



THE LONG WALK

'Walk The Talk'

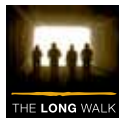
THE LONG WALK EDUCATION PROGRAM

"THIS ISN'T ABOUT INDIGENOUS AUSTRALIA AND WHITE AUSTRALIA
- THIS IS ABOUT ALL AUSTRALIA" MICHAEL LONG



Teacher's Resource - VELs Level 6 - Australian Curriculum Years 9 and 10

Proudly supported by



A PARTNERSHIP PROGRAM OF THE LONG WALK INC
AND THE KOORIE HERITAGE TRUST INC



'Walk The Talk'

Koorie Heritage Trust and The Long Walk Foundation

'Walk The Talk'

THE LONG WALK EDUCATION PROGRAM

THE LONG WALK EDUCATION PROGRAM

Teacher and Student Resources.

To be used in conjunction with the "Walk The Talk" incursion.

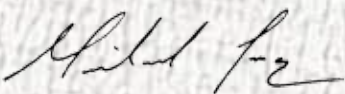
FOREWORD FROM MICHAEL LONG

My walk to Canberra was a mission of hope. I believed that all Australians were looking for a way to express their support for Aboriginal people and their need to be heard. My journey to meet the Prime Minister proved this conviction to be correct.

Seven years later the 'Walk the Talk' program and Education kit continues the journey of raising awareness in schools.

I sincerely thank all the people who have kept the conversation going. I invite all participants in this program to walk with me for a better future for all Australians.

I look forward to seeing your work as you upload to The Long Walk website, thelongwalk.com.au



Michael Long

'Walk The Talk'

CONTENTS

Our Aspirations, Our Goals, Our Values	4
Glossary	5
SECTION 1: Information for the Teacher	6
VELS Matrix VELS Level 6	7
Australian curriculum year 9	8
Australian curriculum year 10	9
General competencies	10
Organising ideas	11
In Brief - The Long Walk	12
In Detail -The Long Walk	13
News Article reading list	14
SECTION 2: Student activities	16
Activity 1: Walks with a Purpose class activity	16
Activity 1a: Walks with a Purpose	17
Activity 2: Leaders and Role Models	19
Activity 3: Acknowledgement of Country	22
Activity 4: The Stolen Generations, Personal Stories	28
Activity 5: Reconciliation	29
Bloom's Taxonomy	30
SECTION 3: Resources for activities	34
Activity 1: Helpful Fact Sheets and Resource Material to download	34
Reflection	37
Walk the Talk Ideas for Taking Action	38
Extra resource list	39
Maps	44
Traditional Owner Groups: Melbourne Metro	45
Koorie Heritage Trust Programs	46
Acknowledgements	47

THE LONG WALK

THE LONG WALK RAISES AWARENESS FOR INDIGENOUS WELL-BEING

OUR GOALS

Raising Australians' **awareness and understanding** of the talents and contributions offered by Indigenous Australians;

Using our networks and partnerships to create and use forums to **encourage Indigenous voices** to be heard; and

Raising funds to support innovative, new development programs initiated and led by Indigenous communities.

OUR VALUES

RESPECT – we respect, value and promote the cultural heritage, aspirations and rights of ALL Australians.

TEAMWORK – we initiate and activate strong, cooperative working relationships with other organisations, businesses and government agencies.

INDEPENDENCE – while we work in partnership with numerous organisations and government agencies' we maintain our independence. We are apolitical.

LEARNING – we are committed to ongoing learning, self-evaluation and development.

SUCCESS – we are committed to identifying clear goals and achieving results.

thelongwalk.com.au



TEACHER BACKGROUND MATERIAL

GLOSSARY

Aboriginal - earliest inhabitants.

Equity - the concept of fairness, ensuring an even share.

Human rights - the universal rights of individuals such as: freedom of speech and religion and equality before the law.

Indigenous - belonging to a specific region or area. E.g. People, flora, fauna.

Globalisation - the breakdown of traditional barriers between nations and a trend towards faster and cheaper movement around the world of people, goods, money and information.

