

Celebrate NAIDOC: Always Was, Always Will Be



Source: naidoc.org.au

By Shelley Ware, Kerri Wenitong

Source: SBS Learn, National NAIDOC Committee

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This NAIDOC Week teacher resource is structured around the 2020 theme of ‘**Always Was, Always Will Be**’. Explore key Aboriginal & Torres Strait Islander perspectives, peoples, histories and stories in this in-depth guide, featuring;

- Discussion questions;
- Ways to facilitate discussions of January 26, Australian history and many other topics;
- Practical activities;
- Plentiful resource links and suggestions;
- Clips for classroom viewing;

- Quality, robust structures for exploring Aboriginal & Torres Strait Islander perspectives year round.

SBS Learn is Official Education Partner for NAIDOC Week (2019 & 2020).

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

1. How to access the NAIDOC Week 2020 resource

Our NAIDOC Week 2020 resource is live. You can use it in three ways:

1. A teacher's interactive here (the webpages with links embedded)
2. A downloadable [PDF](#) file (an e-version of the printed booklet)
3. Printed copies have been mailed to schools around Australia, as well to those who have requested. We are unable to facilitate any more mail outs before NAIDOC Week, so please use these e-versions on SBS Learn.



**Always Was,
Always Will Be.**
8-15 NOV 2020

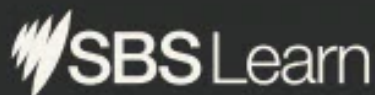


NAIDOC Week 2020

Teacher Resource
Foundation to Year 10

SBS is the official media and education
partner of NAIDOC Week 2020

sbs.com.au/learn



The 2020 SBS Learn NAIDOC Week Resource 'Always Was, Always Will Be'.
Illustrator: Tyrown Waigana, Image: SBS

Visit the NAIDOC website for information about this year's NAIDOC theme of 'Always Was, Always Will Be'.

2. About This Resource

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

The resource is organised by each year group exploring the 2020 NAIDOC theme '**Always Was, Always Will Be**'. Activities are presented in chronological order by year group starting with Foundation.

This is a resource for all students. Its embedded concepts are relevant to a broad range of learners and topics, and will provide Aboriginal and Torres Strait Islander perspectives in classrooms beyond NAIDOC Week 2020.

Information in this resource is correct at time of publication (2020).

How to use this resource

[Head here](#) for a list of Aboriginal and Torres Strait Islander organisations.

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

It contains concepts relevant to a broad range of learners and topics, and will provide Aboriginal and Torres Strait Islander perspectives in classrooms beyond the dates of NAIDOC Week 2020.

This resource can be used to promote a whole school approach to Aboriginal and Torres Strait

Islander learning, histories and perspectives; even though NAIDOC Week is celebrated nationally for a week each year, the learning you undertake with this resource can be applied across the entire school calendar and embedded in your school's practices.

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

Tips for using this resource

- Local councils can assist to find links to your local Aboriginal and Torres Strait Islander community organisations.
- An effective way to run classroom sessions using this resource is for the teacher to become a
- facilitator, so that the students drive the learning. If this is a new way of running a learning opportunity it might feel strange to begin with but stick with it.
- Having your students drive the learning is a powerful way to engage students and let them demonstrate their knowledge. The teacher does not always need to be the knowledge holder.
- The teacher's role is to make sure that everyone is respectful to each other, and that everyone who wants to contribute constructively is able to be heard.

- Prompt your students to examine the sources of their knowledge and where they might find new information. Steer clear of websites that do not have reputable information. Instead go to trusted sources for example [AIATSIS](#), [Reconciliation Australia](#), [Narragunnawali: Reconciliation in Education](#), and [NITV/SBS](#).

Consider organising a professional development session to embed cultural competence amongst staff. Investing in staff cultural competence will help involve Aboriginal and Torres Strait Islander knowledges, histories and cultures year round, and build confidence in teaching staff.

Content Protocols

- Text and teaching script used in each area of this booklet are a guide to support teachers with concepts they can use to engage their classes in the NAIDOC theme this year: **Always Was, Always Will Be**.
- The teaching text is interchangeable and can be adapted to suit any student cohort and learning need.
- Where possible, invite Traditional Owners, 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, such as interconnectivity and holistic thinking (rather than individual concepts in isolation). The diagram to the right describes how the context of the learner, and what is being learnt, are interconnected.

Diagram:

A model of Social and Emotional Wellbeing

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



Gee, Dudgeon, Schultz, Hart and Kelly, 2013.

3. Welcome



Eip Karem Beizam, Meriam Cultural Group at the 2019 NAIDOC Awards celebrating the theme 'Voice. Treaty. Truth.'

National Indigenous Australians Agency

Welcome, teachers.

I am incredibly proud to share the SBS Learn NAIDOC Week teacher resource for 2020. SBS has long championed the voices and storytelling of Australia's First Peoples, with programs and activities that inspire, instil pride and lead to a greater understanding of Aboriginal and Torres Strait Islander communities and cultures. This is demonstrated by NITV, Australia's home of Indigenous storytelling, made for, by and about Aboriginal and Torres Strait Islander peoples. From its beginnings in 2007, then launched as part of SBS in 2012, the channel now reaches over two million unique viewers a month.

The SBS partnership with NAIDOC is one of our most significant pillars of engagement and extends our commitment to helping all Australians connect with the world's oldest continuing culture. Education is at the very heart of this connection - and NAIDOC Week provides an important opportunity to take a moment to reflect, share and celebrate.

I would like to thank curriculum developers Shelley Ware and Kerri Wenitong who led the development of this resource, drawing on the expertise of many organisations and educators from across Australia. This teacher resource is designed to help bring Indigenous concepts and perspectives into the classroom for all ages to embrace. At the core of the framework is the rich experiences associated with strengthening relationships with local Aboriginal and Torres Strait Islander communities, bringing more than 65,000 years of traditions and insights into the learnings of today.

I hope you enjoy using this resource. While it's of particular relevance during NAIDOC Week, I encourage you to use it to spark conversations and activities year-round within your schools and communities.

The curiosity and active participation of our younger Australians is not only essential to understanding our shared history but is also vital to the ongoing preservation of these cultures for future generations.

James Taylor
SBS Managing Director

We know the power of education. Education shapes change. And we know meaningful change starts with our youngest minds. Engaging our youth and sharing the rich history of Indigenous Australians, our traditions and our stories, inspires and informs. It unlocks the imagination by creating wonder and appreciation for our successes.

When we do that, and do that well, it not only enriches the lives of the students but their families and their communities. It leads to a better and shared understanding of where this great nation sprung from - and we improve the lives of all Aboriginal and Torres Strait Islander peoples. It celebrates the contribution we've made, and continue to make, to the success of this country.

Which is why I'm proud the NAIDOC Week 2020 Teacher Resource has been produced. It's been developed in close consultation with many people, ideas and cultures. It complements the work of the National Indigenous Australians Agency (NIAA).

The NIAA recognises that each community across this great nation is unique. Its team across Australia work closely with communities to make sure policies, programs and services address these unique needs.

In that same spirit, this resource is intended for use by all students in all schools across Australia. From Kindergarten to Year 10 and beyond, this resource is a whole of school approach to Aboriginal and Torres Strait Islander learning, histories and perspectives. It presents a great opportunity to develop and enhance ongoing relationships with your local Aboriginal or Torres Strait Islander communities for more engaged and enriched learning into the future.

I hope you take the opportunity presented by this fantastic resource. I wish you a happy NAIDOC 2020.

The Hon Ken Wyatt MP
Minister for Indigenous Australians



JP Janke and Patricia Thompson, NAIDOC Co-Chairs at the 2019 NAIDOC Awards.
National Indigenous Australians Agency

Always Was, Always Will Be.

Always Was, Always Will Be. recognises that First Nations people have occupied and cared for this continent for over 65,000 years. We are spiritually and culturally connected to this country. This country was criss-crossed by generations of brilliant Nations.

Aboriginal and Torres Strait Islander peoples were Australia's first explorers, first navigators, first engineers, first farmers, first botanists, first scientists, first diplomats, first astronomers and first artists.

Stories are powerful. And Australia has the world's oldest oral stories. The First Peoples engraved the world's first maps, made the earliest paintings of ceremony and invented unique technologies. We built and engineered structures - structures on Earth - predating well-known sites such as the Egyptian Pyramids and Stonehenge.

This year, NAIDOC Week 2020 acknowledges and celebrates that our nation's story didn't begin with documented European contact whether in 1770 with the arrival of James Cook, or 1606 with the arrival of the Dutch on the western coast of the Cape York Peninsula.

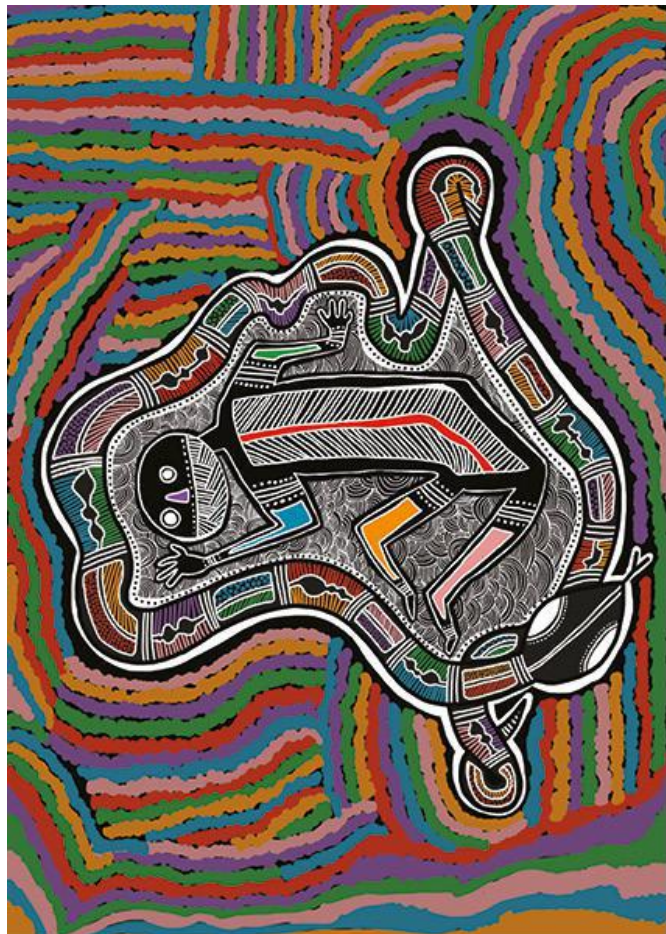
Inspiring stories and deep connections with our First Peoples. Understanding and acceptance. NAIDOC Week comes once a year but wouldn't it be great if its principles were integrated into our learning all year round?

