

FIRST CONTACT

Free classroom resources for
secondary schools

28 DAYS

6 OUTSPOKEN AUSSIES

1 LIFE-CHANGING JOURNEY

ALLOW YOUR STUDENTS TO JOIN IN THE
JOURNEY AND DISCOVER



“FIRST CONTACT sparks the conversations Australia needs to have. And that conversation needs to start in the classroom.” *Jo, Secondary School Teacher, NSW*

sbs.com.au/firstcontact/learn


SBS

Education resources created in partnership
with Reconciliation Australia


Reconciliation
AUSTRALIA

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Contact us at schools@sbs.com.au

TEACHER NOTES

ABOUT THE SERIES

More than six out of 10 who call Australia home say they have had little or no contact with Aboriginal people. The chasm and disconnect between the First Australians and the rest of the nation is vast.

First Contact is a three-part, landmark documentary series that shines a light on this deep divide by taking a group of six non-Indigenous people, from different walks of life and with strong and varied opinions, and immersing them into Aboriginal Australia for the first time.

First Contact classroom resources give your school the opportunity to join host Ray Martin and six Australians on this extraordinary journey. Share this resource with other teachers in your school and with other schools.

LEARNING RESOURCE

The First Contact learning resources include:

- Six curriculum-aligned short clips
- Location maps
- Facts relating to the clip location and theme
- 'Meet the people' introductions
- Interactive media to engage and inform students
- Activity ideas for classroom teaching.

The lesson ideas and activities are framed by a 'head, heart and hand' model.



Head: What do you know? What do you need to know?



Heart: How do you feel? How do the participants feel?



Hand: How can you respond? What action can you take?

CURRICULUM

The First Contact learning resources are aligned closely with the Australian Curriculum, mostly through:

- The cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures
- English
- Civics and Citizenship
- Humanities and Social Science; History, Geography, Economics and Business
- The Arts: Drama, Dance, Media Arts, Music, Visual Arts

See Curriculum Table for detailed curriculum links

RECOMMENDATION BEFORE VIEWING IN THE CLASSROOM:

As with all resources, teachers are encouraged to watch First Contact and the associated clips before showing it to students. The content addresses some very significant themes and it is important teachers are comfortable with the content beforehand. These resources have been designed to help you feel confident to engage in safe discussions in your classroom.

- Talk, if possible, with Aboriginal and Torres Strait Islander students, staff, families or community members before using First Contact learning resources.. First Contact raises themes that may be confronting to students, particularly Aboriginal and Torres Strait Islander students. Considering and pre-empting possible responses is very important.
- Set classroom ground rules: Due to the sensitive nature of the content in First Contact, setting classroom ground rules with your students before viewing is an important step in creating a safe space and helping develop mutual respect and understanding between the members of your classroom community.

EXAMPLES OF CLASSROOM GROUND RULES:

- Be respectful: Each person has their own beliefs and values.
- Value diversity: Each person has their own world views, experiences and opinions.
- Listen politely: Each person has a right to contribute without pressure or intimidation.
- Act with honour and courage: Be brave in sharing experiences, ideas and opinions.
- Appreciate privacy: Each person has the right to uphold their privacy.
- Act responsibly: Share feedback with thoughtful consideration and a positive attitude towards others.

As each classroom is different, add any further rules that may be required.

OTHER IDEAS THAT YOU MAY LIKE TO CONSIDER:

- Work collaboratively with students to create a contract that outlines the expected standards of behaviour around using First Contact.
- Encourage students to frame discussion comments as their own (as in “I think”) and avoid forceful language (such as “you should”).
- When responding to others in classroom discussion or within the associated activities encourage students to challenge ideas rather than people.
- Allow adequate time at the end of each viewing session to debrief the content, associated activities and discussion.

TALKING OR WRITING ABOUT AUSTRALIA'S INDIGENOUS PEOPLES

Australia has two distinct Indigenous groups: Aboriginal peoples and Torres Strait Islander peoples. When talking or writing about Australia's Indigenous peoples, it is considered respectful to say 'Aboriginal and Torres Strait Islander peoples'. You will notice that during the episodes, and in some of these clips, the phrase Aboriginal Australia is often used. During this program, the participants did not visit any Torres Strait Islander communities and therefore 'Indigenous peoples' referred to throughout the program are referred to as 'Aboriginal'.