NAIDOC - National Aboriginal and Islander Day Observance Committee. NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander Peoples. NAIDOC is celebrated not only in Indigenous communities, but also, by Australians from all walks of life.

Reconciliation - a process that strives to improve relations between Indigenous and non-Indigenous people.

Self-determination - the right of a nation or group to form their own government and to have a say in the rules and laws that they must abide by.

Social justice - fair and just treatment by a society of individuals and groups within it.

Sorry Day - The first Sorry Day was held in Sydney in 1998. It is now commemorated nationally on the 26th of May with thousands of Australians from all walks of life participating in memorial services, commemorative meetings, survival celebrations and community gatherings to honour the Stolen Generations. Sorry Day has helped to keep the issues of the Stolen Generations on the political and social agenda. The Bringing Them Home Report documented evidence from members of the Stolen Generations.

Stolen Generations - The Stolen Generation is a term used to describe children from Australian Aboriginal and Torres Strait Islander heritage who were removed from their families by the Australian Federal and State government agencies and church missions, under acts of the parliament. While this official policy ceased in 1972/73 the ramifications continue to impact on family members to this day.

Torres Strait Islanders - Indigenous people from the Torres Strait Islands. (A group of islands in the northeast of Australia.) Most Torres Strait Islanders consider themselves as completely separate and a culturally distinct identity from mainland Aboriginal People.

SECTION I: Information for the teacher

INTRODUCTION

This education program material is intended to:

- Increase Australian students' and teachers' understanding of Indigenous Australians.
- Strengthen knowledge and understanding of The Long Walk in 2004 and its subsequent evolution.
- Strengthen knowledge and understanding of other walks for change by Indigenous Australians since European settlement.
- Inspire students and create an awareness that students and youth have the power to create change.
- Develop a broader global context of an individual's ability to create change.
- Build a sense of social consciousness and individual empowerment of social initiative and action.

AUDIENCE

The intended audience is teachers and students who have participated in The Long Walk incursion at their school. It is anticipated that this resource be used by teachers as follow up activities with students in class.

It is expected that teachers and students will have varying levels of knowledge about; Indigenous Australians beliefs, protocols, language and culture and its diversity across Australia.

Before 'walking the talk' in your classroom

Consider the following:

- Does your school acknowledge an understanding and respect of the local Aboriginal community and the ancestral lands that the school now rests upon?
- Does your school currently have Indigenous Australian students?
- What does the school already teach about Indigenous Australians?
- What ways, if any, does the school acknowledge, welcome, demonstrate an understanding of Indigenous Australians?

Identify what is already known and practiced, and consider taking some action to build in additional elements to what already happens in the school and community as an outcome of your work with The Long Walk Trust.

CONTACT

Dean Stewart

Koorie Heritage Trust Education Manager

Email: dean@korieheritagetrust.com

Phone: 03 8622 2600

'Walk The Talk'

VELS MATRIX:

STRAND	DOMAINS	DIMENSIONS	6
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity	
		Health knowledge and promotion	
	Interpersonal Development	Building social relationships	X
		Working in teams	X
	Personal Learning	The individual learner	X
		Managing personal learning	X
	Civics and Citizenship	Civic knowledge and understanding	X
		Community engagement	X
Discipline Based Learning	The Arts	Creating and making	
		Exploring and responding	
	English	Reading	X
		Writing	X
		Speaking and listening	X
	Humanities	Humanities knowledge and understanding	X
		Humanities skills	X
	Humanities/Economics	Economic knowledge and understanding	
		Economic reasoning and interpretation	
	Humanities/Geography	Geographical knowledge and understanding	X
		Geographical skills	
	Humanities/History	Historical knowledge and understanding	X
		Historical reasoning and interpretation	X
	Languages Other Than English	Communicating in a language other than English	
		Intercultural knowledge and language awareness	
	Mathematics	Number	
		Space	
		Measurement, chance and data	
Working mathematically			
Structure			
Science	Science knowledge and understanding		
	Science at work		
Interdisciplinary Learning	Communication	Listening, viewing and responding	X
		Presenting	X
	Design, Creativity and Technology	Investigating and designing	
		Producing	
		Analysing and evaluating	
	Information and Communication Technology	ICT for visualising thinking	
		ICT for thinking	
		ICT for communicating	
	Thinking Processes	Reasoning, processing and inquiry	X
		Creativity	
Reflection, evaluation and metacognition		X	

In addition to specific VELS links, KHT education programs support the development of students working towards the achievement of standards.