We're proud of our ongoing relationship with SBS and NITV. We're very proud that this resource realises a long-held ambition to provide an extensive teacher resource to celebrate and honour our First Peoples.

We hope you enjoy using this resource as much as we enjoyed working with SBS Learn in producing it.

John Paul Janke & Patricia Thompson
Co-Chairs National NAIDOC Committee

4. Shape of Land - 2020 NAIDOC Week Winning Poster



2020 NAIDOC WEEK
POSTER WINNER

'SHAPE OF LAND'
TYROWN WAIGANA



This year's winning poster - Shape of Land - judged by the National NAIDOC Committee to illustrate the 2020 NAIDOC theme: Always Was Always Will Be.

Illustrator: Tyrown Waigana, Image: NAIDOC

Tyrown Waigana is an artist and designer living in Perth, Western Australia. He has Aboriginal and Torres Strait Islander heritage, which can be traced to the Noongar people of south-west Western Australia and Saibai Island in the Torres Strait.

Cover artwork: The Rainbow Serpent came out of the Dreamtime to create this land. It is represented by the snake and it forms the shape of Australia, which symbolises how it created our lands. The colour from the Rainbow Serpent is reflected on to the figure to display our connection to the Rainbow Serpent, thus our connection to Country. The overlapping colours on the outside is the Dreamtime. The figure inside the shape of Australia is a representation of Indigenous Australians showing that this country – since the dawn of time – always was, and always will be Aboriginal land.

5. What is NAIDOC Week?



SBS

Introducing this year's NAIDOC theme: Always Was, Always Will Be

Always Was, Always Will Be recognises that First Nations people have occupied and cared for this continent for over 65,000 years. Aboriginal and Torres Strait Islander peoples were Australia's first explorers, first navigators, first engineers, first farmers, first botanists, first scientists, first diplomats, first astronomers and first artists. NAIDOC Week 2020 acknowledges and celebrates that our nation's story didn't begin with documented European contact whether in 1770 with Captain James Cook, or in 1606 with the arrival of the Dutch on the western coast of the Cape York Peninsula. The very first footprints on this continent were those belonging to First Nations people.

NAIDOC 2020 invites all Australians to embrace the true history of this country – a history which dates back thousands of generations. It's about seeing, hearing and learning the First Nations' 65,000-plus-year history of this country - which is Australian history.

[Source: naidoc.org.au/get-involved/2020-theme](https://naidoc.org.au/get-involved/2020-theme) and reproduced here with permission.

Why was the NAIDOC 2020 theme selected?

The theme, Always Was, Always Will Be was chosen to encourage Australians to celebrate the wealth of cultures and knowledges that existed prior to Captain Cook's arrival in Australia, that continue to thrive to this day. The occasion of the 250th anniversary of Captain Cook's voyages to Australia in 2020 is an opportunity to encourage Australians to consider what the continent was like before Cook's arrival, and its subsequent colonisation by the British. First Nations people have been here for more than 65,000 years and developed expertise in astronomy, science, caring for Country and a myriad of other areas. Always Was, Always Will Be elevates this continuity of cultural knowledges and practices as things all Australians can be proud of and celebrate together. It is about Australians acknowledging the true history of this country.

Why does the NAIDOC Week theme change each year?

There is always a theme to celebrate NAIDOC Week and it is carefully chosen by the NAIDOC Committee each year (made up of Aboriginal and Torres Strait Islander volunteers from across the country). The theme is often based around celebrating Aboriginal and Torres Strait Islander peoples, or highlighting important topics that need to be discussed on a national scale. What date is NAIDOC Week this year? Due to concern for the safety of communities due to the coronavirus pandemic, many official events for NAIDOC Week 2020 will be held later in the year during 8-15 November 2020. It is encouraged that schools celebrate Aboriginal and Torres Strait Islander cultures and perspectives year-round.

For more information about NAIDOC Week, visit the [NAIDOC](#) website.

6. Ways to get your school involved

NAIDOC Week is celebrated not just in Aboriginal and Torres Strait Islander communities but also in government agencies, schools, local councils and workplaces.

Here are some ideas on how to celebrate NAIDOC Week

- Organise an event to dissect and analyse the theme, inviting Aboriginal and Torres Strait Islander guests to offer their perspectives.
- Learn the meanings of local or national Aboriginal and Torres Strait Islander place names and words.
- Invite local Aboriginal and Torres Strait Islander Elders and community members to come and speak.

- Invite an Aboriginal and Torres Strait Islander scientist, musician, sportsperson or artist to come and speak.
- Invite Aboriginal and Torres Strait Islander dancers to perform.
- Host a community BBQ or luncheon which could include a flag raising ceremony, Smoking Ceremony and Welcome to Country.
- Sign up to [Narragunnawali](#), an online platform developed by Reconciliation Australia that provides practical ways to introduce meaningful reconciliation initiatives in the classroom.
- Display the National NAIDOC Poster or other Aboriginal and Torres Strait Islander posters around your school.

Further reading: Read books by Aboriginal and Torres Strait Islander authors. There are multiple titles suggested throughout this resource, for a range of different age groups.

- Listen to Indigenous musicians or watch a movie about Aboriginal and Torres Strait Islander history and analyse their main themes and messages. Relate these themes and messages to the 2020 NAIDOC Week theme, **Always Was, Always Will Be**.
- Make your own Aboriginal and Torres Strait Islander trivia quiz.
- Study a prominent Aboriginal and Torres Strait Islander Australian or research past NAIDOC Award Winners.
- Research the Traditional Owners and languages of your area – reach out to your Local Aboriginal Land Council, Elders groups or Aboriginal and Torres Strait organisations for information (use this as an opportunity to create ongoing relationships)
- Local councils can assist to find links to your local Aboriginal and Torres Strait Islander community organisation (subject to your location and COVID-19 restrictions).

Tips:

- Plan ahead of time.
- Some communities have a number of Elders and/or community members who have the cultural authority to tell the local stories.
- Be mindful that there may be different points of view as sometimes knowledges and language have been lost and are only now being recovered.
- Depending on the area, knowledges may vary.
- Invite a local Aboriginal or Torres Strait Islander artist or musician to share art, crafts and music practices.
- Run an art competition for your school or community asking them to reflect on what the 2020 theme means, and interpret this through their artwork.
- Visit local Aboriginal and Torres Strait Islander sites of significance or interest.

7. A note for early childhood educators



NITV

- Note the ways to get involved in NAIDOC Week are above, and consider if your childcare centre or preschool could hold some of these events (pending your location and COVID-19 restrictions). Prioritise having Aboriginal and Torres Strait Islander people (particularly local Elders) visit the children.
- The picture books suggested for Foundation in this resource are suitable for Early Childhood settings. There are also further suitable books listed at the end of this resource.

Award-winning series *Little J & Big Cuz* has excellent accompanying [resources available online](#).

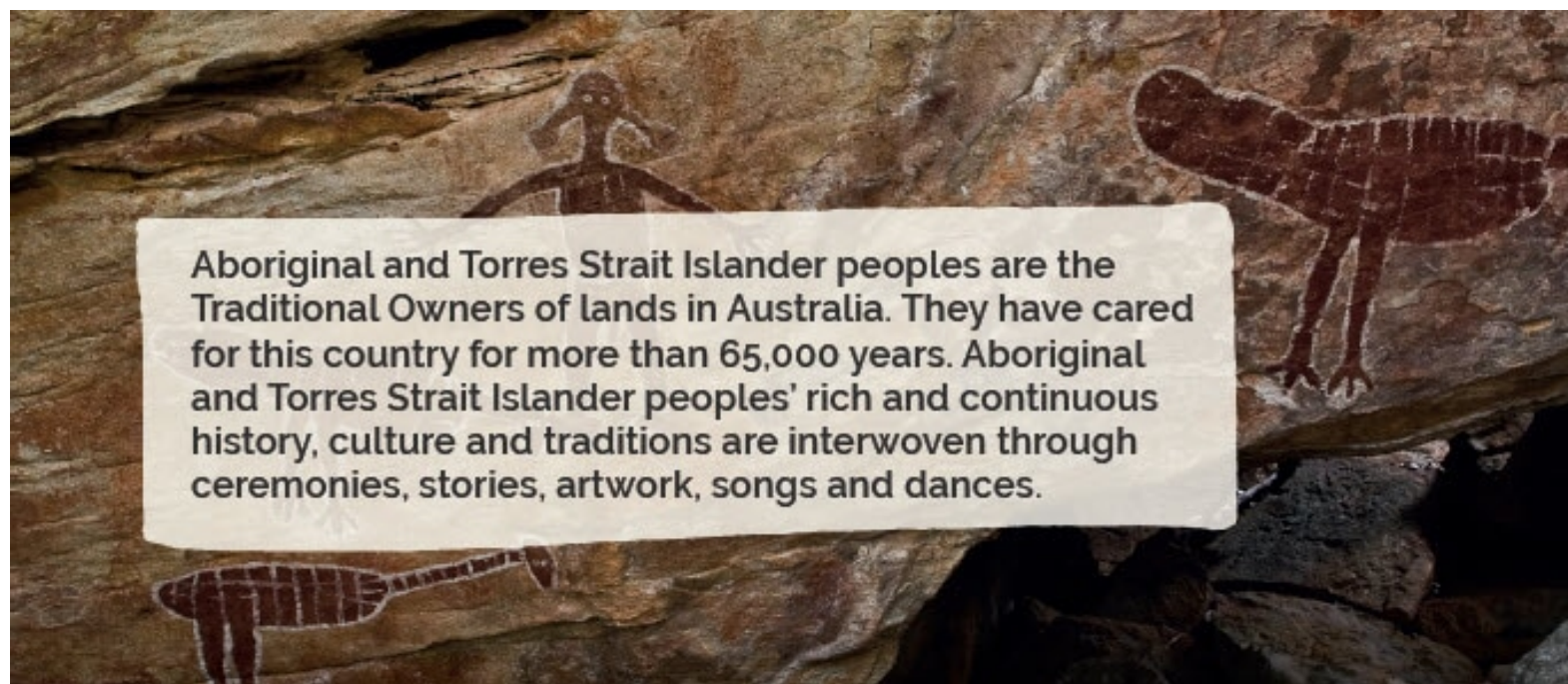
- Dedicate time to view children's screen content that celebrates Aboriginal and Torres Strait Islander young people. One of the best examples is the award-winning animation, *Little J & Big Cuz*. You could [watch an episode](#) each day during NAIDOC Week, and extend this focus through associated learning activities and visits from special guests.
- Prioritise cultural competence training for staff.
- The NAIDOC website has great ways to engage with the winning poster artwork (as appears on the cover of this booklet). Responding to this artwork by Tyrown Waigana through visual arts activities in class, as well as displaying the NAIDOC 2020 poster in your education setting is a great focus.
- Run a yarning circle as part of your day; [check out this site](#) for guidelines and information.
- Keep an eye out for other activities within this booklet even if they are for older learners – you will see lots of opportunities to modify to suit your unique cohort.