As each classroom is different, add any further rules that may be required.

DOWNLOAD FIRST CONTACT FOR USE IN THE CLASSROOM:

SBS has partnered with EnhanceTV to provide free downloads of First Contact. Downloads from EnhanceTV (www.enhancetv.com.au) can only be made by institutions with a Screenrights licence. EnhanceTV is a subsidiary of Screenrights, the non-profit organisation that licenses educational institutions to copy from television and radio, and to put copied programs (such as First Contact) on an intranet, email them and manage them using a digital system. You can copy any amount – five minutes or an entire episode, make one copy or 20, it's up to you. You can make copies anywhere, in any format.

You can make the following uses of your First Contact copies:

- Show them in class
- Keep them in the library as an ongoing resource
- Store them on a network for staff and students
- Email them to staff and students
- Show them on an electronic whiteboard

Nearly all schools, TAFEs and universities in Australia have a Screenrights licence. For more information about the licence ask your librarian or go to www.screenrights.org

CONTACT US

Further enquiries about the First Contact learning resources contact us by email: schools@sbs.com.au

LESSON IDEAS & ACTIVITIES

CLIP 1



MARCUS AND SHANE PHILLIPS AT REDFERN

This clip allows the class to:

- learn about Redfern;
- learn more and understand more about Aboriginal people;
- explore representations, stereotypes, stereotyping and empathy.



To view clips click on the journey locations on the interactive map of Australia sbs.com.au/firstcontact/learn

HEAD, HEART, HAND ACTIVITIES:



HEAD What do you know? What do you need to know?

In this clip, Shane and Marcus discuss the differences and similarities between various suburbs in Sydney. How are you / your class / your community represented?

ACTIVITY IDEAS:

- Talk with your students to brainstorm how stereotypes of different cultural groups may have been formed.
- Plan, rehearse, design and create a slide presentation or short video to engage your peers about what you have found out about Redfern, including the rights and freedoms of Aboriginal Australians.
- In groups, develop and refine media-production skills to create a short video promo that challenges the stereotypes associated with your class. Create this video or performance in the same style as the First Contact promo and consider your target audience.

LESSON IDEAS & ACTIVITIES



HEART What do you feel? What does the First Contact participant feel?

At the beginning of this clip Marcus calls himself “a blank slate and heading into something that will completely scribble all over that”. According to the Oxford dictionary, empathy means ‘the ability to understand and share the feelings of another’. Do you, at times, feel like you are a ‘blank slate’ like Marcus when it comes to understanding stereotypes?

ACTIVITY IDEAS

- **In this clip, the narrator says: “This is the first time Marcus has seen an Aboriginal family”. Pause the clip.** Ask your students to write down what they think will happen next. Continue watching the clip to see what actually happens.

After you’ve watched the clip, ask:

- How was the Aboriginal family represented in this clip? Does this reflect other representations of Aboriginal people that you have seen in the media?
- Think about a time when you had a change in your viewpoint. How did you feel before having your view challenged? How did you feel after? What was it that shifted your view?
- Write a blog entry from Marcus’s point of view that describes his Redfern experience at the end of his day with Shane Phillips.
- Write a blog entry from Shane Phillips point of view that describes the end of his first day with First Contact participant, Marcus.

LESSON IDEAS & ACTIVITIES

**HAND** How do you respond? What action could you take?

Shane Phillips is a local elder who lives in Redfern. His community work with young people in the area contributed to his being awarded the Local Australian of the Year 2013. In this clip, Shane talks about how his community may have felt “shackled by our own perception of ourselves”. In what ways can you see this community action can help de-bunk widely held stereotypical views of Redfern?

ACTIVITY IDEAS

- Create a list of potential guest speakers from your community, like Shane Phillips, that could challenge stereotypes and inspire change at your school.
- Create a video or a persuasive text about a contemporary Aboriginal and Torres Strait Islander leader.
Your topic could start with; Australia should know more about _____
- Visit Reconciliation Australia for ideas on inspirational community leaders
www.reconciliation.org.au/wp-content/uploads/2014/02/Lets-talk-Inspiring-Australians.pdf

LESSON IDEAS & ACTIVITIES

CLIP 2



TRENT AND MARCUS LACEY AT NYINYIKAY

This clip allows the class to:

- increase their knowledge of Nyinyikay Homeland;
- develop an understanding of diversity; and,
- learn about remote and urban lifestyles.



