Teacher notes

First Contact Series 2

This education resource was created in partnership with Reconciliation Australia
SBS and Reconciliation Australia acknowledge and pay respect to the past, present and future Elders and Traditional Custodians of Country featured in this television series as well as across the nation. We celebrate the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Islander peoples.

Ancestors have walked this Country and we acknowledge their special and unique contribution to our shared histories, cultures and languages. We recognise the collective contribution of Aboriginal and Torres Strait Islander peoples and other Australians to education in Australia.
1. About the Resource

About the Documentary

SBS’s Logie Award-winning series First Contact returns for a brand new season. This year, host Ray Martin takes a group of six well-known Australians with diverse, deeply entrenched preconceptions and opinions about Aboriginal and Torres Strait Islander people on a journey into Aboriginal Australia.

About the Resource

This resource provides students and teachers with the opportunity to gain a greater understanding of key concepts including:

<table>
<thead>
<tr>
<th>Impacts of colonisation</th>
<th>Equity and equality</th>
<th>Changing attitudes</th>
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</thead>
<tbody>
<tr>
<td>Race relations</td>
<td>Systemic and institutional racism</td>
<td>Stereotypes and prejudice</td>
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<tr>
<td>Connection to Country</td>
<td>Historical acceptance</td>
<td>The power of education</td>
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<td>National identity</td>
<td>Intergenerational trauma</td>
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The activities in this resource have been designed to complement nine short clips from the series, which can be found here. Throughout the resource, suggested tasks have been created to provide teachers and students with the opportunity and confidence to research aspects of Aboriginal and Torres Strait Islander histories and cultures.

The activities in this resource have been structured using three interconnected learning stages – discover, create and share.

- **Discover:** these activities enhance students’ understanding of key concepts and develop their critical thinking, research and comprehension skills.
- **Create:** these activities provide students with the opportunity to demonstrate their understanding of key concepts by applying their new knowledge in the creation of a range of types of texts, and develop their creative thinking, ethical understanding and use of ICT.
- **Share:** these activities encourage students to share their learning with an audience beyond the classroom, and develop their communication and presentation skills.
1. About the Resource

These education resources were created in partnership with Reconciliation Australia, which was established in 2001 as the national expert body on reconciliation. It is an independent, not-for-profit organisation with a vision to wake to a reconciled, just and equitable Australia. Reconciliation Australia’s vision will be achieved through a focus on five interrelated dimensions of reconciliation, identified in The State of Reconciliation in Australia report of 2016. The five dimensions of reconciliation are: race relations, equality and equity, unity, institutional integrity, and historical acceptance. Throughout this teaching resource you will see direct references to each of the dimensions and how they relate to the themes of First Contact. Explore these connections with students for an in-depth understanding of reconciliation in Australia.

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 extremely complex 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. Be wary of students that struggle with the content and support them accordingly. If necessary, provide information about external support services such as Beyond Blue or Lifeline.
- 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.
- 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.
- Work collaboratively with students to create a contract that outlines the expected standards of behaviour around using the interactive.
- Use the think/puzzle/explore reflection protocol to prompt discussion and reflection after viewing the interactive.

**THINK:** What ideas, emotions or situations did the interactive make you think about?

**PUZZLE:** What ideas, people or situations in the clip puzzled you?

**EXPLORE:** What ideas presented in the interactive would you like to explore further?
1. About the Resource

continued

• 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 in 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 Aboriginal and Torres Strait Islander 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’. Any guidance from your own community about terminology should take precedence over other advice.

Curriculum Links

With links to the Australian Curriculum embedded throughout the resource, activities can be completed as a continuation of skill and knowledge development, or as individual activities to support teacher programmes. Activities have been designed to engage students in years 9-12, and it is advised that teachers tailor their complexity to suit their class. This resource provides ACARA curriculum links for:

• English
• History
• Media Arts

While this resource focuses on English, History and Media Studies, activities can be applied to a broader range of subjects and cross-curriculum priority including:

• Humanities and Social Sciences
• The Arts
• General Capabilities: Critical and Creative thinking, Personal and social capability, Ethical Understanding, Intercultural Understanding
• Cross-curricular priorities: Aboriginal and Torres Strait Islander Histories and Cultures, Sustainability.

Use CTRL+F (PC) or ⌘F (MAC) to search this document for keywords or curriculum links.
My own notes

2. Episode 1 Activities

CONCEPTS:
- Impacts of Colonisation
- Connection to Country
- National Identity
- Stereotypes and prejudice

Clip 1: Meet Nicki Wendt

In this clip the group travels to Kununurra in the Kimberley to visit a Sobering-Up Shelter. Nicki voices her negative preconceptions about Aboriginal peoples.

POST-VIEWING CLASS DISCUSSION IDEAS
- What are some of the social issues that are identified by the voice-over narration as being complex challenges in Kununurra? Are these issues common in other parts of Australia, such as in your own community, or do you think they are unique to Kununurra? Why?
- Do you know someone who has made similar comments to Nicki? How do you respond when someone says something racist or offensive about another group of people?
- Do you think Nicki understands or values the experiences of Aboriginal and Torres Strait Islander peoples? How might this impact her relationships with them?