'Walk The Talk'

AUSTRALIAN CURRICULUM YEAR 9

English	Language	Language variation and change		
		Language for interaction	X	
		Text structure and organisation		
		Expressing and developing ideas	X	
	Literature	Literature and context		
		Responding to literature		
		Creating literature		
	Literacy	Texts in context		
		Interacting with others		
		Interpreting, analysing, evaluating	X	
		Creating texts	X	
	History	Historical knowledge and understanding	Making the world better	X
			Australia and Asia	X
World War I				
Historical skills		Chronology, terms and concepts		
		Historical questions and research	X	
		Analysis and use of sources	X	
		Perspectives and interpretations	X	
		Explanation and communication	X	
Mathematics	Number and Algebra	Real numbers		
		Money and financial mathematics		
		Patterns and algebra		
		Linear and non-linear relationships		
	Measurement and Geometry	Using units of measurement		
		Geometric reasoning		
		Pythagoras and trigonometry		
	Statistics and Probability	Chance		
		Data representation and interpretation	X	
	Science	Science understanding	Biological sciences	
Chemical sciences				
Earth and space sciences				
Physical sciences				
Science as Human endeavour		Nature and development of science		
		Use and influence of science		
Science inquiry skills		Questioning and predicting		
		Planning and conducting		
		Processing and analysing data and information		
		Communicating		

<http://www.acara.edu.au/copyright.html>

'Walk The Talk'

AUSTRALIAN CURRICULUM YEAR 10

English	Language	Language variation and change	
		Language for interaction	
		Text structure and organisation	
		Expressing and developing ideas	X
	Literature	Literature and context	
		Responding to literature	X
		Creating literature	X
	Literacy	Texts in context	
		Interacting with others	
		Interpreting, analysing, evaluating	X
		Creating texts	X
	History	Historical knowledge and understanding	Rights and freedoms
The globalising world			
World war I I			
Historical skills		Chronology, terms and concepts	X
		Historical questions and research	X
		Analysis and use of sources	X
		Perspectives and interpretations	X
		Explanation and communication	X
Mathematics	Number and Algebra	Real numbers	
		Money and financial mathematics	
		Patterns and algebra	
		Linear and non-linear relationships	
	Measurement and Geometry	Using units of measurement	
		Geometric reasoning	
		Pythagoras and trigonometry	
	Statistics and Probability	Chance	
		Data representation and interpretation	X
Science	Science understanding	Biological sciences	
		Chemical sciences	
		Earth and space sciences	
		Physical sciences	
	Science as Human endeavour	Nature and development of science	
		Use and influence of science	
	Science inquiry skills	Questioning and predicting	
		Planning and conducting	
		Processing and analysing data and information	
		Communicating	

'Walk The Talk'

General Competencies	Critical and creative thinking	Pose insightful and purposeful questions	X
		Apply logic and strategies to uncover meaning and make reasoned judgments	X
		Think beyond the immediate situation to consider the 'big picture' before focussing on the detail	X
		Reflect on thinking, actions and processes	X
		Suspend judgment about a situation to consider alternative pathways	X
		Generate and develop ideas and possibilities	X
		Analyse information logically and make reasoned judgments	X
		Assess the feasibility, possible risks and benefits in the implementation of their ideas	
		Evaluate ideas and create solutions and draw conclusions	
		Transfer their knowledge to new situations	X
	Ethical behaviour	Recognize that everyday life involves consideration of competing values, rights, interests and social norms	X
		Identify and investigate moral dimensions in issues	X
		Develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles	X
		Explore questions such as: What is the meaning of right and wrong and can I be sure that I am right? Why should I act morally? Is it ever morally justifiable to lie? What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?	X
	Intercultural understanding	Identify increasingly sophisticated characteristics of their own cultures and the cultures of others	X
		Recognise that their own and others' behaviours, attitudes and values are influenced by their languages and cultures	X
		Consider what it might be like to 'walk in another's shoes'	X
		Compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these	X
		Reflection how intercultural encounters have affected their thoughts, feelings and actions	X
		Accept that there are different ways of seeing the world and live with that diversity	X
		Stand between cultures to facilitate understanding	X
		Take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world	
	ICT competence	Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems	X
		Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks	X
		Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)	X
		Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed	
		Apply appropriate social and ethical protocols and practices to operate and manage ICT	X
	Personal and social competence	Recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)	X
		Manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)	
		Perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)	X
		Form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management)	X