- Seek out music for your young students, for example *Wombat Wobble* (Johnny Huckle & Helen Moran, 2000).
- Teachers can ask Aboriginal and Torres Strait Islander parents for sound foundation readers for Aboriginal and Torres Strait Islander children in their care.

Let us know how your little ones go with their NAIDOC learning! [Send us an email](#) and tell us what you've been up to.

8. PRIMARY - Foundation to Year 6 Activities

Foundation



Panel of ancient rock art paintings of two bush turkeys and a human figure, at the Quinkan rock art site called, Kuku Yalanji Gallery near Laura, Cape York QLD
 istock.com/nathan kelly

Key questions

- What does Traditional Owner or Custodian mean?
- Have you heard these terms?
- Where have you heard these terms used?
- Who are the Traditional Owners or Custodians of the land your school is on?

Activities

Together, explore the Traditional Owners of the land your school is on. Teach your students how to remember and say the names of the people and Nation correctly, and get your students to put together an Acknowledgement of Country that includes the information they have found. For

example, in Sydney's Central Business District, people acknowledge the Gadigal people of the Eora Nation.

Look up the [Narragunnawali](#) website for excellent resources to help with this activity.

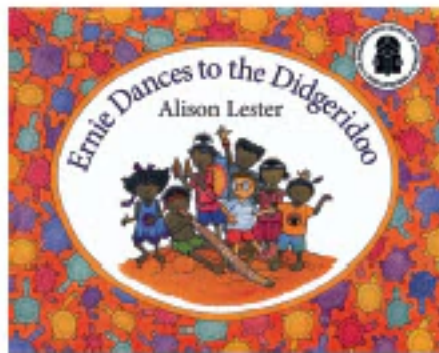
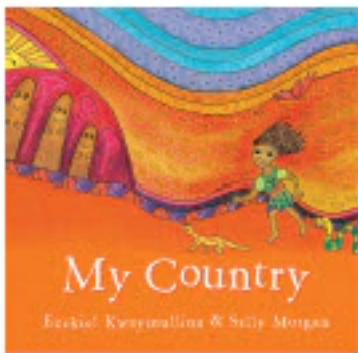
You can find out this information by contacting your Local Aboriginal Land Council, Local Council, or searching for local Aboriginal groups and organisations.



Going further

Read *My Country* by Ezekiel Kwaymullina and Sally Morgan (Fremantle Press, 2011).

Once you have read *My Country* with your class, discuss the book, including interesting words and events you have read. Ask students to draw a picture and write about something they love to do on their Country. Make a class book to read together and share with other classes.



Read *Ernie Dances to the Didgeridoo* by Alison Lester (Hachette Australia, 2006).

Take time to investigate the language names for the different seasons and what food is best at the time. Create a visual display of the seasons and their corresponding seasonal foods. Share your work with another class, or the whole school.

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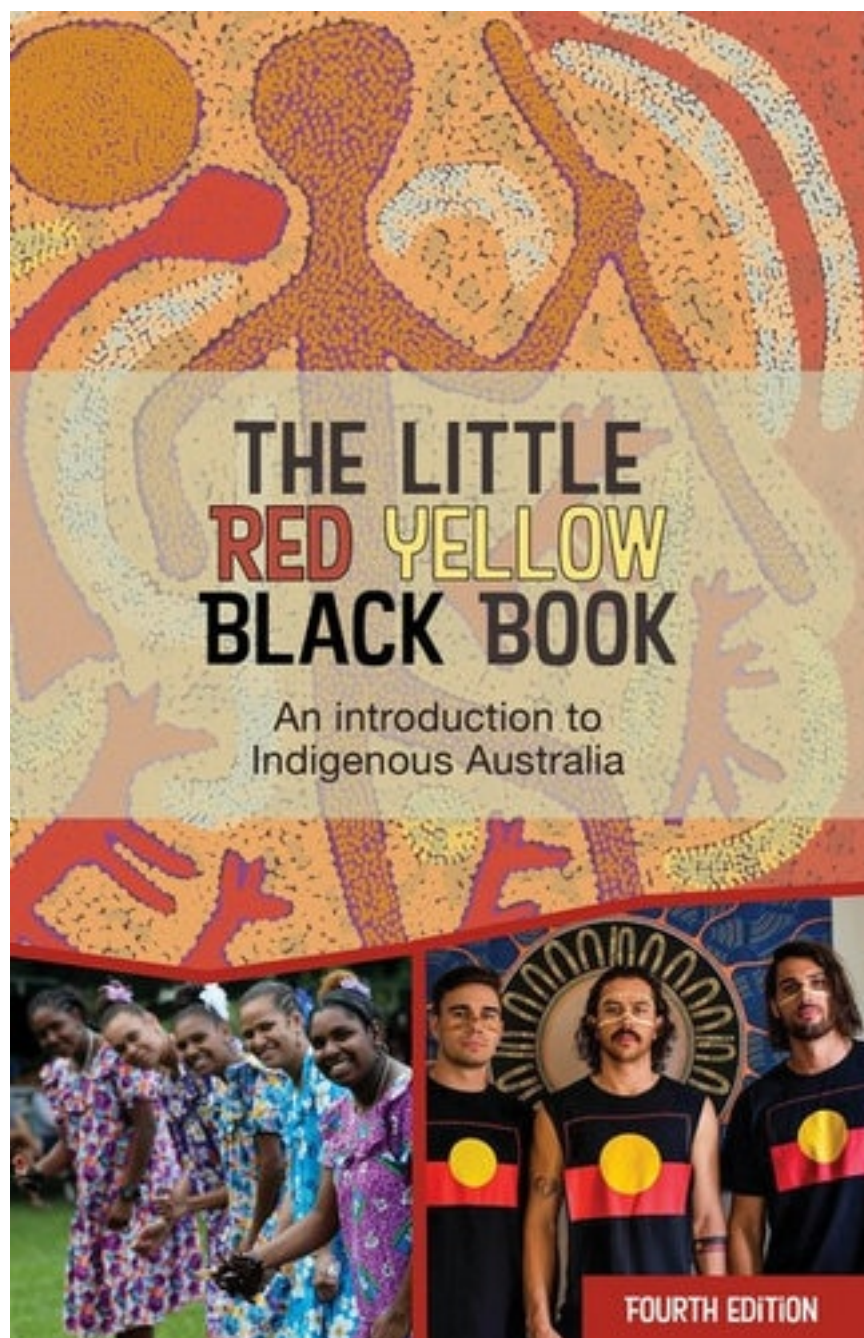
Extension Activities

Australia is a large and diverse continent - could the seasons be distinct in the different places people live in Australia? [Explore the CSIRO's Indigenous seasonal calendars with students.](#)

Use this map to find out more about the Aboriginal and Torres Strait Islander knowledges of seasons for your school's location, or a location that your class selects for study. Share your findings as a class.

Perhaps you can use your new ideas and discoveries to describe the weather where you are today.

Useful resources



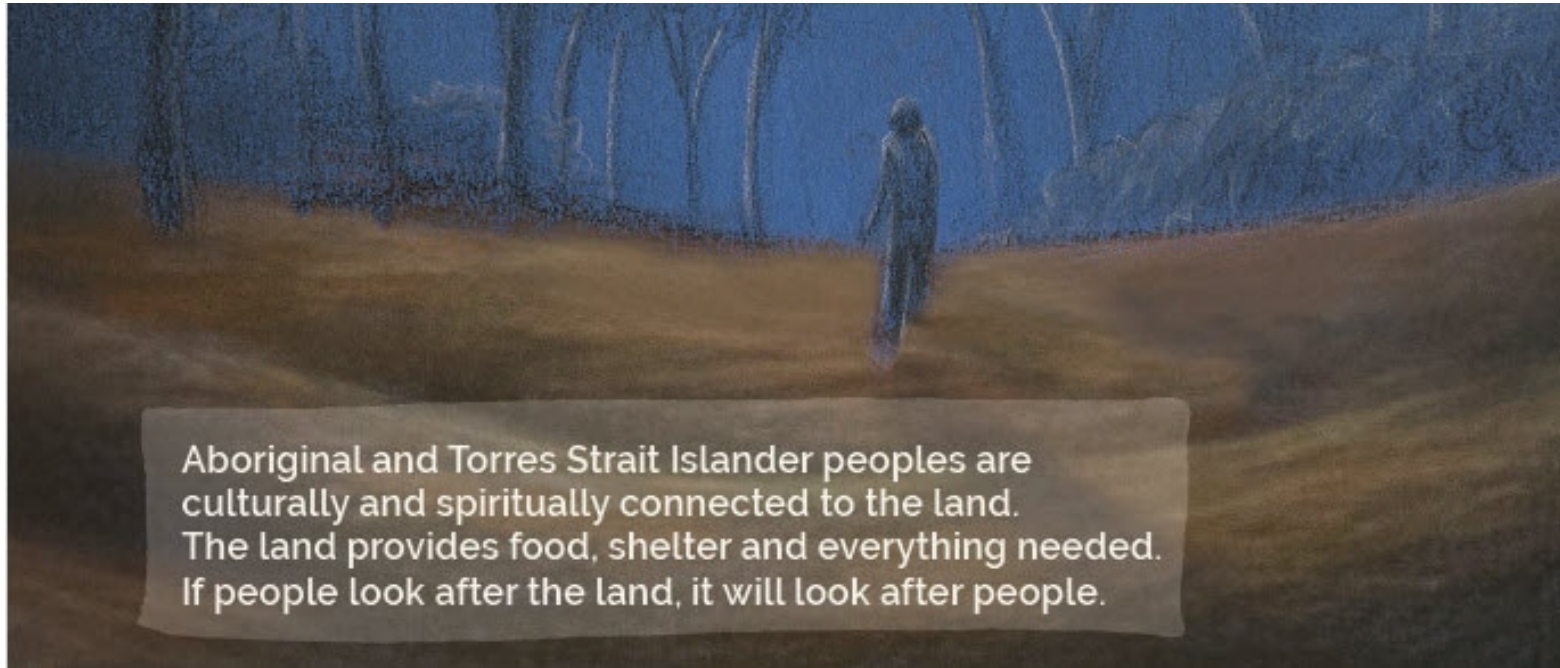
Courtesy of Samuel Brazel.