DISCOVER
1. The Traditional Owners of the land on which Kununurra is situated are the Miriwoong people however, due to the history of movement of people into town centres there are people from a number of neighbouring groups living in Kununurra, on Miriwoong Country. Gajirabeng people are one of Miriwoong people’s closest neighbours, having shared a history of interaction and exchange, and, more recently, a political relationship in the context of Native Title. Use the AIATSIS map of Indigenous Australia or the First Languages Australia Gambay languages Map to locate Miriwoong Country, and identify some of the neighbouring language groups. History (ACHHS186)
2. As a class, look up the definitions of and talk about the differences between the terms stereotypes, prejudice and discrimination. And then discuss the following:

a. What are Nicki's attitudes about Aboriginal people? Are they informed?
b. Are Nicki's preconceptions about Aboriginal people an example of a stereotyping, prejudice, or discrimination?
c. How might Nicki's preconceptions about Aboriginal people influence how she feels about an Aboriginal person she meets (prejudice), or how she behaves toward Aboriginal people (discrimination)?
d. What are the consequences of making assumptions based on stereotypes?
e. What might be the impacts of stereotypes like those held by Nicki?
f. How does the clip challenge Nicki's assumptions about Aboriginal peoples?
g. How could a better understanding on stereotypes, prejudice and discrimination improve race relations in Australia?

English (ACELT1812)

3. Sobering-Up Shelters are often designed around a harm-minimisation model. Use the links below to research answers to the following questions:

- Department of Health: Harm Minimisation
- Flinders University: Harm Minimisation
- Mission Australia: Sobering up Shelter
- Australian Government: National Drug Strategy
- Australian Government: Closing the Gap

a. What is a Sobering-Up Shelter?
b. How does a Sobering-Up Shelter help to reduce alcohol and other drug-related harm?
c. Appreciating that those attending Sobering-Up Shelters may be facing a number of complex individual challenges, what kind of additional services could be used to support the work of Sobering-Up Shelters, and why is it important for these services to be community led or designed?

English (ACELY1754)

CREATE

1. Write a critical reflection on Nicki's shifting perspectives following her experience at the Sobering-Up Shelter. Make sure you include a reflection on her initial fears, or perspectives, even if unfounded or-ill informed, of what she might encounter in Kununurra, and how her experience has reshaped these perspectives. Encourage students to support their reflections with direct quotes from the Episode.

English (ACELT1815)

2. Imagine that you have been selected as a guest interviewer for an SBS/NITV panel that features all participants from First Contact Season 2. Create a list of five questions that you would like to ask Nicki after viewing this clip from Episode One. You may like to watch NITV's First Contact: Reunion Show.

History (ACHHS184)
2. **Episode 1 Activities continued**

3. In this clip, Nicki is honest about her negative preconceptions about Aboriginal peoples. What do you think some of the impacts of making such statements publically could be, particularly on the people these statements concern? Why is acknowledging and challenging one’s own assumptions an important step towards constructive learning?

   English [ACELT1815]

4. Do some research to see if you can find out about the Traditional Owners of your area. You may, as a class, wish to contact your local Land Council and/or the local Indigenous Education Consultative Body (IECB) as a starting point for gathering information, keeping in mind that their resourcing may mean they have a limited ability to assist you. You could also think about inviting a Traditional Owner to speak with your class about the local area. If you have enough information, create a poster about the cultures and histories of your area and display it at your school. Make sure that you get your poster checked by the Land Council and/or the Indigenous Education Consultative Body (IECB) before publishing it to ensure both accuracy and cultural appropriateness. Keep in mind that it is generally more respectful to establish a genuine and meaningful relationship with your local Aboriginal and Torres Strait Islander community prior to inviting representatives into your classroom.

   History [ACHHS193] (ACHHS186)

**SHARE**

1. Brainstorm categories that are used at school in an attempt to group people at school. Your categories could include labels such as “jocks/sporty”, “brains”, and “gamers”. Pick five, write each category name at the top of a piece of butcher’s paper and place them around the room. Now, write an adjective to try to describe each category of people, and post it on the paper under the label. When you are finished, take a moment and look at the adjectives that the class has generated under each group heading, and ask students to think about whether they can place themselves into a group that accurately describes who they are, based on the adjectives provided. Use the following questions to lead a discussion about what students have recorded:

   a. Do the adjectives written down by the class apply to everyone in the group?
   b. Are there similarities in the adjectives written down by classmates? Why or why not?
   c. Which of the adjectives are based on fact (i.e. gamers like playing games) and which are based on assumptions (i.e. gamers are intelligent)?
   d. What drivers might influence shared perceptions that aren’t factual? i.e. television, social media, other media, peers.
   e. Do assumptions tell us anything definite about a categorised individual?
   f. How might assumptions affect your and your classmates’ behaviour toward others?
   g. Are the labels and adjectives to describe the labelled groups adequate for defining individuals who identify as being part of that group?
   h. Why is it important to challenge assumptions?

   English [ACELA1564]
2. Episode 1 Activities

2. Create a school-wide or class survey to identify people’s engagement with, and understanding of, Aboriginal and Torres Strait Islander peoples and their histories, cultures and contributions. Compare the results from your survey with those given in First Contact. Use the results of your survey to reflect as a class on what further learning needs to take place, and how your school could appropriately facilitate this learning. You can find out the data by reading the Myth Busting resource from First Contact, Series One. Example questions are below:

- How much time have you spent with Aboriginal and Torres Strait Islander people?
- What do you think you have in common with Aboriginal and Torres Strait Islander people, and why is an appreciation of difference and diversity important?

Media Arts (ACAMAM074)

**Extension Task**

Extended response: Discuss the impact negative stereotypes can have on individual and group identities and the stability and strength of social relationships. In your response you should refer to the clip you have viewed, but also to a wide range of stereotypes that you can identify as existing in contemporary society.