To view clips click on the journey locations on the interactive map of Australia [sbs.com.au/firstcontact/learn](https://www.sbs.com.au/firstcontact/learn)

HEAD, HEART, HAND ACTIVITIES:



HEAD What do you know? What do you need to know?

When participants Trent and Marcus join Traditional Owner Marcus Lacey and the other Nyinyikay men they experience the practice of collecting bark for making canoes and boards for painting. Trent sees the Nyinyikay men in this environment and it challenges some of the methods he uses and assumptions he makes when engaging with Aboriginal people in his day-to-day job as a law enforcement officer in Sydney.

ACTIVITY IDEAS:

- **Aboriginal people living at Nyinyikay engage in many traditional cultural practices.** List five unique aspects of the lifestyle of Nyinyikay people.

LESSON IDEAS & ACTIVITIES

ACTIVITY IDEAS:

- **Nyinyikay Homeland is located in Arnhem Land, in the North East of the Northern Territory.** In small groups, do some background research on the history of homelands in Australia and make a list of reasons why homelands are important to Indigenous communities in Australia. Use these websites as a start:
 - www.nitv.org.au/fx-program.cfm?pid=185A4854-AD63-F9CF-49B422463E33E570&sid=B6D-DD5B7-D228-BDA9-639664DCCC20B2B7 (NITV documentary on Arnhem Land Homelands policy)
 - <https://www.humanrights.gov.au/publications/chapter-4-introduction-social-justice-report-2009> (Australian Human Rights Commission Social Justice report)
 - <http://www.homelands.nt.gov.au/> (Northern Territory Department of Community Services)
- Research a civil rights activist who was involved in the establishment of homelands in Arnhem Land – such as the Nyinyikay Homeland.
- **Nyinyikay is near a large bauxite mine that is connected to the town of Nhulunbuy.** What intended and unintended consequences might the existence of the Nhulunbuy mine and township have on the economic and business decisions of the Aboriginal people of Nyinyikay? (for example, increased tourism)



HEART What do you feel? What does the First Contact participant feel?

Prior to Trent and Marcus meeting Marcus Lacey and other men from Nyinyikay, Trent held some misconceptions of Aboriginal people based on his experience as a law enforcement officer. The bark-collecting experience de-bunked Trent's preconceived stereotypical views.

ACTIVITY IDEAS:

- **Ask your students to imagine that after the day in the bush collecting bark with the men that Marcus writes an email to his son describing what he learned.** Write the email (approx. 100 words) describing Trent's feelings and point of view before and after the experience.
- **At the end of the clip Trent says he wants to learn to “communicate better with Aboriginal people in my job as a Law Enforcement Officer”.** Write about how Trent's first-hand experience at Nyinyikay with Marcus Lacey changed his understanding of Aboriginal people. How might this experience help him communicate with more empathy and understanding in his job as a law enforcement officer?
- **Discussion ideas:** Did Trent need to go to Nyinyikay to have this experience? What would be an equivalent local experience Trent could organise for his colleagues within his community, in Sydney? Have a class discussion about the positive, aspirant and inspirational Aboriginal people in communities around Australia.

Read about stories of success to inspire, encourage and share best practice.

http://shareourpride.reconciliation.org.au/resource_sections/success-stories/

LESSON IDEAS & ACTIVITIES



HAND How do you respond? What action could you take?

In this clip, Trent and Marcus are inspired by the Nyinyikay men and feel privileged to partake in the traditional cultural practice of bark collecting. They learn that in the natural environment, bark can be used for communicating values and beliefs.

ACTIVITY IDEAS

- Encourage your students to learn how some Aboriginal people depict social and cultural values and beliefs in their paintings through the Reconciliation Australia document **Let's Talk... Art, Culture and the Archibald Prize**.

Create a PowerPoint presentation to show what you have learned and share your presentation with your family and friends.

www.reconciliation.org.au/wp-content/uploads/2014/09/Lets-talk-Art-culture-and-Archibald-Prize.pdf

-Originally Aboriginal people used bark paintings for ceremonial purposes and to communicate cultural knowledge.

Create an illustration to communicate something from your culture. Consider carefully what material you want to paint on and explain why you have chosen this material.