Reproduced with permission of the Australian Curriculum, Assessment and Reporting Authority (ACARA)
<http://www.acara.edu.au/copyright.html>

ORGANISING IDEAS

For each cross-curriculum priority, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

Code	Organising ideas	
Country/Place		
OI.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.	×
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.	×
OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.	×
Culture		
OI.4	Aboriginal and Torres Strait Islander societies have many Language Groups.	×
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.	×
OI.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.	×
People		
OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.	×
OI.8	Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.	×
OI.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.	×

www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures <http://www.acara.edu.au/copyright.html>

THE LONG WALK - IN BRIEF

November 2004:

AFL legend Michael Long, fed up with the plight of his people, walked from his home in the Melbourne suburbs to talk to Prime Minister John Howard in Canberra. His walk became a mission of hope - charged by the understanding that Australians from all walks of life were looking for a way to express their support for Aboriginal people and their need to be heard.

December 2005:

In a remarkable show of our community in action, over 10,000 people joined Michael and the original walkers in a community walk around Princes Park in Melbourne. It was the start of a new movement. They walked for change, they walked to support Indigenous leadership, and they walked for a unified Australia.

In 2006:

The tradition continued. Our focus is on providing all young Australians access to the information and resources they need to engage with and get behind The Long Walk. The 2006 Long Walk campaign was launched at the Dreamtime at the G match between Essendon and Richmond. Supporters walked on to the MCG under the haze of red and yellow glow sticks as part of the pre-match entertainment.

From 2007 onwards:

The Long Walk has continued to be a success. Each year thousands of people walk from Federation Square to the MCG to show their support for Indigenous Australians and for a unified Australia. The Dreamtime at the G match between Essendon and Richmond is a key part of the event. Each year the number of walkers grows. In 2010, 13,000 walkers joined Michael Long in the Long Walk to the G.

The Long Walk Trust

The Long Walk is a Trust that raises awareness for Indigenous wellbeing. The Trust operates year round delivering awareness raising events and fundraises to support three programs that work for change.

These include:

Walk the Talk Education Program

Indigenous Cultural Exchange

Fellowship for Indigenous Leadership.

The Long Walk is a Trust inspired by Michael Long's walk to Canberra to get the lives of Indigenous people back on the national agenda. By raising awareness The Long Walk Trust believes outcomes for Indigenous people will be greatly enhanced.



THE LONG WALK - IN DETAIL

2004

On 21 November 2004, AFL legend Michael Long embarked on an historic trek, walking from his home in the suburbs of Melbourne to Parliament House in Canberra – more than 650 kilometres away. After returning home from yet another Indigenous funeral, Michael decided that something needed to be done about the plight of his people. He took it upon himself to get Indigenous issues back on the national agenda and resolved to meet with Prime Minister John Howard to discuss his concerns... even if he had to walk all the way to Canberra to do it.

At the end of his first day of walking, Michael reached the Victorian town of Wallan. He spent the next day there, gathering the support he would need for the long walk ahead. Michael was joined by Paul Briggs, a prominent Aboriginal Elder and head of the Rumbalara Football Netball Club, who helped Michael organise the resources required for his journey to the capital.

