week poster, Shape of Land, by Noongar and Saibai Islander man Tyrown Waigana.</p> <p>Some prompts for discussion:</p> <ul style="list-style-type: none">• What do you like about this piece?• What elements can you see in the artwork?• What mediums do you think the artist used to create this piece?• How has the artist used lines and colours to create a feeling of inclusion in the artwork?• How has the artist represented the connection that First Nations people have to the land? <p>Indigenous flags As a class, read about the history and significance of both the Aboriginal flag and the Torres Strait Islander flag.</p> <p>As a class, students discuss symbols that are important to them as a class/school/ generation and then make a flag design that represents their class or school. These could be displayed at the whole school celebration.</p> <p>Telling your school history As a class, or independently, students create artworks, songs, dances or multimedia</p> |

NAIDOC Week 2020 Teacher Guide

Student activities

| Always Was | Always Will Be |
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| <ul style="list-style-type: none">• National Gallery of Australia: https://nga.gov.au/collections/atsi/• Bunjilaka Aboriginal Cultural Centre - Museums Victoria: https://museums.victoria.com.au/bunjilaka/• Rock art and shell midden sites in New South Wales: https://www.aboriginalheritage.org/resources/resources-360virtualtours/#360art <p>First Nations digital media</p> <p>Indigitube is an online media platform by and for First Nations people including Indigenous music, podcasts and media: https://www.indigitube.com.au/</p> <p>The NAIDOC Week teaching resource has an extensive list of Aboriginal languages and songs, see page 9 onwards: https://www.naidoc.org.au/sites/default/files/files/2020-naidoc-teaching-resources.pdf</p> | <p>presentations that retell the history of the school to be displayed in a school art show or at the whole school NAIDOC Week celebrations.</p> <p>Walking together</p> <p>Students work independently to trace around their own feet or use a template. They then decorate this with an artwork, a story, poem or images to tell their story of connection to the community, or to celebrate NAIDOC Week.</p> <p>Cut out the feet art and display as a whole class/school artwork to symbolise students' part in walking together and telling the story of their community.</p> <p>Useful resources</p> <p>Overview of NAIDOC Week poster art and the artist: https://www.naidoc.org.au/get-involved/2020-poster and https://www.naidoc.org.au/news/waigana-wins-coveted-naidoc-2020-poster-competition</p> |

NAIDOC Week 2020 Teacher Guide

Whole school celebrations and cross-curriculum ideas – NAIDOC Week and beyond

Schools are encouraged to celebrate NAIDOC Week as a school community and, where appropriate, participate in local community NAIDOC celebrations or online events. NAIDOC Week is an opportunity to connect with local First Nations communities, and to make those connections part of ongoing collaborations.

NAIDOC Week is also an opportunity to share the work of students with their families and the wider community – either virtually, through the school newsletter or in an exhibition.

Some ideas for whole school celebrations might include:

- Print out copies of the NAIDOC Week posters and place them around the school, in the school newsletters and on the school website.
- Host a community BBQ or morning tea. This event could be a chance to raise money for Indigenous charities, such as those supporting language and literacy programs with Indigenous students.
- Host an art show (virtual or in person) with student work from NAIDOC Week activities.
- Host a celebration at the end of a community project as part of a collaboration with local Indigenous groups.
- Work with a local Indigenous artist or a landscaper to create an outdoor learning area that includes a native garden with local Indigenous plants. Celebrate the opening of the garden area with a special event.
- Host local Indigenous community organisations or members, or take part in excursions to learn more about local Indigenous sites, art galleries/exhibitions, or local Indigenous-led events for NAIDOC Week.

Many of these ideas can be done at any time throughout the school year. Due to COVID it may not be possible to hold events during NAIDOC Week. Schools could consider hosting a virtual event or planning events for 2021.

If inviting Indigenous community members to share their time and expertise, be mindful of remunerating people appropriately.

Schools might also consider how they can support students and their families to become more knowledgeable and informed about the Traditional Custodians of the land in the local area, as well as events, community activities and ways they can connect with and support the local First Nations community. This might include sharing relevant media and local stories in the school newsletter, working in partnership with local groups, and supporting staff to undertake professional learning about incorporating Indigenous content into the curriculum.

Useful resources

NAIDOC Week poster: <https://www.naidoc.org.au/resources/get-your-poster>

Attending Indigenous events: <https://australianstogether.org.au/resources-2/attending-indigenous-led-events/>

Professional learning resources for teaching Indigenous content: <https://australianstogether.org.au/professional-learning/>

Other resources

Further reading on Aboriginal and Torres Strait Islander histories, cultures and politics:

Coleman, C. (2019). *Terra Nullius*. Sydney, NSW: Hachette Australia.

Gammage, B. (2012). *The biggest estate on earth : How Aborigines made Australia*. Crows Nest, NSW: Allen and Unwin.

Pascoe, B. (2018). *Dark Emu* (2 ed.). South Australia: Griffin Press.