LESSON IDEAS & ACTIVITIES

CLIP 3



SANDY, ALICE AND MARCUS ON ELCHO ISLAND

This clip allows the class to:

- increase their knowledge of Elcho Island;
- understand the importance of arts, employment and training to culture and community; and,
- explore how art can help an economy in small communities.



To view clips click on the journey locations on the interactive map of Australia
sbs.com.au/firstcontact/learn

HEAD, HEART, HAND ACTIVITIES:



HEAD What do you know? What do you need to know?

When participants Trent and Marcus join Traditional Owner Marcus Lacey and the other Nyinyikay men they experience the practice of collecting bark for making canoes and boards for painting. Trent sees the Nyinyikay men in this environment and it challenges some of the methods he uses and assumptions he makes when engaging with Aboriginal people in his day-to-day job as a law enforcement officer in Sydney.

LESSON IDEAS & ACTIVITIES

ACTIVITY IDEAS

- In small groups, do some background research on the significance of the arts at Elcho Island via these websites:

<http://www.elchoarts.com> - (Elcho Island Arts Centre website)

<http://www.sbs.com.au/ondemand/video/11854915554/>
(SBS Living Black short video on Elcho Island's flourishing music and art scene)

<http://www.sbs.com.au/ondemand/video/11735107676/>
(SBS Living Black short video on Elcho Island and its musical talents)

After reading / viewing the clip, create a short PowerPoint for your class to summarise what you've found.

- **Many Aboriginal and Torres Strait Islander artists, filmmakers and musicians have achieved international acclaim for their work.**

Analyse the work of at least three Aboriginal and Torres Strait Islander artists- contemporary or past, and explore their work.

How are these artists' works similar? How are they different? Reflect on the similarities and differences. Is there one artistic style called 'Aboriginal art'? Why/why not?

- You may like to read these stories of success to inspire, encourage and share best practice: http://shareourpride.reconciliation.org.au/resource_sections/success-stories/

- **There are more than 600 unemployed people on Elcho Island but limited job vacancies. The Elcho Island Arts Centre is community has operated since 1992 and "exists primarily to support Yolnu artists to share their culture and derive income from their art making".**

- **The Elcho Island community has also established workplace training for unemployed people.**

Explore the principles employed by this program (or a similar program) that make them successful, and write a report about the impact they have had on the communities.

- **Elcho Island and surrounds have a long history of economic independence including through sea trading, timber milling and art making.**

Select a specific industry on Elcho Island and history and analyse how the business has thrived or been challenged due to its remote location.

- **Art has always been an important part of Aboriginal life.** Research the history of the international interest and commercial success of Aboriginal and Torres Strait Islander art.

LESSON IDEAS & ACTIVITIES



HEART What do you feel? What does the First Contact participant feel?

The experience with Margaret at the Elcho Island Art Centre has a profound effect on Sandy. Sandy develops a respect for Margaret's work in the community

ACTIVITY IDEAS:

- **Sandy indicates that seeing Margaret's artwork has given her an insight into how Margaret keeps culture strong in her community.**

Discuss how your students' arts practice (dance, drama, media arts, music, visual arts) reflect and supports their cultures.

- **Singer and musician Geoffrey Gurrumul Yunupingu was born on Elcho Island. Through his music he talks about identity, spirit and connection with the land, its elements and his ancestors.**

Analyse his musical style. Create a composition with a similar style and convention as Geoffrey Gurrumul Yunupingu's music. Acknowledge Geoffrey's style as your source of inspiration.

- **Find a remote regional Aboriginal business. Check on a map to see where the business is located.** Consider the economic challenges the business might face because of its remote location. Does its website provide information about how the company overcomes the challenges of being remote?

See the Marthakal Business Enterprises website for ideas: <http://www.marthakal.org.au/>

LESSON IDEAS & ACTIVITIES



HAND How do you respond? What action could you take?

After spending time on Elcho Island, the group has gained experience and insight into the positive outcomes achieved through a sense of pride and empowerment in the arts, training and employment.

ACTIVITY IDEAS

- Familiarise yourself with the artists from the Elcho Island Arts Centre by visiting their website. <http://www.elchoarts.com>

Choose an artist and draft a media release for their next exhibition. In preparing, consider the purpose of the media release and the opportunity that exists to debunk stereotypes.