History (ACHHS192)

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**Clip 2: Social Justice**

In this clip, Tom Ballard and David Oldfield discuss equality and equity by listing a number of the social issues that impact on Aboriginal and Torres Strait Islander peoples, such as homelessness, substance abuse, mental health issues, and accessibility.

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**POST-VIEWING CLASS DISCUSSION IDEAS**

- How would you describe the ‘debate’ between Tom and David?
- What are three adjectives you would use to describe each of the men’s style of argument?
- What are the possible negative consequences of David’s style of argument?
- What does the men’s debate reveal about how attitudes and values can and have changed over time and what do you think this will mean for Aboriginal and Torres Strait Islander peoples?
2. **Episode 1 Activities continued**

**DISCOVER**

1. In this clip both David and Tom discuss equality and equity by listing a number of the social issues that impact on Aboriginal and Torres Strait Islander peoples, such as homelessness, substance abuse, mental health issues, and accessibility. However, Tom points out that “we don’t all start from the same place in the race”.

   a. Using [this cartoon](#) as a stimulus, discuss what Tom means by his statement in terms of the difference between equality and equity.

   b. Think, pair, share a response to this question: How does social disadvantage impact on an individual’s opportunities to flourish?

   c. Using [this resource](#) identify some of the gaps between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians in terms of education, health, and employment. What are some of the reasons behind these inequalities, and what are some of the recommendations in terms of addressing them?

   History ([ACHHS190](#)) ([ACHHS188](#))

2. In this clip, Tom states that the “marginalisation of Aboriginal and Torres Strait Islander people and minorities, and the treatment of them by white people over a long period of time, have resulted in a lot of social ills that these people are facing”, and later “injustice is still occurring every day”.

   a. How do past injustices continue to impact on Aboriginal and Torres Strait Islander peoples today?

   b. What do you think Tom means when he says that injustices are still occurring? What are some of the present-day injustices Tom might be referring to? (hint: high rates of incarceration).

   c. What might be the relationship between past injustices and present-day injustices?

   History ([ACDSEH106](#)) ([ACDSEH104](#))

3. Read through [this story](#) and the associated resources to find evidence to support Tom’s statement about the relationship between intergenerational trauma and social disadvantage. Write a one-page report of your findings.

   History ([ACDSEH104](#))

4. Historical acceptance is an essential part of the reconciliation process. This clip raises ideas relating to the continued impact of colonial history, particularly the role of Australia’s changing policies regarding Aboriginal and Torres Strait Islander peoples. Tom states that “white, rich, privileged men want to tell us to get over it”, highlighting his opinion that there is a greater need for non-Indigenous Australians to acknowledge the wrongs of the past. Two important speeches made by Prime Ministers that attempt to bring about historical acceptance were Paul Keating’s [Redfern Speech](#), and Kevin Rudd’s [Apology](#). Read a transcript or watch, one or both of these speeches, and write two paragraphs explaining how these speeches attempt to “make amends for the wrongs of the past and ensure these wrongs are never repeated”.

   History ([ACHHS192](#)) ([ACHHS186](#)) ([ACDSEH104](#))
CREATE

1. Create a timeline of government policies and legislation that have affected Aboriginal and Torres Strait Islanders since colonisation, and critically reflect on the consequences (positive or negative) of these policies and legislation. You may like to use the First Contact classroom poster as a base.
   History (ACHHS182)

2. In this clip, Tom uses a metaphor to describe the harsh conservative attitude and values of some Australians with regard to social disadvantage: “If you pull yourself up from your bootstraps you can achieve…” Briefly discuss what is meant by this metaphor, and what assumptions it makes about disadvantage. Create a visual representation based on this metaphor to show your thoughts on the relationship between equity and equality, focusing on the distinction between liberal (Tom) and conservative (David) values.
   English (ACELY1756) Media Arts (ACAMAR079)

3. What is a contemporary social justice issue that you feel strongly about? Create a two-minute radio script between yourself and Tom Ballard discussing social justice and how young people can work towards promoting equity in Australia.
   History (ACHHS184)

SHARE

1. Charles Perkins is someone who fought for social justice during a period of changing rights and freedoms for Aboriginal and Torres Strait Islander people. Research his journey, or that of another notable Aboriginal and Torres Strait Islander person’s journey, to create a speech for your school’s National Reconciliation Week assembly that raises awareness of their inspiring journey.
   History (ACDSEH143) (ACDSEH105) (ACDSEH134)

2. In this clip, David asks Tom “What is the way Aboriginal and Torres Strait Islander people are treated that’s causing this (social disadvantage)?” Attempt to write Tom’s reply for him, and deliver it as a speech to your class. You may like to consider sharing the speech with a wider audience, for example at a school assembly. Be sure to properly contextualise this by sharing with the audience what you have been learning about and why you would like to share this speech with them.
   English (ACELY1751) Media Arts (ACAMAM074)

Extension Task

How does the media contribute towards social attitudes about people, places or events? Compile a range of newspaper or other media articles from both print and online sources and evaluate a range of stories presented about Aboriginal and Torres Strait Islander Australians. Try to ensure that the articles you select cover a specific time frame, e.g. the past two weeks, or across 2016. You should also ensure that you look at Aboriginal and Torres Strait Islander publications such as NITV, The Koori Mail and National Indigenous Times. You should consider:

- Who is the audience for the article and what is the intended purpose?
Has language been used to provide a negative or positive portrayal of Aboriginal and Torres Strait Islander peoples? Use direct quotes to support your answer.

Is the article objective or subjective? Provide evidence.

What information has been used to support the article? E.g. photos, statistics, expert quotes.

Prepare a report on your findings and deliver it to the class in any format you choose.