- [The Little Red Yellow Black Book by AIATSIS and Bruce Pascoe](#) (Aboriginal Studies Press, 2018) *Book Front cover: (Left) Murray Island Dance Group members (l-r) Sarah Mabo, Suramina Tabo, Jezebel Gisu, Tanya Wailu and Lilimea Mabo perform at the opening of Cairns NAIDOC Week 2017 at Fogarty Park.*

Photo: Stewart McLean. (Right) Samuel Brazel, Anaiwan, Management/Indigenous Consultant, Tyrone Bean, Kabi-Kabi/Bindal, Secondary School Teacher and Liam Coe, Wiradjuri, Architecture Student. Photo courtesy of Samuel Brazel.

- [Narragunnawali](#) (including resources for Early Childhood)
- [Common Ground](#) has extensive information including many video clips

Years 1 & 2



Aboriginal and Torres Strait Islander peoples are culturally and spiritually connected to the land. The land provides food, shelter and everything needed. If people look after the land, it will look after people.

Still from book 'Brother Moon' by Maree McCarthy Yoelu, Illustrated by Samantha Fry. Republished with permission from Magabala Books, 2020

Key questions

- What do Aboriginal and Torres Strait Islander peoples mean when they say they are connected to the land?
- How can people feel connected to the land?
- How can we look after the land?

Activities

- Explore the word connection: what does that mean to your students?
- Obtain a copy of *Brother Moon* by Maree McCarthy Yoelu, Illustrated by Samantha Fry (Magabala Books, 2020) and read it together in class. Take the time to read it more than once, and consider a [yarning circle](#) as a way of cultivating classroom discussion.
- As a whole class, discuss the story. Include the book's illustrations in your discussions.
- What does Great-Grandpa Liman's knowledge show a connection to?

Going further

Take your students outside and ask them to stand, sit or lie down. Give them some time to absorb their surroundings. Ask your students to imagine what it might feel like if they had the knowledge of how to read the sun, the wind and the trees – what does this mean to them? What does knowledge mean to them, and what does knowledge feel like as they take in their natural surroundings? How might the students express thoughts, feelings and ideas that arise for them during this activity? Consider different modes of expression available to them to convey their experiences.

Extension Activities

Watch: Who We Are

The video for this activity was developed by Reconciliation Australia - Country/Place:

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

Then:

- Ask students to think about a special place where they love to go. This could be their bedroom, the beach or their local park. Ask students to draw and perhaps list all the things they love about this place and why it is so special. Discuss and create a list of common words that students are using to describe this special place.
- Explain that, as a group, we are going to watch some videos about people talking about their special places. We will watch each person speak, then watch them again and write down some of the words they used to describe their place.
- Watch contributor Miranda speak about her special place. Then replay and ask students to listen for the words that Miranda used to describe her special place.
- Use a colour marker, title the section 'Miranda' or create a bubble for these words and add them to the chart of the students' words for their special places.
- Watch contributor Harry speak about his special place. Then replay the segment and ask students to listen for the words Harry used to describe his special place. Write the words the students heard up onto the same chart the students wrote the words used by Miranda. Use a different colour marker, title the section 'Harry' or create a new bubble for these words on the chart.
- Are there any common words that the students and Miranda or Harry used to describe their special places? What words were similar or have a similar meaning and what words were different?
- Explain that Miranda is a Larrakia woman, and is from a place that is now commonly called Darwin, and Harry is a Torres Strait Islander man.
- As a class, plan and create an artistic class (or school) display that showcases some of the ways Aboriginal and Torres Strait Islander peoples feel connected to Country.

Reflection

- What tells you that Miranda and Harry have a special connection to their special place?
- What words or actions tell you that?
- Is this special connection more than just liking a place because it is pretty, it is fun to be there or you just like going there to play?
- How could we find out more about how our local Aboriginal and Torres Strait Islander peoples connect to their Country and/or Place?


Useful resources

- What does connection to Country really mean? [Read this article](#) on NITV by filmmaker Tyson Mowarin to help expand your students' understanding.
- [Read this NITV article](#) on why connection to Country is so important
- Find teachers resources on the documentary, *Connection to Country* , on [SBS Learn here](#).

There are also a number of children's books to support and deepen learning about connection to Country - here are two examples:

1. [Cooee Mittigar by Jasmine Seymour](#), Illustrated by Leanna Mulgo Watson (Magabala Books, 2019) explores Darug songlines – an invitation to yana (walk) on Darug country in NSW. Your students will learn about the songlines and language of the Darug people including their seasons, knowing what time to hunt and what time to rest, and holding a connection to Country.
2. [Nintirringanyi Ngurra Ku: Learning on Country by Annette Robinson and Roxanne Sharpe](#). Illustrations by Annette Robinson, Roxanne Sharpe and Dianne Williams (Children's Ground, 2019). This story shares the experiences kids have out bush with their families. Read this to your class and talk about what the children in your class experience and learn from their families when they spend time outside together. They will have a wide range of activities and experiences to compare and share.

Years 3 & 4



Aboriginal and Torres Strait Islander peoples traversed Australia using their own unique maps. They cultivated their land efficiently and sustainably.

Milky Way Arch above Remarkable Rocks, Flinders Ranges, 2016. SBS acknowledges the Adnyamathanha People as the Traditional Custodians of the Flinders Ranges. [istock.com/macca236](https://www.istock.com/macca236)

Key questions

This section is framed by the notion of ‘firsts’ – including first inventions, discoveries and exploration.

- What maps did Aboriginal people and Torres Strait Islander people use to navigate?
- What innovations were first created by Aboriginal and Torres Strait Islander peoples?
- What sustainable practices were and still are being used by Aboriginal and Torres Strait Islander peoples?

Activities

- Ask students in pairs to watch and discuss the Budj Bim video of how Aboriginal people trapped eels 7,000 years ago in a brilliant display of aquaculture.

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

- Ask students to use the [Deadly Story website](#) to research more about the aquaculture practices of the Gunditjmara people.
- What other aquaculture practices can you find around Australia that have been invented by Aboriginal and Torres Strait Islander peoples? Carefully consider the source of information the students use.
- [Share this article with the class](#), taking time to watch the short video (approximately 2 minutes) from NITV news and current affairs program, *The*

Point:



Aboriginal astronomy

NITV • [Follow](#)

Share

Facebook Watch

- [Head to this website](#) to continue the students' research:
 - Working in small groups, ask the students to spend time using these sources to extend their understanding of an aspect of Aboriginal astronomy, with the aim of giving a detailed report to the rest of the class.
 - Students could extend their learning by investigating Tagai the Warrior from the Torres Straits. Part of their investigation will be finding the best source materials for their research.
 - Invite a local Elder to your school to walk around together as a class or grade and talk about the Aboriginal history of the grounds. Ask them to look at how your school can better care for the Country your school is on. Put plans in motion to put their advice into action. They will be able to take this knowledge home with them too.

Extension activities

1. Bungaree

Bungaree was from the Darkinjung people of NSW, and was one of the first officially documented Aboriginal explorers of Australia.

- Ask students to watch the story below:

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

A Sydney Aboriginal personality, known as the King of the Blacks in the early days of the colony. He led an amazing life having circumnavigated Australia with Matthew Flinders.

- Ask the students to take notes about Bungaree's life.
- In small groups brainstorm ideas on how you could develop a way to recognise Bungaree's life and achievements.
- For example, students could create a news report to be posted online explaining some of the interesting things they have found out or, students could write a poem in response to what they learnt about Bungaree.

2. David Unaipon

David Unaipon is featured on the Australian \$50 note – perhaps the students have seen his face on Australian currency.