Consider also the platform for promoting the beauty and cultural significance of Aboriginal and Torres Strait Islander art and artists to people who may not have had experience with this artistic style before.

- In your classroom, or with a group of family or friends, decide on a group action you could take to keep informed of Aboriginal and Torres Strait Islander cultural and tourism events.

- Research arts organisations in your community and consider how you can become involved.

LESSON IDEAS & ACTIVITIES

CLIP 4



A VISIT TO THE YIPIRINYA SCHOOL

This clip allows the class to:

- increase knowledge of Yipirinya;
- appreciate how students' well-being and learning outcomes can be strengthened by fostering a shared pride in culture and language at school. It also illustrates that there is a strong correlation between cultural competence and increased social, emotional and academic outcomes;
- learn about community ownership and problem solving; and,
- increase knowledge about Aboriginal and Torres Strait Islander languages.



To view clips click on the journey locations on the interactive map of Australia

sbs.com.au/firstcontact/learn

HEAD, HEART, HAND ACTIVITIES:



HEAD What do you know? What do you need to know?

Trent, Jasmine and Alice visit Yipirinya School. The group travels on the school bus and gains an appreciation of the challenges faced by students and families just in travelling to school. Once at school, the group observes how the teaching supports Aboriginal culture, in particular the teaching and celebration of language.

ACTIVITY IDEAS:

- **Trent, Jasmine and Alice learn about the positive, pro-active practices at Yipirinya School.** In what ways does the school support students and build strength in the community?
<http://yipirinya.com.au>
- **Aboriginal and Torres Strait Islander peoples are not one, homogenous group. The language map in this clip shows hundreds of distinct languages.** Find out more about the Aboriginal Language map shown in the episode:
<http://www.aiatsis.gov.au/asp/map.html>

LESSON IDEAS & ACTIVITIES

ACTIVITY IDEAS

- Have students research and do a group presentation back to the class about Indigenous languages in Australia.

Look at the following resource from Reconciliation Australia as a starting point:

<http://www.reconciliation.org.au/wp-content/uploads/2014/02/Australian-voices.pdf>

As an extension activity, include in your presentation any information about Aboriginal and Torres Strait Islander languages from your community, including if any are still spoken and/or being reclaimed.



HEART What do you feel? What does the First Contact participant feel?

Like Trent and Alice, when Jasmine observes the teaching and learning at Yipirinya her pre-conceived misconceptions were challenged. As a mother of four young children, Jasmine's experience changes the way she feels about the values she is teaching her own children.

ACTIVITY IDEAS

- What are some of the education challenges for regional and remote Australia? Watch the clip and take note of the conversation the group has with Geraldine about the school bus run.

Describe what the bus does and why it is important to the school community.

- Write an email from Jasmine to her children telling them about what she experienced and learned at Yipirinya School, include some suggestions about how she hopes to share her new knowledge with them when she returns home.

- Aboriginal and Torres Strait Islander languages are oral languages. Throughout Australia's recent history, Aboriginal and Torres Strait Islander people weren't always permitted to speak their language or to talk to their own families in their language.

Discuss how you think this has impacted Australian society?

Write a persuasive text about the importance of maintaining language to support culture and a sense of identity.

LESSON IDEAS & ACTIVITIES

ACTIVITY IDEAS

- Find out how many different languages your students speak at home.

Plan a short documentary production about the diversity in your class and/ or school/ and or community. As part of your documentary planning, draft a list of open questions for an interview with a student about how they speak and learn in more than one language.

Consider the additional visual footage and images you could include to accompany the interview.

- Working in small groups, record a short video or audio interview of someone who speaks another language. Include English and another spoken language in your production.

Working with your interviewee, transcribe the non-English components of your interview - you could use this for subtitles.



HAND How do you respond? What action could you take?

As shown at the Yipirinya School, bilingual learning is an important part of the education process for students.

ACTIVITY IDEAS

- Investigate evidence of the benefits of bilingual education in Australia and from around the world. Look closely at the Yipirinya School is a successful model for bilingual learning
<http://yipirinya.com.au>

See also:

<http://www.sbs.com.au/news/article/2014/03/31/comment-should-i-raise-my-kids-bilingually>
 (SBS News: Should I raise my kids bilingually?)