English (ACELY1751)

Clip 3: Custodians of the Land

The six are taken to the remote homeland community of Bawaka in far North East Arnhem Land and are welcomed into the Gumatj clan by Timmy ‘Djawa’ Burrwanga and his family.

POST-VIEWING CLASS DISCUSSION IDEAS

What do you think the phrase ‘custodians of the land’ means?

How does this phrase reflect the Yolngu people’s relationship to the land?

How is this similar or different to non-Indigenous Australians’ relationship to the land? Watch this short video to develop discussion.

What do you think the term ‘ancestral home’ means?

Do you have any places that are important for you and your family, or you and your friends? Why is the place important?

DISCOVER

1. In his Welcome to Country Uncle Timmy say’s “This Land, is your Land. Look after it while you are here.” A Welcome to Country is different to an Acknowledgement of Country. Use this resource from Reconciliation Australia to learn about the differences between these two protocols, and to write a short paragraph explaining why these protocols are important.

English (ACELY1750)
2. What makes the Bawaka community and cultural practices seem so foreign to the participants?
   a. Describe how the visual/filmic techniques are used to capture the idea that the Bawaka community and cultural practices feels ‘foreign’ to the participants.
   b. How much of the participants’ perception that Bawaka is ‘foreign’ do you think can be attributed to the participants’ lack of cultural awareness and understanding prior to visiting the community? Why? English (ACELA1572)

3. Multimodal text-deconstruction activity:
   a. How is the significance of the ceremony conveyed through film techniques? Some film techniques you might discuss include: camera shots, angles and movement, sound, lighting, framing. English (ACELA1572)
   b. Create a table with two columns – label one ‘Before the Ceremony’ and ‘After the Ceremony’ and record the attitudes/opinions of Nicki at both stages of her journey. Share your table with a partner, and discuss your thoughts on why her perspectives have changed and whether Nicki’s experience helped her to value and understand Aboriginal cultures and heritage. Discuss with a partner ideas for how we could influence more people to value Aboriginal and Torres Strait Islander cultures and heritage. English (ACELY1749)

4. Research: What is the cultural significance of ochre for the Yolngu people from Bawaka? What is it used for? History (ACHHS186)

CREATE

1. Create an interactive map of Australia that shows Bawaka and other communities on Yolngu Country i.e. North East Arnhem Land or the Gove Peninsula. Your map could include images, videos, audio, and links to websites. A tool you could use is Zeemaps. Cross reference your map with linguistic-cultural maps of Aboriginal and Torres Strait Islander Australia (for example, the AIATSIS Indigenous Languages Map and the First Languages Australia Gambay Languages Map), acknowledging that these maps are only rough representations of complex geo-cultural communities and their boundaries. Media Arts (ACAMAM074)

2. Create a visual representation of where you or your family come from compared to Bawaka. Be sure to include both the similarities and differences between your home and Bawaka in terms of the people, place, culture, ceremonies/rituals, and language. Media Arts (ACAMAM074) English (ACELT1639)

3. Write an Acknowledgement of Country for your local area based on what you have learned in previous activities, and based on further research around the Aboriginal and Torres Strait Islander Traditional Owners, histories and contributions of your local area. English (ACELA1564)
2. **Episode 1 Activities**

Continue

**SHARE**

1. Prepare a three-minute speech to deliver at a school assembly that answers the following question: How can we achieve Unity in Australia – that is, a state in which all of Australian society values and recognises Aboriginal and Torres Strait Islander cultures and heritage as part of a shared national identity? English (ACELY1751)

2. Write a letter that outlines the importance of ensuring all young people at school develop a genuine knowledge and appreciation of Aboriginal and Torres Strait Islander peoples’ histories and cultures, especially for the places we live in and go to school. English (ACELA1571) (ACELT1815)

**Extension Task**

In this task you are going to create a travel itinerary for a group of tourists who want to experience Aboriginal and Torres Strait Islander cultures in Australia. In planning your itinerary, be sure to look for information about potential locations that comes from or has been co-created with a local Aboriginal and Torres Strait Islander perspective. Your holiday should cover at least 10 days of travel and include appropriate and accessible significant sites and experiences. Your itinerary should:

- Include maps for each location your travellers will be visiting.
- Identify a range of culturally appropriate activities that tourists can participate in each day based on the location.
- Be respectful of Aboriginal and Torres Strait Islander cultures and protocols. For example, acknowledge who the Traditional Owners are for any sites your group may be visiting and list some of the ‘Do’s’ and ‘Don’ts’ (as governed by Aboriginal and Torres Strait Islander perspectives) regarding respectful and culturally appropriate behaviour.
- Be presented in an appealing and professional format.

Media Arts (ACAMAM074) History (ACHHS186)
3. **Episode 2 Activities**

**CONCEPTS:**
- Equity and equality
- Systematic and institutional racism
- Intergenerational Trauma
- Historical Acceptance

**Clip 1: A visit to Maryanne’s House**

In this clip, the six visit Elliott in the Northern Territory; Dicko is confronted by the living conditions of elderly resident, Maryanne.

![Image of Maryanne's House](image.png)

**POST-VIEWING CLASS DISCUSSION IDEAS**

- How do you feel after seeing the living conditions of some of Elliott’s residents?
- Do you think Australians are ‘spoon-fed opinions’ about Aboriginal and Torres Strait Islander people and, if so, by whom? What is the relevance or reliability of these opinions?
- Dicko says he used to believe that “Aboriginal and Torres Strait Islander people need to drag themselves out of their plight.” Do you know anyone who has a similar view? How do you respond to, or feel about, this attitude?
- What is Dicko’s attitude towards Aboriginal and Torres Strait Islander people’s living conditions and social situation after visiting Maryanne? Discuss the reasons for his changes in opinion, and consider whether this clip has prompted any changes in your personal opinion also.