© Reserve Bank of Australia

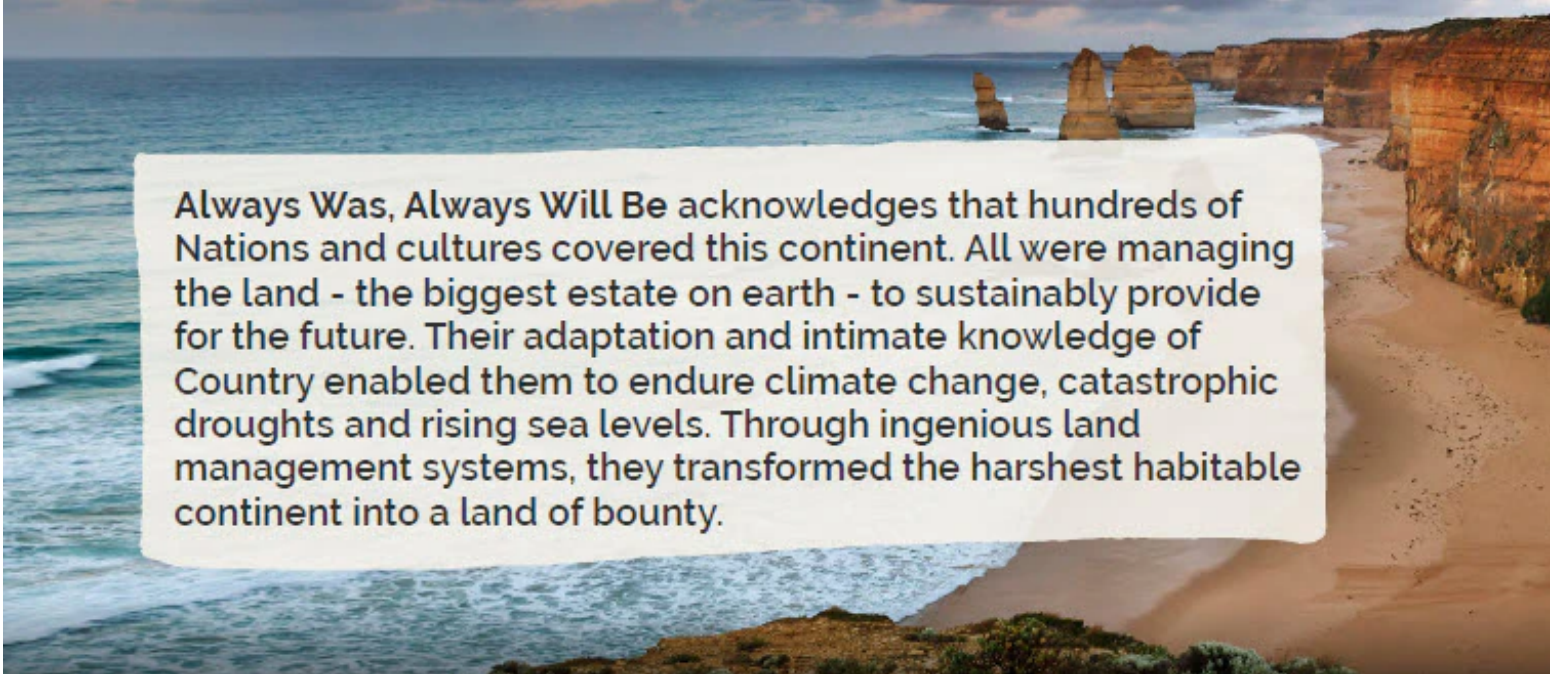
RBA

- Who was David Unaipon and what led him to be featured on the \$50 note? Discuss possibilities as a class, and write up suggestions on the board.
- From a reputable source, find information about some of David Unaipon's achievements. He made notable contributions as an advocate, as well as to literature and science.
- Working in small groups, have students develop a way to celebrate the life and achievements of David Unaipon.
- How can they encourage the rest of their grade, or school, to join in their celebration?

Useful resources

- [10 Inventions of Aboriginal people](#)
 - [The People of Budj Bim by the Gunditjmarra people with Gib Wettenhall](#) (Empress Publishing, 2010, republished in 2018) tells the story of the engineers of aquaculture, builders of stone house settlements and warriors of defending Country.
-

Years 5 & 6



Always Was, Always Will Be acknowledges that hundreds of Nations and cultures covered this continent. All were managing the land - the biggest estate on earth - to sustainably provide for the future. Their adaptation and intimate knowledge of Country enabled them to endure climate change, catastrophic droughts and rising sea levels. Through ingenious land management systems, they transformed the harshest habitable continent into a land of bounty.

SBS acknowledges the Eastern Maar and Wadawurrung People as the Traditional Custodians of the Great Ocean Road region, 2015.

[istock.com/Zetter](https://www.istock.com/Zetter)

Key questions

Depending on your level of background knowledge, you may wish to use these as reflection questions after completing the suggested activities. See page 8 & 9 for quality sources of information to research before inviting class discussion of these points:

- How can we learn from Aboriginal and Torres Strait Islander peoples when it comes to looking after Country?
- How do Aboriginal people listen to Country?
- What can we learn from Aboriginal and Torres Strait Islander peoples about Kinship and looking after your community?

Dr Lynette Riley has developed [a learning module around Kinship](#).

Activities

- [Watch this video](#) on traditional burning, while considering the context of the major bushfires Australia experienced in the summer of 2019/2020. Together, identify the principles described, and make a list of traditional bushfire management practices and what they involve. Facilitate a class discussion about whether these principles can be implemented in Australia today. How could they be implemented? In the video, was this a successful initiative, and what are the plans for future implementation?
- Have the students look up past winners of the 'Caring for Country' NAIDOC Awards category. Working in groups, select one recipient per group to research. Present findings on the recipient's achievements, and why they won. Connect this award to what the students have learnt about how Aboriginal and Torres Strait Islander peoples have been caring for Country for more than 65,000 years and the practices employed to do this.
- As a class investigate Lowitja O'Donoghue. What has she dedicated her life to doing? With the information students have found collectively, ask them to produce a resource for other students which tells them about Lowitja O'Donoghue.
- In pairs ask students to research a variety of Aboriginal and Torres Strait Islander peoples who have worked or are working hard to make change.
- Did you know the Mer Islanders (from the Torres Straits) decided they would be the ones to challenge the legal principle of Terra Nullius in the High Court and that Eddie Mabo would be the one to lead that action? [The Mabo case ran for 10 years.](#)

Terra Nullius is a Latin term meaning 'empty land' or 'land belonging to no one'.

Extension activities

- Dedicate time to explore the NAIDOC week theme as a class: what does the class think **Always Was, Always Will Be** means? Collaborate on a display for the school. This display should break down and explore the meaning of **Always Was, Always Will Be** in ways that help other students and teachers understand this theme, and starts positive conversations in the school community. Encourage students to contextualise their decisions and contributions, within the guidelines offered in this resource (the How to use this resource section above).
- Your class is going to create a calendar of significant events, a calendar that can then be used by your whole school. This calendar needs to include events significant to Aboriginal and Torres Strait Islander peoples, for example: Survival Day, Mabo Day, Sorry Day, the anniversary of the National Apology to the Stolen Generations, the creation and adoption of the Aboriginal flag and the Torres Strait Islander flag, as well as other significant Australian events including Australia Day/January 26, ANZAC Day, Remembrance Day, the Gold Rush, and so on. You

could use this calendar to mark the dates for celebrations and events at your school. Or, research some of these significant dates.



SBS

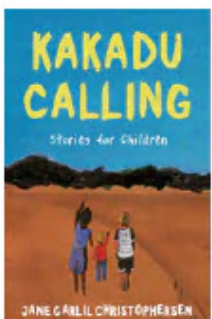
- How long is 65,000 years? This activity can start with a whole class discussion, with a timeline example displayed on the board as a reference. Ask students to tell you how old your school is. How could we show this on the timeline displayed? Give students some more relevant numbers to show on the timeline before asking them to form small groups (of four or five). Explain to the students they are going to create a number line on butcher's paper, and that line needs to reflect the following years and events:
 - When were you born?
 - When did the Dutch arrive in Australia?
 - When did the First Fleet arrive in Australia?
 - When were the pyramids of Giza built?
 - How long have Aboriginal and Torres Strait Islander peoples cared for and looked after Australia?

As a class discuss how each group represented each amount.

How else could these amounts be represented, other than a linear timeline?

For example: rope cut into lengths, a tape dispenser or Multi-base Arithmetic Blocks (MAB).

Students reflect on and discuss their discoveries, and relate this discussion to the NAIDOC 2020 theme.



Useful resources

- The book, *Kakadu Calling* by Jane Garlil Christophersen (Magabala Books,
- A brief history of Eddie Mabo aiatsis.gov.au/explore/articles/eddie-koiki-

<https://aiatsis.gov.au/explore/articles/eddie-koiki-mabo>

9. A note for teachers of older learners

While this resource focuses on Foundation to Year 10, there are multiple ways to adapt the activities to more senior, and tertiary, learners. You are best placed as the expert for your particular cohort, but if we can help in any way please email the team at sbslearn@sbs.com.au.



missing

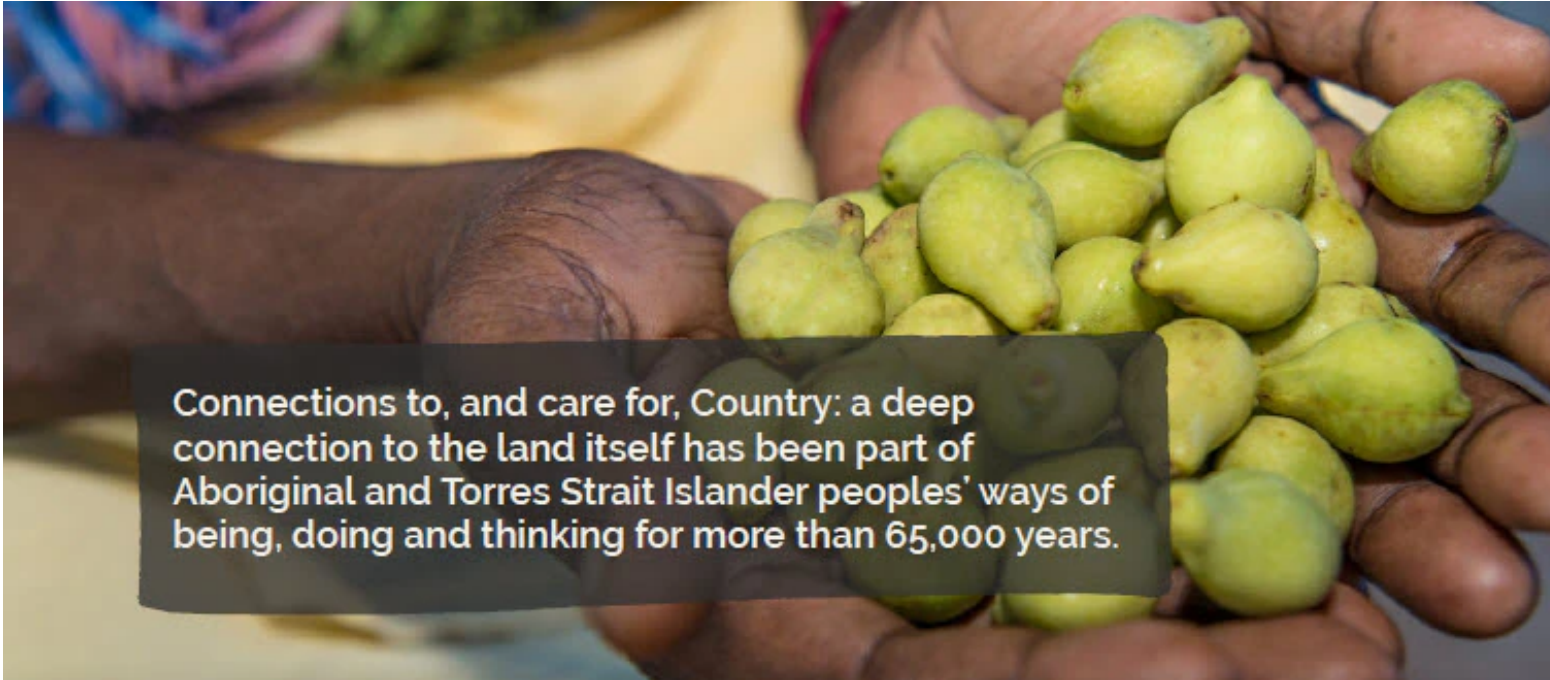
Missing - the true story of an abducted schoolgirl and the Pitjantjatjara trackers who searched for her.