- As a class, discuss how your school could provide opportunities to learn an Indigenous language. Write a letter to your school principal outlining why your school should provide this opportunity.

LESSON IDEAS & ACTIVITIES

CLIP 5



PARTICIPANTS MEET SUPERINTENDENT OF ROEBOURNE PRISON

This clip allows the class to:

- increase knowledge of Roebourne, incarceration issues;
- increase knowledge of Aboriginal and Torres Strait Islander incarceration issues; and
- explore how stories can be told from different viewpoints.



To view clips click on the journey locations on the interactive map of Australia
sbs.com.au/firstcontact/learn

HEAD, HEART, HAND ACTIVITIES:



HEAD What do you know? What do you need to know?

When the group visits Roebourne Prison they learn some facts about Aboriginal incarceration rates in Australia. This new knowledge challenges some of the group's pre-conceived ideas about effective disincentives for repeat offenders in the Australian justice system.

ACTIVITY IDEAS:

- **Watch the clip and listen to the case examples the Superintendent shares with the group.** Research the environmental, economic, social or cultural factors that contribute to the driving offence re-offending rates in North Western Australia.

LESSON IDEAS & ACTIVITIES

ACTIVITY IDEAS

Further inform yourself from a range of sources (such as those below) about the disparity between Indigenous and non-Indigenous incarceration rates.

Australian Institute of Criminology

http://www.aic.gov.au/crime_types/in_focus/indigenousjustice.html

Australian Bureau of Statistics

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4517.0>

Smart Justice

http://www.smartjustice.org.au/resources/SMART_OverRepresentation_Feb11.pdf

- The media creates content that is targeted to different audiences. It is important to hear stories from different perspectives.

Compare and contrast a National Indigenous Television (NITV) news story (on any topic) with one that was also reported in mainstream media. Analyse how these news stories are different and or similar to each other. See the links below:

“NITV National News features the rich diversity of contemporary life within Aboriginal and Torres Strait Islander communities, broadening and redefining the news and current affairs landscape.”

<http://www.nitv.org.au/fx-program.cfm?pid=EA0DB231-0089-35B0-B3927D27D26945C5>

And for more information see About NITV:

<http://www.nitv.org.au/about-nitv/dsp-default.cfm?loadref=67>

- Create an online news story about the incarceration of a young Australian. Use your previous research to write a news story about the challenging and complex issues associated with incarceration in Australia.

- Indigenous people are over-represented in statistics around incarceration rates all around the world. Why do you think other countries have the same/similar issues with Indigenous incarceration?

Make a list of other examples of similar issues you find in your research.

- Related content - Beyond Blue: Stop, Think, Respect

<http://www.beyondblue.org.au/resources/for-me/stop-think-respect-home>

Look at the way Beyond Blue positioned its recent anti-discrimination campaign, which highlights the impact of racism on the social and emotional wellbeing of Aboriginal and Torres Strait Islander people.

LESSON IDEAS & ACTIVITIES



HEART What do you feel? What does the First Contact participant feel?

Visiting Roebourne Prison the group experiences what it feels like to be incarcerated. Listening to the case stories shared by the Superintendent they begin to understand and empathise with the reasons so many Aboriginal men are imprisoned there.

ACTIVITY IDEAS

- Have your students reflect on their personal understanding of why Aboriginal and Torres Strait Islander incarceration rates are so much higher than non-Indigenous Australians. Encourage them to discuss how they feel after watching the clip. Find out if their appreciation of the reasons why Indigenous people are incarcerated changed.

- In this clip, Bo-dene shares her feelings about breaking the law. She says, "If you know something is wrong, don't do it." Despite hearing the Superintendent's explanations, Bo-dene's opinion appears not to change.

List five influences that have helped to form your personal points of view about incarceration in Australia.

- Imagine how it feels to be in prison. Develop and refine your media production and/or performance skills by writing and recording a short voice-over narration depicting the feelings of a young adult who is in prison. Plan how you could further develop your voice-over narration into a video or performance by adding a series of supporting images and or movement.



HAND How do you respond? What action could you take?

The clip informs us that the incarceration rates of Aboriginal people in Australia are not simple to explain. Experiencing life in prison first-hand, the group learns that people can be imprisoned for the repetition of relatively minor offences.