Michael and Paul were joined along the road by people from all over the country and from all walks of life. Some walked in support for an hour, some for a day and some walked all the way to Canberra. As the walkers passed through the Victorian countryside, local people came out to meet them, offering encouragement, support and assistance. Seeing both Indigenous and non-Indigenous people rallying together, Michael's Long Walk became a mission of hope. From a sense of frustration and pain, the walkers became charged by the understanding that Australians from all walks of life had been looking for a way to express their support for Aboriginal causes for a long time. The Long Walk website was flooded with thousands of emails from Indigenous and non-Indigenous Australians expressing their support. A common theme emerged – the Long Walk provided a much-needed public vehicle allowing Australians to express their desire for a united nation.

Further, it demonstrated Australians' willingness to learn from the knowledge gained over 50,000 years of Indigenous Australia. On November 26, the Long Walk officially became a success. Prime Minister John Howard agreed to meet Michael on Friday, December 3. Although this meant that the NSW leg of the journey would have to be driven rather than walked to reach Canberra in time, Michael resolved to walk every day until the day of the meeting itself in order to allow his supporters to walk alongside him, right up until the last minute. The walkers reached Albury, where they crossed the border from Victoria into New South Wales. There Michael and Paul were met by people of the local mob at a traditional Indigenous meeting place. From Albury, the walkers drove to Yass to walk the final leg into Canberra.

The Long Walk officially came to an end on Thursday December 2, 2005. The final leg wound its way through the heart of the city and Michael was joined by thousands of supporters as they made their way down to Commonwealth Park. The following day Michael walked into the Prime Minister's office accompanied by fellow walkers John Cusack, Alan Thorpe, Paul Briggs, John Paul Janke and Gareth Wills, as well as prominent Aboriginal leaders Pat and Mick Dodson.



FOR THE TEACHER: BACKGROUND READING

Give Us Some Hope: Author: Michael Gordon
The Age December 4 2004.
www.kooriweb.org/foley/news/age4dec04.htm

We're Aborigines, too: Author: Paul Briggs
The Age August 22, 2008
www.theage.com.au/news/opinion/wereaboriginestoo/2006/08/22/1156012538590.html

The Journey is Just Beginning: Author: Michael Long
SMH, December 23, 2004

Long Route to The 'G' Aims at reconciliation: Author: Marika Dobbin
The Age, May 14, 2008

Long Walk to Freedom Starts With A Single Man: Author: Martin Flanagan
The Age, November 27, 2004

Who is The Next Michael Long: Author: Michael Winkler
Afl.com, May 21, 2008

From Little Things Big Things Grow: Author: Caroline Wilson
The Age, May 23, 2009

A Dreamtime message From Michael Long: Author: Michael Long
The Age, May 22, 2010

Long returns to old club to talk, and listen: Author: Michael Gordon
The Age, May 22, 2010

An Accidental Leader: Author: Waleed Aly
The Age, June 10, 2006

AFL's stand on racism to go to UN: Author: Martin Bolton
The Age, January 21, 2011

Taking the lead: Author: Martin Flanagan
The Age, April 8, 2010

Aboriginal heroes won the struggle Goodes: Author: Michael Cowley
SMH, May 20, 2009

White Knight: Author: Martin Flanagan
The Age, May 24, 2008

Dream team assembled for footy's Dreamtime at the G: Author: Michael Gordon
The Age, May 4, 2006

Leading the way _ again: Author: Michael Gordon
The Age, December 31, 2010

The Long Walk: Australian Institute of Aboriginal and Torres Strait Islander Studies
<http://www.aiatsis.gov.au/news/docs/InstituteNews/jan05.pdf>

SECTION 2 - ACTIVITY 1: Walks with a Purpose

DESCRIPTION:

Whole class discussion identifying what is already known, small group research and presentations.

PURPOSE:

To give students some historical background about significant walks, walk-offs and protests by Indigenous and non-Indigenous people

Duration: Up to 3 x 45 minute classes

Materials: Online or hard copies of the fact sheets available in SECTION 3

QUESTIONS FOR CLASS DISCUSSION

- What are Human Rights? <http://www.humanrights.org.au/human-rights.htm>
- What rights and freedoms do you value and care about?
- If you had these rights and freedoms taken away from you what would you do about it?
- What options would there be to protest or to make changes?
- What rights and freedoms have Indigenous Australians been denied since European settlement?
- Consider the information covered in the incursion program to enhance the discussion.
- One powerful and peaceful way that Indigenous Australians have advocated for and protested about their denial of rights and freedoms is through walks, walk-offs and protest walks.