Image by Tamara Dean for SBS.

Here are some additional resources as extended learning opportunities

- [The Kinship Module](#) developed by Doctor Lynette Riley is a freely available online learning module about Aboriginal Kinship systems. This is ideal for senior secondary and tertiary levels, as well as staff professional development.
- [National Indigenous Television \(NITV\)](#) is a channel made by, for and about Aboriginal and Torres Strait Islander people, and is home to an array of outstanding, acclaimed, quality content. There will be numerous texts suitable for senior secondary and tertiary learners.
- SBS and NITV content is widely suitable for more senior learners. For example, [SBS Learn](#) houses resources for documentary series [First Contact](#), with materials up to Year 12.
- Check out the [Narragunnawali](#) website's multiple secondary resources which may be suitable for your groups.
- Interactive documentary Missing is an innovative text for study, with themes, narrative and subject matter all offering highly relevant depth studies.
sbs.com.au/missing
- Head to the SBS homepage and click through via the [Indigenous link](#) (top left) to find up-to-date news, current affairs and editorial pieces as well as an extensive suite of programming.
- Make viewing Indigenous News and Current Affairs a regular fixture in your programming; set a recurring appointment to watch [NITV News](#), and/or a weekly view and review session of [NITV's The Point](#). This will give your learners an ongoing commitment to news from a range of perspectives.

10. SECONDARY - Year 7 to 10 Activities



Connections to, and care for, Country: a deep connection to the land itself has been part of Aboriginal and Torres Strait Islander peoples' ways of being, doing and thinking for more than 65,000 years.

Person holding Kakadu Plums © 2018

Leanne Atherton, used under license from Austockphoto

Key questions

Aboriginal and Torres Strait Islander peoples have a holistic and connected understanding of Australia. What does **Always Was, Always Will Be** mean?

Activities

Ask students what they know about connection to Country, traditional Aboriginal and Torres Strait Islander land, sea and waterway management practices.

Divide the class into five groups, and assign each group a different resource to read/watch regarding traditional land management. Students will need to work as a team to take notes, collect information and plan a presentation to share with the whole class.

- **Caring for Country**

How caring and connecting to Country ensures it is protected for future generations ([article with images](#))

- **Karl Ngara - Fire Sticks Program**

A video on using fire management to encourage native flora and fauna ([six minute video](#)).

- **CSIRO video on Aboriginal water values and management in northern Australia**

(14 minute video)

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

- **Mayi Jilbamun (Food Journey)**

Feature on the journey of food in the traditional lands of the Daintree River and Mossman Gorge

([multi-media, interactive article including text, images and video](#)).

- **Fibres - an insight into cultural artefacts produced using natural fibres**

([Online interactive produced by The Orb, Tasmania](#)).

You can also adapt these activities by referring to the section for Years 3 & 4.

Reflection

- What are some interesting things you have found out?
- What traditional Aboriginal and Torres Strait Islander knowledges could be used in agriculture and farming practices?
- How could traditional practices be employed today, and what kinds of impacts do you think they would have?
- Allow students to discuss in their groups and share ideas.

Going further

[Head here](#) to watch Clip 2 Sacred Country from the documentary, *Connection to Country*.

This is in a teacher resource created by SBS Learn in collaboration with Reconciliation Australia.

Encourage students to develop a flow chart, diagram or other visual representation that highlights some of the respectful and sustainable ways in which people can care for Country/Place, and in which Country/Place cares for people in turn.

Prompt students to think about the physical nourishment (natural resources, food, shelter and warmth etc) as well as the personal, cultural and spiritual nourishment that Country can provide. To guide their work, students may also wish to reflect on the Aboriginal and Torres Strait Islander attitudes and approaches to caring for Country reflected in the *Connection to Country* film clips, and engaged with through further careful and critical research. The guiding information and resources available under the [Care for Country RAP Action page](#) on Reconciliation Australia's Narragunnawali platform will support you in this exercise.



Extension activities

- Do the students have ideas about what they could do to inspire a whole school approach to Aboriginal and Torres Strait Islander knowledges more fully incorporated into the school?
 - Starting a traditional food garden at school, planting with the seasons for your area. Use ingredients from the traditional food garden to sell in the school tuckshop. For example, seed slice, lemon myrtle and poppy seed bread or cake. Recording the growth, care and food production of the traditional food garden compared to non-Indigenous food.
- Research fish traps that Aboriginal and Torres Strait Islander peoples have invented. Can you show how they work? Can this knowledge be used to inform our current practices? How do these practices support sustainability?

Four edible indigenous plants to try:



Basket Grass

A native grass with sweet tasting flowers. The sweet, juicy base of the tough green leaves is edible.



Lemon Myrtle

A refreshing lime and lemon-flavoured leaf from a native Australian tree, used to flavour meat and vegetables or stewed as a tea.



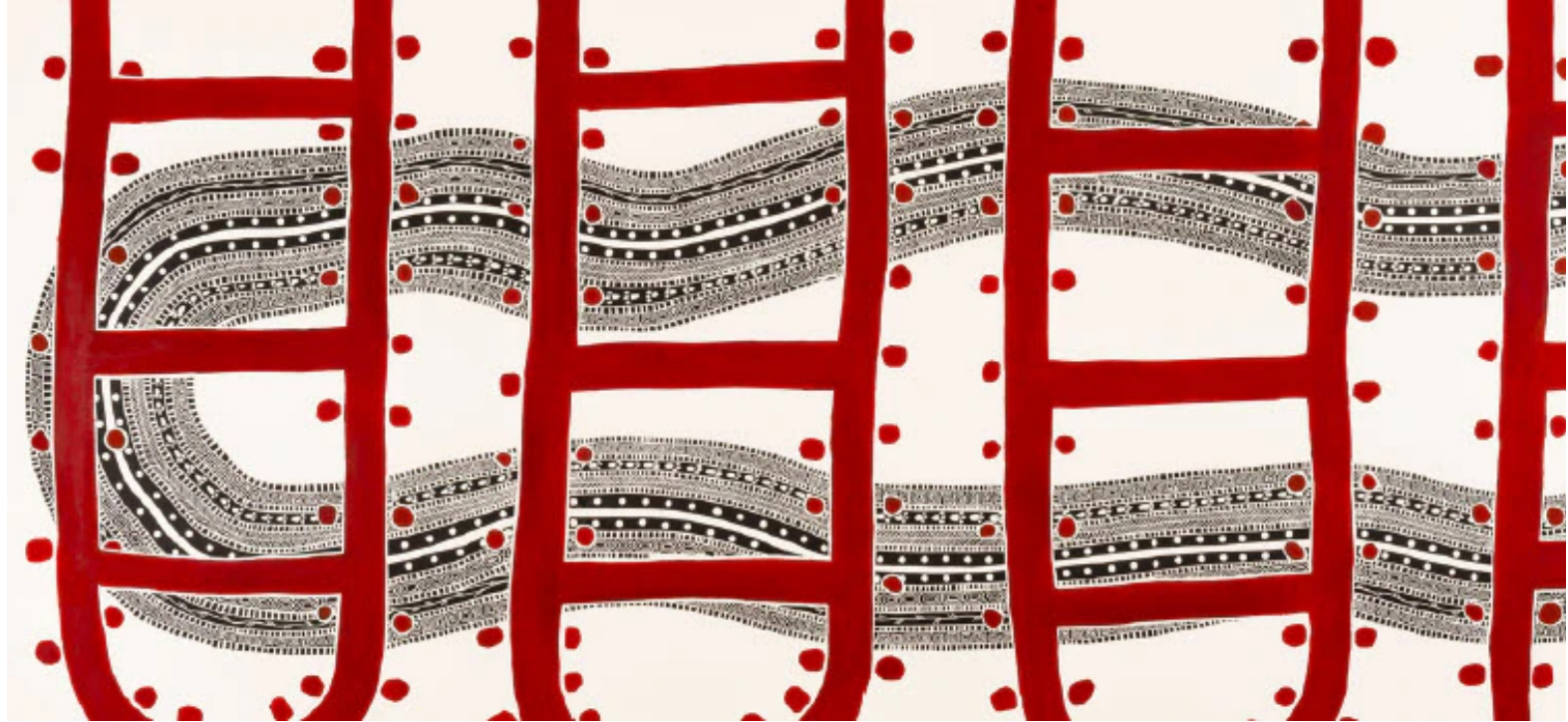
Murnong

Also known as a yam daisy, both the tuber and leaves of this plant are edible. When roasted the tuber has a sweet coconut flavour.



Quandong

A shiny red fruit with a green leaf. A great source of vitamins.



‘Lukuyn Apudthama’ by Teho Ropeyarn, photograph by Michael Marzik (2017)

Activities

Expressing cultural knowledge and deep connection to Country: ask students to choose an area of interest from Visual Art, Music or Dance. Then assign them the investigation relating to that area.