ACTIVITY IDEAS

- Continue to develop your understanding about incarceration in Australia, consider how training and employment can decrease incarceration levels. Watch the short NITV Living Black news story "Reviving Roebourne" <http://www.sbs.com.au/ondemand/video/11754051504/> "A new nursery in the Pilbara region of Western Australia is planting jobs in a small remote community." Video journalist Kodie Bedford visited the nursery, just outside of the town of Roebourne.

LESSON IDEAS & ACTIVITIES

ACTIVITY IDEAS

- Arts programs in prisons are becoming more common in Australia as a way of reducing recidivism (repeat offending). Arts and social change organisation Big hART has been running a music program in Roebourne Prison since 2010.

Find out more about this project (<http://yijalayala.bighart.org/murru/>), and other prison-based arts projects in Australia and overseas.

Make a list of positive outcomes of such programs for individuals, communities and government.

Imagine you are the Superintendent of Roebourne Prison. A philanthropist has just donated some money for an arts project in the prison. What kind of program would you run? What would the 'art' outcome be?

- Create an infographic including facts and figures that you have learned about incarceration in Australia. Display your poster for others to see.

LESSON IDEAS & ACTIVITIES

CLIP 6



PARTICIPANTS MEET JUNE OSCAR AT FITZROY CROSSING

This clip allows the class to:

- increase knowledge of Fitzroy Crossing;
- understand the differences between a Welcome to Country and an Acknowledgement of Country;
- learn about female community leaders and self-determination; and
- appreciate how community problem-solving can be empowering.



To view clips click on the journey locations on the interactive map of Australia
sbs.com.au/firstcontact/learn

HEAD, HEART, HAND ACTIVITIES:



HEAD What do you know? What do you need to know?

After being welcomed, the group joins June Oscar and other local women from the Marninwarntikura Women's Resource Centre to learn about the Fitzroy Crossing community action that successfully reduced some of the negative effects alcohol was having on the community.

ACTIVITY IDEAS:

- **Fitzroy Crossing is a small isolated Australian town that has successfully improved the health and well-being of its community.**

From watching this clip, indicate some key ways June Oscar and her community were able to increase the town's health and well-being.

LESSON IDEAS & ACTIVITIES

ACTIVITY IDEAS

- Plan, rehearse and deliver a PowerPoint presentation about the community work and achievements of June Oscar and the women from Marninwarntikura Women's Resource Centre.

Marninwarntikura Fitzroy Women's Resource Centre
<http://www.ourcommunity.com.au/directories/listing?id=61000>

- As a class, research the ways in which alcohol can have a negative impact on all Australians across all age, social and cultural groups. Discuss this in small groups, and consider both the impact on individuals and on society.

See these websites for facts and ideas to help frame your discussion:

Youth Beyond Blue
www.youthbeyondblue.com/understand-what's-going-on/alcohol-and-drugs

Alcohol and health in Australia
<https://www.nhmrc.gov.au/your-health/alcohol-guidelines/alcohol-and-health-australia>

National Health and Medical Research Council
<http://www.nhmrc.gov.au/guidelines/publications/ds10>

- **The participants are welcomed to Bunuba Country in Fitzroy Crossing by a Welcome to Country (including a smoking ceremony).**

Do some background research into Aboriginal and Torres Strait Islander Welcomes to Country, Acknowledgments of Country and smoking ceremonies. Write about the differences between them, why they are held and what is the significance of the smoke during the ceremony?

See this Reconciliation Australia Question and Answer sheet:
www.reconciliation.org.au/wp-content/uploads/2013/12/QA-welcome-to-country.pdf

LESSON IDEAS & ACTIVITIES



HEART What do you feel? What does the First Contact participant feel?

Visiting Fitzroy Crossing and meeting June Oscar allowed the group to see and hear about the impact of alcohol on a township, and be inspired by the positive outcomes community action can bring.

ACTIVITY IDEAS

- Watch the clip.

Consider and discuss how the women of Fitzroy Crossing feel about alcohol abuse and its effect on families.

- Write a report to describe the methods June Oscar used to achieve community change in Fitzroy Crossing. In your report, include whether you think June Oscar is a civil rights activist. You should explain why or why not.

- What did the First Contact participants at Fitzroy Crossing connect with when hearing about the experiences of the community and community leaders lobbying for change? Choose one of the participants and, from their perspective, write a letter to one of your family members telling them about your experience.