**DISCOVER**

1. In Reconciliation Australia’s *The State of Reconciliation in Australia* report, reconciliation is measured through five interrelated dimensions: race relations, equality and equity, institutional integrity, historical acceptance, and unity. Reconciliation Australia states that Australia can only achieve reconciliation if we make progress in all five areas.
   
a. What do you understand about the word ‘reconciliation’?

b. Based on the insights and understandings that you have developed while critically considering the context of the experiences of Aboriginal and Torres Strait Islander peoples in Australia through *First Contact*, write down ideas about how you think Australia is currently tracking against each dimension, and how it might look.
if we achieve success in each dimension. From what you know, is there a big difference between now, and achieving success? Discuss your thoughts with a partner.

c. With a partner, write down an idea for how you or your school could contribute to success in each of the five dimensions of reconciliation. As a class, put all of the ideas on the board and choose one or two that you would like to progress as a class.

English (ACELA1564)

2. List the challenges and complexities experienced in life in Elliott as identified via the voice-over narration. For each challenge, provide a description of where and how it is evidenced in the clip, i.e. from whose perspective.

History (ACHHS188)

3. Analyse Dicko’s monologue about the perception that some people hold that there isn’t social disadvantage. Be sure to discuss how language, the visuals (including shots, angles, and camera movement) and the use of music are used to influence the viewer’s response to Dicko’s ideas.

English (ACELT1641)

4. Research the rights of tenants living in Australia. Are there any violations occurring in the town of Elliott?

5. Imagine that you are an historian writing a book on the diversity of living conditions in Australia’s history. Complete the following activities as part of the investigation process.
   a. Create a list of questions you would need to answer to write a chapter on Aboriginal and Torres Strait Islander communities.
   b. Locate a range of sources depicting life on Aboriginal missions in the 20th century and evaluate their usefulness and reliability. Make sure to critically engage with a range of perspectives, including Aboriginal and Torres Strait Islander perspectives.
   c. Using the report on Housing circumstances of Indigenous households, find out more about current living conditions for Aboriginal and Torres Strait Islander people across Australia (including remote communities), particularly with reference to overcrowding, and compare them to Elliott.

History (ACHHS192) (ACHHS184) (ACHHS186)

CREATE

1. Imagine you are Maryanne, and write a letter to the council arguing for a reduction in rent/action on the state of her house. In your letter, be sure to refer to the rights of a tenant, and how these are not being met.

English (ACELT1815)

2. Write a script for a conversation between two people where one person believes Aboriginal and Torres Strait Islander people get “loads of handouts, houses, support” and one who disagrees. Support each perspective with information from the clip, and from further research to ensure the veracity of your script.

English (ACELY1756)
3. **Episode 2 Activities continued**

**SHARE**

1. Have students work in pairs, or groups of three, to choose one of the above ‘create’ activities, and publish their finished products on a class website or blog.

Media Arts (ACAMAM077)

**Extension Task**

Conduct research into public housing and the prevalence of its use in Australia. Be sure to research the rights of public housing tenants, and housing circumstances, with a specific focus on the health impacts of overcrowding. Some useful sources can be found at the links below:

- Australian Government: Housing circumstances of Indigenous households
- ABS: Housing and Health

History (ACHHS186)

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**Clip 2: School Life - Elliott**

The group join in the morning routine at SK’s house in Elliott, NT, before visiting the school to hear the children’s hopes and dreams for the future.

**POST-VIEWING CLASS DISCUSSION IDEAS**

1. What are some of the obstacles you can identify that may impact on the children from Elliott’s opportunities to best succeed in school?

2. Why is Nicki surprised that the morning routine works? What does this reveal about her assumptions or prejudice?

3. Why is Nicki surprised that the children want to return to Elliott? What does this reveal about her own values, beliefs, and assumptions? In your opinion, are her concerns about the children’s futures justified? Why?

4. Would you have thought attendance would be so high based on some of the struggles brought forward in the clip? Why/why not?
3. **Discover**

1. a. In pairs, conduct research into the rate at which Aboriginal and Torres Strait Islander people are finishing high school compared to non-Indigenous people, and whether the percentage is increasing or decreasing.

   b. Carry out some research into Aboriginal and Torres Strait Islander schooling experiences. Where possible, engage with primary accounts from former or current Aboriginal and Torres Strait Islander students. How are the accounts similar or different to your own, and what factors do you think influence similarities and differences in experiences?

   History (ACHHS186)

2. Create a bar graph comparing the attendance rates of Aboriginal and Torres Strait Islander students with that of non-Indigenous people, and add Elliott as an additional column. Consider breaking this data down across a number of demographics, i.e. state, urban/regional/remote. Considering the principles of equality and equity, and using credible research, write a paragraph to accompany the bar graph hypothesising why there is a difference in attendance rates.

   History (ACHHS186)

3. Based on what you are shown in the clip, write a paragraph hypothesising why you believe the school attendance rate at Elliott is above 90%.

   History (ACHHS191) (ACHHS188)

**Create**

1. Create a photostory of a day in your life, including your morning routine, and your day at school. Write a paragraph reflection on your photostory where you identify the similarities between your day, and that of the children in Elliott.

   Media Arts (ACAMAM074)

2. In this clip Nicki has a strong emotional response to the children of Elliott. Write a Facebook post as Nicki, explaining your mixed emotions experienced in Elliott.