Below are some suggestions for study.

Dance

Winds of Zenadth Cultural Festival on Thursday Island showcases Torres Strait culture through dance, song, art and ceremony. Ask students to watch some of the performances that have been recorded.

You can find videos and other information [here](#).

Ask students to find out:

- Why is this festival called ‘The Winds of Zenadth’
- Where is this festival held?
- Who takes part in this festival?
- Why is this festival important?
- What are the names of some of the traditional clothing and items used in the dances?
- Why are these dances important?

[Bangarra](#) is one of Australia’s most esteemed dance companies, and has excellent resources

for study available on their website. Create a range of discussion questions for students to reflect on their study of Bangarra works.

Artwork

Watch this two minute NITV News video on Angamuthi linocut artist Teho Ropeyarn:

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

Teho wonders ‘If Australia wasn’t colonised, how would Australia look?’

Just imagine... Investigate, plan and create an art work that depicts an area of Australia and what

it looks like now, and what it might have looked like if we had not been colonised. Use classroom

discussion as a starting point, respectfully sharing ideas and imaginings. (Take the structure of a yarning circle to foster this ideation process).

An alternative (or additional) activity could see your class study the [Ngurrara Canvas](#), and talk about how the traditional owners used art to tell the story of their land for a Native Title Claim.

For information on how to run a yarning circle, head [here](#).

Music

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

Australian group The Black Arm Band gained international acclaim for its distinctive music and

performance style. The band performed in major city venues and remote Aboriginal communities. Some of the many talented performers featured over the years included Archie Roach, Dan Sultan, Shellie Morris and Emma Donovan.

More examples of music:

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

You could allocate which of these song/s to study, or divide the music group into sub-groups and assign each a song. Students should investigate the background information regarding the artist, the song and why the song was written.

- What is this song about? Why was it made? Is the title significant?
- How is the work connected to Australia?
- Is it about a time in our history?
- Is it sung in one of the First Languages spoken in Australia? Where is [this language spoken](#) and who are the [custodians of this language](#)?



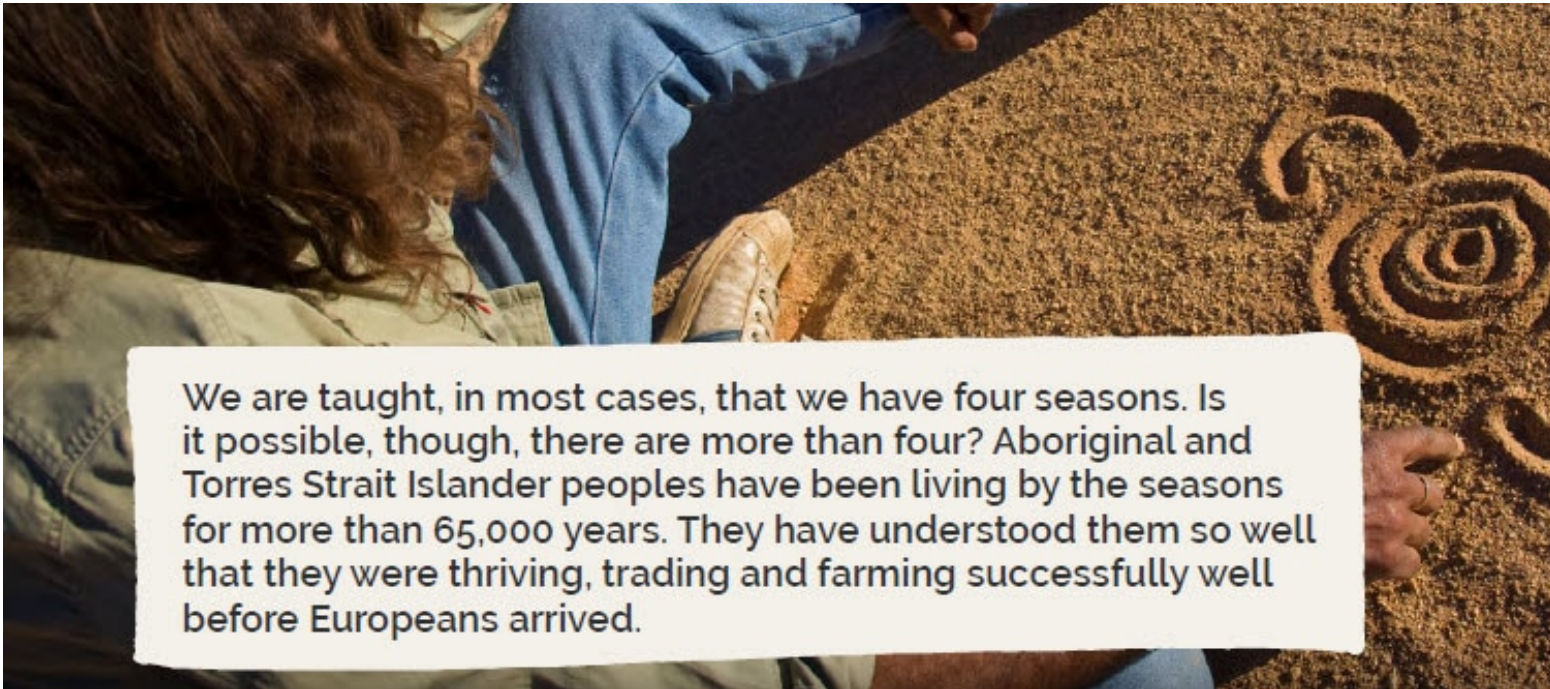
Useful resources

Check out NITV for some of the best screen content on offer featuring Aboriginal and Torres Strait Islander peoples, histories and perspectives: [sbs.com.au/nitv/](https://www.sbs.com.au/nitv/)

SBS

<https://www.sbs.com.au/nitv/>

Years 9 & 10

A photograph showing a person's hands drawing a spiral pattern in the sand. The person is wearing a blue long-sleeved shirt and white sneakers. The sand is dark brown and the spiral is drawn with a stick or finger.

We are taught, in most cases, that we have four seasons. Is it possible, though, there are more than four? Aboriginal and Torres Strait Islander peoples have been living by the seasons for more than 65,000 years. They have understood them so well that they were thriving, trading and farming successfully well before Europeans arrived.

Dreamtime, 2013.

iStock.com/kerriekerr

These activities can be extended and adapted for Years 11 and 12, and tertiary years.

Key question

How many seasons do we have in Australia?

Activity 1

Ask students to explore these two sites:

- [Indigenous Weather Knowledge - seasonal calendars](#)
- [QCAA Torres Strait Islander seasonal calendar](#)

Then choose one Aboriginal calendar or Torres Strait Islander calendar they would like to explore further in groups. Investigate and explore the calendars and take notes to share with another group.

Activity 2

In their groups, ask students to respond to the below three points then write up their responses on sticky notes. As they leave the class, students can post the sticky notes on the board under the corresponding point, or onto butcher's paper affixed to the wall.

- One thing you found interesting.
- One thing you can share with someone who is not in this class.
- One thing you found challenging.

Further resources

- Northern Territory seasons (Bininj)

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

- Western Australia seasons (Nyungar)

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

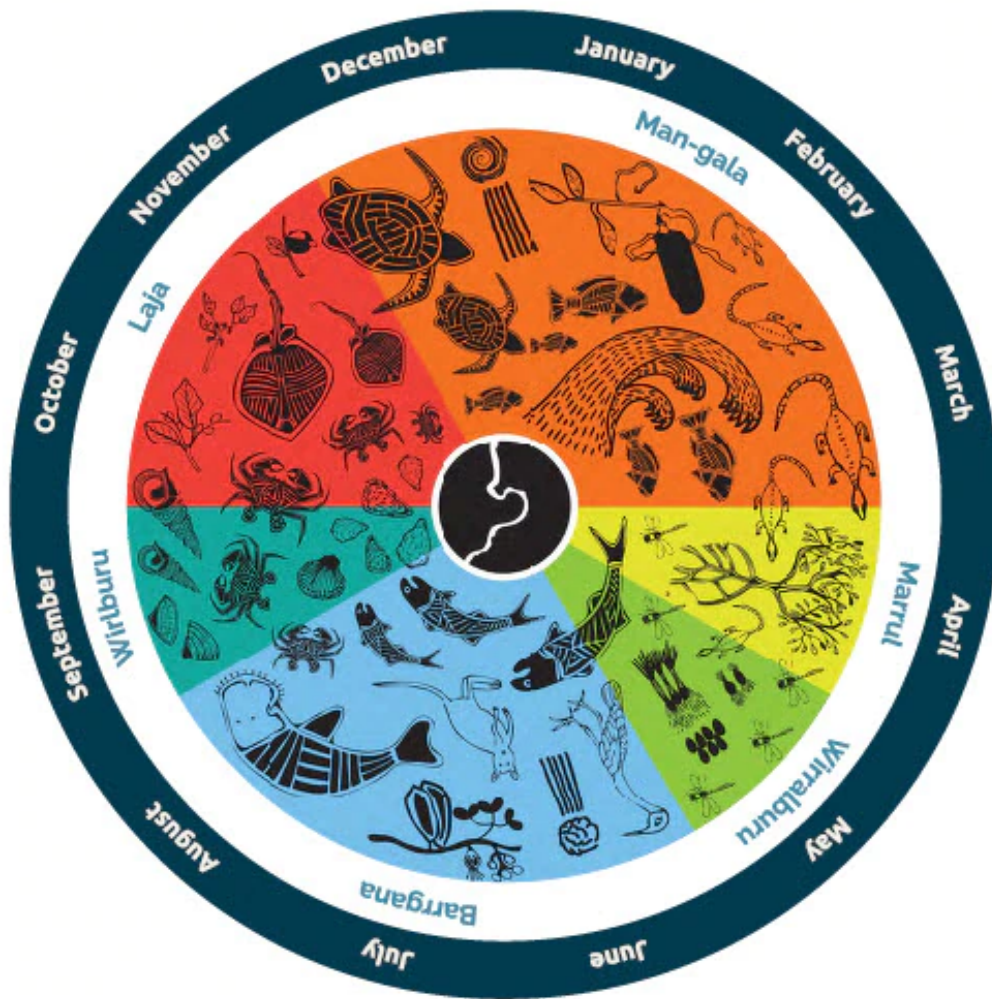
- [Yawuru Seasonal Calendar](#)



Yawuru Seasonal Calendar

The Yawuru calendar shows six seasons. The Yawuru people are the native title holders of the town of Broome, including areas of land and sea in and around the location.