HAND How do you respond? What action could you take?

In this clip, the group witnesses the impact of alcohol on a small isolated town. Hearing about how the local women banded together to make change in their community, the group saw great strength and resilience in the community's leaders.

ACTIVITY IDEAS

- How did the women approach the problem, and what strategies did they adopt to resolve it? Reflect on your own community. Is there an issue or problem you would like to see changed for the better? Prepare a speech to your local community group or write a letter to your local newspaper editor to explain your quest for change. Back up your argument with current research.

LESSON IDEAS & ACTIVITIES

ACTIVITY IDEAS

- Keep up to date with the community organisation Marninwarntikura Fitzroy Women's Resource Centre and its achievements in helping to improve community health and well-being: <http://www.ourcommunity.com.au/directories/listing?id=61000>
- Draft an Acknowledgement of Country for an upcoming school or community event. For advice on how to Acknowledge country see the following link (Reconciliation Australia Question and Answer sheet): <http://www.reconciliation.org.au/wp-content/uploads/2013/12/QA-welcome-to-country.pdf>

Narragunnawali: Reconciliation in Schools is a program designed to support the 21,000+ early childhood, primary and secondary schools in Australia to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Participating schools will be assisted to find meaningful ways to increase respect; reduce prejudice; and strengthen relationships between the wider Australian community and Aboriginal and Torres Strait Islander people.

More information can be found at www.reconciliation.org.au/schools

Narragunnawali
Reconciliation in Schools

**NARRA
GUNNA
WALI**

Curriculum Table

Suggested curriculum links

FIRST CONTACT

Strand	Learning Area		Level	ACARA Content Description
	Clip & Activity	Area		
ENGLISH	Clip 2: Heart / 3	English	Year 9	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
	Clip 4: Heart / 1			Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
	Clip 5: Heart / 1			Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
	Clip 5: Head / 1			Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
	Clip 1: Heart / 1			Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
	Clip 1: Head / 1			Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)
	Clip 2: Heart / 1			Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)
	Clip 3: Hand / 1		Year 10	Evaluate the social, moral and ethical positions represented in texts (ACELT1812)
	Clip 4: Head / 1			Evaluate the social, moral and ethical positions represented in texts (ACELT1812)
	Clip 6: Heart / 2			Evaluate the social, moral and ethical positions represented in texts (ACELT1812)
	Clip 1: Heart / 3			Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)
	Clip 1: Hand / 1			Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)
	Clip 1: Head / 2			Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)
	Clip 1: Heart / 4			Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)
	Clip 6: Head / 1			Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)
	Clip 1: Head / 3			Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)
	Clip 5: Head / 2			Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)
HUMANITIES	Clip 1: Head / 1	History	Year 10	Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)
	Clip 2: Head / 3			Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)
	Clip 6: Head / 2			The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)

Curriculum Table

Suggested curriculum links

FIRST CONTACT

Strand	Clip & Activity	Learning Area	Level	ACARA Content Description	
HUMANITIES (continued)	Clip 3: Head / 1			Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)	
	Clip 4: Head / 2			Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)	
	Clip 6: Head / 2			Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)	
	Clip 6: Head / 3			The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)	
	Clip 5: Head / 3			Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)	
	Clip 2: Head / 3	Economics & Business	Year 10	Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)	
	Clip 3: Heart / 2			Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)	
	Clip 5: Hand / 2	Civics and Citizenship	Year 9	Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)	
	Clip 6: Heart / 3			Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)	
	Clip 3: Hand / 3			Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)	
	Clip 5: Hand / 1		Year 10	Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097)	
	Clip 5: Heart / 2			Account for different interpretations and points of view (ACHCS098)	
	Clip 4: Hand / 2			Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)	
	Clip 6: Hand / 1			Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)	
	Clip 3: Heart / 3	Music	Years 9 and 10	Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)	
	THE ARTS	Clip 1: Heart / 2	Media Arts		Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)
		Clip 3: Head / 2			Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)
Clip 1: Head / 3				Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)	
Clip 5: Heart / 3				Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)	
Clip 5: Heart / 3		Dance		Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024)	
Clip 5: Heart / 3		Drama		Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)	
Clip 2: Hand / 1		Visual Arts		Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)	
Clip 3: Heart / 1				Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)	
				Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)	
Clip 2: Hand / 2					