NAIDOC Week 2020 Teacher Guide

ACARA Links

The Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum Priority has three key concepts - Country/Place, Culture and Peoples - that are woven throughout the curriculum. Further information about the organising ideas for the Cross-Curriculum Priority can be found at <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/>.

Some of the most relevant Content Descriptions for the Key Learning Areas of HASS, English, Science and The Arts have been listed below as a starting point from which teachers can create learning and assessment opportunities.

Foundation

HASS

Inquiry and skills

Researching: Collect data and information from observations and identify information and data from sources provided ([ACHASSI002](#))

Knowledge and Understanding

History: How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums ([ACHASSK013](#))

Geography: The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples ([ACHASSK016](#))

English

Language

Language variation and change: Recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages ([ACELA1426](#))

Literature

Literature and context: Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#))

Literacy

Interpreting, analysing, evaluating: Drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical ([ACELY1650](#))

Science

Science Understanding

Biological Sciences: Living things have basic needs, including food and water (recognising how Aboriginal and Torres Strait Islander Peoples care for living things) ([ACSSU002](#))

The Arts (Foundation to Year 2)

Visual Arts

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists ([ACAVAM106](#))

NAIDOC Week 2020 Teacher Guide

ACARA Links

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| | <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)</p> <p>Music Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081) Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)</p> |
| Year 1 | <p>HASS</p> <p>Inquiry and skills Researching: Collect data and information from observations and identify information and data from sources provided (ACHASSI019) Analysing: Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023) Analysing: Interpret data and information displayed in pictures and texts and on maps (ACHASSI024)</p> <p>Knowledge and Understanding History: How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029) Geography: The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)</p> <p>English</p> <p>Literature Literature and context: Discuss how authors create characters using language and images (ACELT1581) Examining literature: Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)</p> <p>The Arts (see Foundation)</p> <p>Science</p> <p>Science as a human endeavour Use and influence of science: People use science in their daily lives, including when caring for their environment and living things (ACSHE022)</p> |
| Year 2 | <p>HASS</p> <p>Inquiry and skills Researching: Collect data and information from observations and identify information and data from sources provided (ACHASSI035) Analysing: Explore a point of view (ACHASSI038)</p> <p>Knowledge and Understanding History: The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045) Geography: The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)</p> |

NAIDOC Week 2020 Teacher Guide

ACARA Links

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| | <p>English</p> <p>Language Language variation and change: Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)</p> <p>Literature Literature and context: Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</p> <p>The Arts (see Foundation)</p> <p>Science</p> <p>Science Understanding Earth and space sciences: Earth's resources are used in a variety of ways (ACSSU032)</p> <p>Science as a Human Endeavour Use and influence of science: People use science in their daily lives, including when caring for their environment and living things (ACSHE035)</p> |
| Year 3 | <p>HASS</p> <p>Inquiry and skills Analysing: Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056)</p> <p>Knowledge and Understanding History: The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062) History: Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064) Geography: The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066) Civics and citizenship: Why people participate within communities and how students can actively participate and contribute (ACHASSK072)</p> <p>English</p> <p>Literature Literature and context: Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594) Responding to literature: Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p> <p>The Arts (Year 3 and 4)</p> <p>Visual Arts Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110) Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)</p> |

NAIDOC Week 2020 Teacher Guide

ACARA Links

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| | <p>Music Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)</p> |
| <p>Year 4</p> | <p>HASS</p> <p>Inquiry and skills Analysing: Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)</p> <p>Knowledge and Understanding History: The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083) Geography: The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089) Civics and Citizenship: The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)</p> <p>English</p> <p>Language Language variation and change: Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)</p> <p>The Arts (see Year 3)</p> <p>Science</p> <p>Science Understanding Biological sciences: Living things depend on each other and the environment to survive (ACSSU073)</p> |
| <p>Year 5</p> | <p>HASS</p> <p>Inquiry and skills Evaluating and reflecting: Evaluate evidence to draw conclusions (ACHASSI101)</p> <p>Knowledge and Understanding History: The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107) Geography: The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112) Civics and citizenship: How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)</p> <p>English</p> <p>Literature Literature and context: Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p> |

NAIDOC Week 2020 Teacher Guide

ACARA Links

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| | <p>Examining literature: Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</p> <p>The Arts (Year 5 and 6)</p> <p>Visual Arts Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114) Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)</p> <p>Music Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)</p> <p>Science</p> <p>Science as Human Endeavour Use and influence of Science: Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)</p> |
| <p>Year 6</p> | <p>HASS</p> <p>Inquiry and skills Evaluating and reflecting: Evaluate evidence to draw conclusions (ACHASSI129)</p> <p>Knowledge and Understanding History: The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)</p> <p>English</p> <p>Language Language variation and change: Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515) Phonics and word knowledge: Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)</p> <p>The Arts (see Year 5)</p> <p>Science</p> <p>Science Understanding Biological Sciences: The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)</p> <p>Science as Human Endeavour Nature and development of science: Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)</p> |

NAIDOC Week 2020 Teacher Guide

References

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