   English (ACELY1813)

3. Create a storyboard that visually summarises the key elements of this clip.

   English (ACELY1752)

4. Create a documentary plan for a short film about your own town. Consider:
   - Who your audience will be and what your purpose is?
   - What aspects of the town will you focus on? Will this portray your town in a positive or negative light? Why? How did your feelings about the town impact on your decision?
   - What documentary techniques you will use and how you will create meaning for an audience.

   Media Arts (ACAMAM073)
### Episode 2 Activities

#### SHARE

1. Hold a film screening at school of a film, or films that showcases the experiences of Aboriginal and Torres Strait Islander people (e.g. Bran Nue Day, Servant or Slave, Rabbit-Proof Fence, Putuparri and the Rainmakers, Charlie's Country, Mad Bastards).

   Media Arts (ACAMAR079)

2. Film a documentary about your own town using the plan that you prepared in an earlier activity. Host a mini film festival to showcase your short films. After viewing other films created by your classmates, consider how your representations of the town are similar or different. Discuss how the audience and purpose of a documentary can impact on editing and the selection of techniques by comparing your documentary to the clip you have viewed about Elliott.

   Media Arts (ACAMAM073)

#### Extension Task

Sign your school up to take part in the Great Book Swap on Indigenous Literacy Day.

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### Clip 3: Cootamundra Girls Home

Renae, Nicki and Natalie meet four former residents of the Cootamundra Girls Home, a residential institution which housed Aboriginal girls forcibly removed from their families.

Note to teachers: this clip and associated content may be difficult for students, particularly Aboriginal and Torres Strait Islander students. Be wary of students experiencing difficulty and support them accordingly.

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### POST-VIEWING CLASS DISCUSSION IDEAS

- What do you know about the Stolen Generations?
- Do you know people, or have you heard people, who say that children were removed from their families for their own good? How do you respond to these attitudes?
- Do you believe the policies in Australia that led to the forced removal of Aboriginal and Torres Strait Islander children from their families was a violation of human rights? Why/Why not?
- How do Renee’s personal values impact on her perspective of the women’s experiences? Consider her response when she discovers that Aunty Fay Moseley’s father was a war hero.
3. **Episode 2 Activities continued**

**DISCOVER**

1. Research: The *Bringing Them Home Report* was released in 1997 and provides first-hand accounts from members of the Stolen Generations. Access the report and answer the following questions:
   a. What is the purpose of the report?
   b. The report shares statistical information comparing the life circumstances of children who were removed, to the children who were left with their families. Find this information and create a bar graph comparison, then evaluate any significant differences in education, health and income.
   c. Select three personal accounts shared in the report and identify the consequences of these people’s removal.
   d. Evaluate the usefulness and reliability of this source for an historian studying the Stolen Generations.

   History (ACHHS188) (ACHHS186) (ACHHS189)

2. The power of language:
   a. The women use a range of different words to describe the act of being removed from their families: snatched, stolen, taken away, and forcibly removed. Find a definition of each word, and then write a few sentences reflecting on the power of language, especially official language, to shape attitudes to specific events.

   English (ACELT1812) (ACELA1564)

3. How do the visual and auditory elements of this clip reinforce the messages of the women who were forcibly removed from their family? Consider camera angles, camera shots, camera movement, lighting, sound, framing, voice-over.

   English (ACELT1641)

4. Find three primary sources about the Stolen Generations and evaluate their usefulness and reliability for an historian.

   History (ACHHS188) (ACHHS189)

5. Archie Roach uses music to explore the personal impact of the Stolen Generations in his song ‘Took the Children Away’. Listen to the song and write a 200-word explanation of how the performer uses language and music to highlight the racism that existed in Australia during the 20th century, and also the resilience of Indigenous Australians. In 2015, musician Briggs remade Archie Roach’s classic into a song called ‘The Children Came Back’. Listen to this song and write another 200-word reflection on the resilience of Aboriginal and Torres Strait Islander people and cultures, 25 years after the original song was released.

   Media Arts (ACAMAR079)

**CREATE**

1. Write a critical reflection analysing the impacts of the day Aunty Fay Moseley was taken from her family and put on the train.

   English (ACELT1815) (ACELT1644)
2. The women who were survivors of Cootamundra Girls' Home refer to a sign that was on the wall at the home – *think white, act white, be white*. This poster was intended to make the girls ashamed of their race, and culture, and to view 'white' culture as superior. Create a series of posters with messages for today's young people about the importance of valuing diversity to improve race relations in Australia. Share these around your school.

   English (ACELY1756) Media Arts (ACAMAM077)

3. Write a two-stanza poem titled 'Why Were They Taken?'

   English (ACELT1815) (ACELT1644)

4. The Kinchela Boys' Home was another institution Aboriginal children were sent to after being forcibly removed from their families. Kinchela Boys Home Aboriginal Corporation (KBHAC) was established by survivors of Kinchela Aboriginal Boys Training Home, a NSW institution that housed Aboriginal boys forcibly removed from their families. Their website is a valuable resource for studying the Stolen Generations.

   a. Write an explanation outlining the purpose of the website and identify the intended audience.
   b. Locate the Kinchela Boys Home Aboriginal Corporation’s timeline and identify three key events in the organisation’s history.
   c. Create an infographic about the history of Kinchela using the information on the website.
   d. Watch/read one of the stories featured on the website and write a summary of what the man shares about his experience at Kinchela. Share your summary with the class.
   e. Write a short report evaluating how organisations such as Kinchela Boys Home Aboriginal Corporation contribute to the process of historical acceptance, and how valuable historical acceptance is to the healing process for the Stolen Generations.