▶ Yawuru bom.gov.au/iwk/calendars/yawuru.shtml



Man-gala

Summer

December - March

Wet Season

Strong winds
Monsoon



Marrul

Late Summer

April

Hot Season

No wind
High tides, hot



Wirralburu

Autumn

May

Dry Season

No rain
Days hot, nights cool



Barrgana

Winter

June - August

Cold Season

Some fog
Dry winds



Wirlburu

Spring

September

Warming Season

Days and nights
getting hotter



Laja

Early Summer

October - November

Hot Season

Hot time
Buildup

Image and icons adapted from Commonwealth of Australia 2016, Bureau of Meteorology (ABN 92 637 533 532) bom.gov.au/iwk/index.shtml.
Permission to use the Yawuru seasonal calendar is granted by "Yawuru Native Title Holders Aboriginal Corporation RNTBC (CN 7033)".
Credit is given to the senior Yawuru People and the Mabu Yawuru Ngan-ga Yawuru Language Centre for the content within the Yawuru Seasons Calendar

Image & icons adapted from Commonwealth of Australia 2016, Bureau of Meteorology (ABN 92 637 533 532). Permission to use the Yawuru seasonal calendar granted.



Still from documentary 'We Don't Need a Map' (2018), search SBS Learn for the teacher resource.

Warwick Thornto

Going further

Songlines – the interconnection of knowledge about the land, waterways and skies through song, dance and story.

Key question

What is a Songline?

Activities

Have students think, pair and share their ideas with a partner in response to the key question above. Ask the students to write down their thoughts on sticky notes and stick to a wall or board so everyone can see.

Head to [SBS Learn to view Clip 1: Songlines and the Sky](#), from the documentary *We Don't Need A Map*. This is in a teacher resource created by SBS Learn and Reconciliation Australia.

Then, respond to the following questions in a respectful group discussion:

- Why is it important to have an understanding of the past when we are in the present?
- Why is it important to appreciate that Aboriginal and Torres Strait Islander knowledges and perspectives pertaining to Country/Place relate not only to lands and waterways, but also to the skies?
- Why is Country/Place significant to Aboriginal and Torres Strait Islander ways of knowing, being and doing?

- The clip introduces aspects of the relationship between astronomy, geography, economies, spiritualities and cultural transmission across groups and generations. Why are Aboriginal and Torres Strait Islander knowledge systems and perspectives around these relationships important to acknowledge and appreciate?

Going further

Ask students to split into small groups to investigate the five minute video: Understanding Songlines: A 360 experience with Rhoda Roberts (SBS in association with Sydney Opera House):

To view this video, please go to this link:

<https://www.sbs.com.au/learn/resources/celebrate-naidoc-always-was-always-will-be/teacher-resource>

Now, ask students in pairs to explain their deeper understanding of Songlines. Students could demonstrate their understanding in many ways such as visually or orally. Students will need to be able to explain their visual representation to the class.

Then, go back to the sticky notes and see if any of their prior thinking still fits. What has changed?

Can students make more connections? Move the sticky notes around to show this, and add or subtract notes to reflect the deeper understanding developed together.

Consider the notion that, a Songline is a very sophisticated way of remembering important information. What can we learn from this?



Resources



- *Songlines on Screen* (2016), a collaboration between Screen Australia and NITV of eight short films. Find images and information [au/nitv/songlines-on-screen/article/2016/05/25/learn-indigenous-australian-creation-stories-songlines-screen-multimedia-features](http://www.nitv.com.au/nitv/songlines-on-screen/article/2016/05/25/learn-indigenous-australian-creation-stories-songlines-screen-multimedia-features)
- Australian Indigenous Astronomy - Navigation & Star Maps aboriginalastronomy.com.au/content/topics/starmaps/

SBS

<https://www.sbs.com.au/nitv/songlines-on-screen/article/2016/05/25/learn-indigenous-australian-creation-stories-songlines-screen-multimedia-features>

<http://www.aboriginalastronomy.com.au/content/topics/starmaps/>

Always Was, Always Will Be.

SBS

Key questions continued

- What does this phrase mean in the context of the history of Australia?
- Why is this phrase important to Aboriginal and Torres Strait Islander peoples?
- What other phrases have become part of our social fabric because they have been drawn out of the complexity of our Country's past and present? For example. *'Too strong for you Karen'* ('Too Strong for You Karen' was a video that went viral showing a couple attacking their neighbours for having an Aboriginal flag); *'Free the Flag'* (Free the Flag is a movement to free the Aboriginal flag from copyright).

Going further

- [Use this timeline](#) on the Share Our Pride website to start a discussion on why the theme Always Was, Always Will Be was selected for NAIDOC Week 2020. Always Was, Always Will Be has become a well-known phrase. Discuss whether the phrase was already familiar to the students. Referring to the timeline, why do the students think the phrase is important in this context? Why does this history still matter today?
- Then in small groups ask students to watch Nova Peris' conversation on NITV's The Point:

Video unavailable

This video may no longer exist, or you don't have permission to view it.

[Learn more](#)

- Next, the students are going to unpack the following points in discussion groups, yarning circles or debates.
 - Explore the ongoing themes of Sovereignty and Terra Nullius
 - Gaining more than 65,000+ years of history
 - Aboriginal and Torres Strait Islander history is something everyone can be proud of in Australia

Ask students to write a response to these statements. Their response may be in the form of essay, a piece of poetry, an artwork, a dramatic production or composition.

Extension activities

1. [Exploring Dark Emu: Bruce Pascoe and Tony Birch in Conversation](#).

Ask students to choose a piece of information from the conversation with Bruce and Tony that they would like to explore further. It would be best if all students had something different to research. For example, the murnong (native tuber) fields in Victoria. Present this information to the class. If possible compile the information students have found to be kept as a resource that other classes can use.

2. Ask students to reflect on their learning journey through a yarning circle.

Extension - key questions

- Discuss what Always Was, Always Will Be meant before they began this journey and what it means now.
- What has changed?
- What is something you have learnt that you will never be able to forget?
- What are you going to do with this new information?

Resources

[NITV](#) has a range of articles exploring different perspectives of this theme.

11. Further resources



There are many wonderful resources, organisations, sites and materials to extend your programming - there are too many to list here, but this sample will get you started.

Servant or Slave

Teacher professional learning

- [Supply Nation](#) has a listing of professional learning providers: use the business directory to search for cultural competence providers
- [BlackCard](#)
- [Australians Together](#)
- [Narragunnawali](#)

Kinship Module

[The Kinship Module](#) is an educational resource that promotes cross-cultural understanding by explaining the intricacies of the Aboriginal Kinship system.

Books

Stradbroke Dreamtime is a collection of 27 short stories, written by Aboriginal author Oodgeroo (HarperCollins, 1972). The stories are traditional Aboriginal tales from Stradbroke Island and the Tambourine Mountains in Queensland. Read the stories to your class each day while eating lunch.

Some publishers also have teacher resources, such as [Magabala Books](#).

NAIDOC website

News, information, and teacher resources from the [National NAIDOC Committee website](#).

SBS Learn teacher resources

- Teacher resource and supporting materials for [NAIDOC Week 2019](#)
- Teacher resources for NITV Documentaries including [We Don't Need a Map](#), [Connection to Country](#), [Servant or Slave](#), [Occupation: Native](#)
- SBS Online Interactive documentaries: [K'gari](#), and [My Grandmother's Lingo](#).

12. Contributors & Project partners

Shelley Ware

Yankunytjatjara and Wirangu descendant

Shelley has been a classroom teacher and specialist reading teacher in primary schools for more than 20 years. Currently she is the Aboriginal and Torres Strait Islander Education Officer at Parade College, Melbourne. Shelley is also an Ambassador for The Indigenous Literacy Foundation's Create Initiative program, mentoring children from remote communities to write and publish their own books, incorporating their local Indigenous language. She is also an Ambassador for the Jean

Hailes Foundation for Women's Health Week. She is a member of the Carlton Football Club (FC) RAP and Carlton FC Community, Diversity and Inclusion Board sub-

committee. Shelley loves to give back to the community through her passion for helping people - particularly children - to be the best they can. She is the host of the AFL.com.au football show Colour of Your Jumper.

Kerri Wenitong

Kabi Kabi/ Gubbi Gubbi descendant

For the past two years Kerri has been the Curriculum Development Coordinator 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. Kerri started teaching in the Torres Straits and Far North Queensland. She then spent 13 years travelling and teaching overseas before returning home to be closer to her family and start her own. She is now the proud mum of two little ones who keep her busy.

Project Partners



SBS

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 NITV. Created especially for teachers and students, SBS Learn hosts quality resources aligned to the Australian Curriculum.

The National Indigenous Australians Agency (NIAA)

The National Indigenous Australians Agency is committed to implementing the Government's policies and programs to improve the lives of all Aboriginal and Torres Strait Islander peoples.

The NIAA recognises that each community is unique. Our team includes people across Australia who work closely with communities to make sure policies, programs and

services address these unique needs. We work directly to, and support the Minister for Indigenous Australians, The Hon Ken Wyatt AM, MP.

The NIAA works to influence policy across the entire Australian Government. We liaise closely with State and Territory governments, Indigenous peak bodies, stakeholders and service providers to ensure that Indigenous programs and services are delivering for Aboriginal and Torres Strait Islander peoples as intended.

National NAIDOC Committee

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

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

naidoc.org.au

The project team for this resource would also like to acknowledge and thank Dr Lynette Riley, Danielle Teutsch, SBS Creative Services team in particular Lianne Hodges, Tyrown Waigana (NAIDOC Week 2020 poster competition winner) for the cover artwork, Shannan Dodson, Julie Nimmo, Reconciliation Australia's Narragunnawali team, and the thousands of educators and students around Australia who will use this resource.

Information in this resource is correct at time of publication.

13. Copyright

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