   History (ACDSEH106) (ACDSEH104)

SHARE

1. Create a digital gallery using Prezi or PowToon that includes excerpts from texts that represent or recount experiences of the Stolen Generations. Your gallery might include poems, photographs, short stories, or articles about the Stolen Generations. Remember that this content may be extremely sensitive for people who have connections to the Stolen Generations, so select your excerpts carefully.

   Media Arts (ACAMAR079) (ACAMAM077)

2. Reflection: Write a letter to your family explaining what you have learned about the Stolen Generations, your personal reaction to this part of Australia's history, and the importance of understanding and accepting our history.

   English (ACELT1814)

   Extension Task

   To develop students' understanding of the Stolen Generations further, students can view clips from the documentary *Servant or Slave* and complete activities from the teaching resource located here.

   English (ACELY1752)
4. Episode 3 Activities

CONCEPTS:
• The power of education
• Stereotypes and prejudice
• Changing attitudes
• Equity and Equality
• Connection to Country

Clip 1: Discussion with Stan Grant

The six participants return to Sydney to discuss their journey and views with journalist Stan Grant.

POST-VIEWING CLASS DISCUSSION IDEAS
• How have the participants’ ideas and understandings developed in relation to the Stolen Generations? What does the clip suggest prompted these changes or developments?
• Do you think David is willing to change his opinions or develop his ideas? Why/why not?
• Do you think the word ‘stolen’ is an accurate word to describe the forced removal of Aboriginal and Torres Strait Islander children from their families and communities? Why/why not?
• What does the discussion around the language used to talk about the Stolen Generations tell us about historical acceptance in Australia?

DISCOVER
1. Research Task: Stan Grant is an Aboriginal journalist. Research his background and career and write a one-page biography about his life and contributions. History (ACHHS186) English (ACELY1756)
2. Create a table with four columns – write the names Tom, David, Dicko, and Stan in a column each. Underneath each name, summarise that person’s attitude towards the term ‘Stolen Generations’, as well as identifying possible
reasons why they have this view, and the impacts you believe this would have on their perceptions of, and interactions with, Aboriginal and Torres Strait Islander people. Draw on direct quotes from the clip, as well as associated tone or body language cues, to justify your responses.

English (ACELY1749)

3. This segment of the clip raises the concept of historical acceptance. In The State of Reconciliation in Australia report, historical acceptance refers to understanding and accepting the wrongs of the past, and the impact of these wrongs, so as to appropriately address, and avoid repeating these wrongs, into the future. Dicko uses an extended analogy of the Holocaust to try to explain to David the moral responsibility of ‘white’ Australians who were complicit in the forced removal of Aboriginal and Torres Strait Islander children from their families. As a class, discuss the effectiveness of Dicko’s analogy in communicating his point. Making reference to the table created in activity 2, also discuss with the class the responsibility of people living today to accept and address the wrongs of the past and their impacts, in the interests of protecting against repeating these wrongs.

English (ACELT1641) (ACELT1812)

CREATE

1. Imagine that Stan Grant is visiting your school to speak about race relations in Australia. Create a list of five questions that you would like to ask him about the topic.

History (AGHHS184)

2. Design a website of useful resources and links for Australians with the aim of creating awareness of the facts and impacts of the policies of forced removal of Aboriginal and Torres Strait Islander children from their families and communities. Your website should contain credible and factual information from a number of perspectives, including Aboriginal and Torres Strait Islander perspectives, and direct your audience to a wide range of relevant texts including art, poetry, songs, legislation, historical documents, personal accounts, videos etc.

Media Arts (ACAMAM074) (ACAMAM077)

SHARE

Write a letter to the editor of your school newspaper where you discuss the importance of Historical Acceptance – of acknowledging the wrongs of the past, and understanding the impact of these wrongs, as a key process in supporting reconciliation between non-Indigenous Australians and Aboriginal and Torres Strait Islander peoples. Be sure to reference what you have learnt about the Stolen Generations in your letter. Use The State of Reconciliation in Australia report for reference.

English (ACELY1756)

Extension Task

Watch the NITV documentary Servant or Slave to further your understanding of the impacts that life at the Cootamundra Girls Home had on young Aboriginal and Torres Strait Islander people who were forced into domestic servitude. You can find curriculum-linked resources and clips from the documentary here and the full the documentary on ClickView.
Clip 2: West Kimberley Regional Prison

Renae, Nicki and Natalie meet Tracy, an inmate at West Kimberley Regional Prison. This unique prison has been designed specifically for Aboriginal prisoners.

POST-VIEWING CLASS DISCUSSION IDEAS

- What positive learnings or experiences has Tracy drawn out of the otherwise negative experience of being in jail?
- The narrator comments that this is the “only real education” that Tracey has ever had. Why might providing culturally responsive educational opportunities be a good strategy for lowering incarceration rates?
- The cost for housing inmates in this prison is $1200/day per person. How do the participants feel about this cost? Do you agree or disagree with them? Why?

DISCOVER

1. Research Task: Research the Royal Commission into Aboriginal Deaths in Custody and complete the following questions and activities:
   a. When was the report released and what time period does it cover?
   b. Create a bar graph comparing statistics from the Royal Commission report on Aboriginal and Torres Strait Islander deaths in custody to non-Indigenous deaths in custody over the same time period.
   c. Read through some of the recommendations that were put forward by the commission. Choose one or two and research what progress has been made towards their achievement.
   d. How many Aboriginal and Torres Strait Islander deaths in custody still occur each year in Australia, 25 years since the Royal Commission released its findings? Does this figure surprise you? Why or why not?
   e. As per the State of Reconciliation report, historical acceptance requires that action is taken to ensure the wrongs of the past are not repeated. Critically reflect on progress in Aboriginal and Torres Strait Islander incarceration since 1991 and evaluate whether or not past wrongs have been righted.

History (ACDSEH106) (ACDSEH104)
Recommended websites:
NITV: Infographics Indigenous incarceration in Australia at a glance
Australian Human Rights Commission: Indigenous Deaths in Custody
NITV: The Royal Commission into Aboriginal Deaths in Custody – Timeline

2. The West Kimberley Regional Prison has been designed specifically for Aboriginal prisoners, and has a philosophy that includes ‘recognition and acceptance of cultural, kinship, family and community responsibilities as well as spiritual connection to land.’ Read through the information about the prison found here, and then write a half-page evaluating how this clip demonstrates the philosophy outlined in the resource.

CREATE

1. Drawing on what you see and hear from Tracy in the clip, write a critical reflection about how the education that she has received while in the West Kimberley Regional Prison has empowered her to make different choices when she leaves prison.

2. Make a short video that raises awareness of the progress, or lack thereof, toward reducing incarceration rates of Aboriginal and Torres Strait Islander people since the findings of the Royal Commission. You might also like to research strategies for reducing incarceration rates, for example, circle sentencing, justice reinvestment, and adequate legal representation and include a discussion about these strategies in your film. You can use this resource to help plan your video.

SHARE

Watch the NITV Awaken episode, First Response, that aired following the first episode of First Contact series two, and note down the style of questions asked by the host Catherine Liddle. Hold your own discussion panel in class, reflecting on First Contact series two.

Extension Task

Using the Blueprint for Change resource from the Change the Record Coalition, create an infographic that visually represents why there is a need for a strategy to ‘change the record’ and makes a case for investing in Justice Reinvestment to reduce incarceration rates. Use Canva to create your infographic.

My own notes
4. **Episode 3 Activities**

**Clip 3: Out on Country**

The group join Dion and his rangers out on Country to help trap feral pigs. Dion believes Aboriginal people's connection to Country should be about employment now and for the future.

**POST-VIEWING CLASS DISCUSSION IDEAS**

- Why is it valuable to work collaboratively with Aboriginal and Torres Strait Islander peoples in environmental and cultural conservation efforts?
- What does David's body language and facial expressions suggest about his attitude toward the employment opportunities provided by the environment conservation program in the clip?
- Why does the model of the environment conservation program appeal to David's value system?
- Why is this a significant moment for Dicko and his beliefs?
- Why is it critical that we preserve the traditional knowledge of Aboriginal and Torres Strait Islander peoples around Australia?

**DISCOVER**

1. Often in land and sea-management practices in Australia, Aboriginal and Torres Strait Islander knowledge is used in conjunction with scientific research and technology to develop innovative approaches that are receiving national and international recognition. Research and explain an approach to sustainability that uses Aboriginal or Torres Strait Islander knowledge. You may wish to view the NITV short documentary series [Dark Science](https://nativetv.nitv.gov.au/dark-science).

   **History** (ACHHS186) (ACHGK072)

   **Suggested websites:**
   - [Dark Science – NITV](https://nativetv.nitv.gov.au/dark-science)
   - NAILSMA: Looking after Country
   - Country Needs People
   - Central Land Council

**CREATE**

1. Access a copy of a map of your school and use it to design a designated reflection area for your school. The purpose of the area should be to foster a
connection to place and the Country on which the school is located. Where appropriate, and based on consultation with, and collaborative input from, your local Aboriginal and Torres Strait Islander community, your design may include a yarning circle, Aboriginal and Torres Strait Islander designs and patterns, a bush tucker garden or a fire pit. Share your plan with your school's Student Representative Body.

English (ACELY1749)

2. Write a job advertisement for a position that involves working on Country to care for Country. Make sure you include a list of skills and personal qualities an applicant would need to be successful. i.e. respect for, and knowledge of, the land and environment, hard working etc... Dion works for Kalan Enterprises – you may wish to look at their website to help you complete this task.

English (ACELT1644)

SHARE

1. View the Reconciliation timeline from Reconciliation Australia. What would you like added to the timeline over the next 20 years? Share your responses on twitter using the hashtag #reconciliation #sbslearn

History (ACHHS192)

2. Where appropriate, plan an excursion to a site that is significant to the Traditional Owners in your local area. Consult with relevant Aboriginal and Torres Strait Islander community groups/organisations and Elders to get assistance and accurate advice about the proposed trip. With permission from the local Aboriginal and Torres Strait Islander community, complete a photo diary of the day and share it on your school’s social media account. Note: photography may not be appropriate given some Aboriginal and Torres Strait Islander protocols around images and photographs. If so, use another method of representing the day that is respectful of your local community’s protocols around image and information sharing.

History (ACHHS192)

Extension Task

Indigenous Protected Areas are areas of land or sea that are managed by local Indigenous communities. They are part of the National Reserve System and so form an important part of biodiversity conservation in Australia. However, Indigenous Protected Areas deliver more than environmental benefits; managing Indigenous Protected Areas helps Indigenous communities to protect their cultural values for current and future generations.

Conduct research online to find out more about Indigenous Protected Areas, particularly those in your local area, and then create a poster that describes what an Indigenous Protected Area is.

Resources to get started:

Country Needs People

WWF – What is an Indigenous Protected Area?

Australian Geographic – Indigenous Protected Areas

History (ACHHS190) English (ACELY1750)