WALKING

Walking is a powerful action that symbolises moving forward, but more fundamentally establishes an immediate and tangible connection directly, to the earth – a simple movement that holds considerable cultural significance. Australians have a rich history of walking as a form of real social action to express their commitment as a community and as a nation. Traditionally Aboriginal people, for literally tens of thousands of years, travelled on foot throughout this continent on their ancestral lands. They did this for: social, economic, ceremonial, environmental and for deep spiritual obligations – for self, for community, and for country. Before European settlement, the land now known as Melbourne was a crossroad for several Aboriginal communities of the Kulin Nation. The Kulin Nation prospered over a vast area of many, many thousands of square kilometres, the region we today call the central Melbourne precinct was already an ancient location which had always served as a prominent social, political and ceremonial place for inter-community meeting and action by the Kulin for time immemorial. This spirit continues today!

Who are Indigenous Australians?

There are two distinct groups of Indigenous peoples of Australia - Aboriginal people and Torres Strait Islanders. Aboriginal people are people who traditionally live on mainland Australia and Torres Strait Islanders traditionally live on a group of islands off the north east of Australia known as the Torres Strait. Together Aboriginal people and Torres Strait Islanders are often referred to as Indigenous peoples or Indigenous Australians.

'This question, and the way it is sometimes used, is a common source of difficulty. For people choosing to identify, it is a personal and sometimes challenging issue. It has nothing to do with skin colour. The Australian Bureau of Statistics defines an Indigenous person as a person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal or Torres Strait Islander and is accepted as such by the community in which he or she lives. There are three components to the definition: descent; self-identification; and community acceptance.'

Source: <http://www.whatworks.edu.au/dbAction.do?cmd=displaySitePage1> and subcmd=select and id=369

'Walk The Talk'

SIGNIFICANT WALKS, WALK-OFFS AND PROTEST WALKS

Walking has also been at the centre of some of the most significant moments in Aboriginal history including:

William Barak's deputation walking from Healesville to Melbourne, Molly Craig's trek along the Rabbit-Proof Fence, William Cooper's walk in solidarity with the Jewish community, The Cummeragunja Walk-Off, The Pilbara Strike, The Freedom Rides, The Wave Hill Walk off, Eddie Koiki Mabo's walk around Mer (Murray) Island, Michael Long's walk to Canberra.

They are all a part of a proud history of walking for change for Indigenous Australians.

*See more links in resources.

ACTIVITY 1a: Walks with a Purpose

As a class, have a brief discussion identifying what is already known about the location, dates peoples and issues related to each of the walks mentioned above.

In small groups or individually research one or more of the following walks.

Use the Fact Sheets provided by the teacher to get started.

Use the matrix to order your research.

Identify any human rights violations that have occurred in relation to the events. Examine the United Nations Declaration Of Human Rights Charter:

<http://www.un.org/en/documents/udhr/>

<http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>
(simplified version)

Teacher's resource on Human rights (ESL, primary and secondary)

http://www.civicsandcitizenship.edu.au/cce/cce_human_rights_resources,15496.html

Negotiate the mode of presentation and timeline with the teacher and present the findings to the class.

SIGNIFICANT INDIGENOUS WALKS, WALKOFFS AND PROTEST WALKS

Walking has also been at the centre of some of the most significant moments in Aboriginal history including:

- 1863** Walk to select Coranderrk Station – led by Wonga and William Barak
- 1881** William Barak – Healesville to Melbourne Walk Deputation to the Victorian Parliament for Coranderrk mission hand back (First attempt at a Land Rights Claim)
- 1931** Molly Craig's trek along the Rabbit-Proof Fence
- 1938** William Cooper's Walk in solidarity with the Jewish Community against Nazi Germany
- 1939** Cummeragunja Mission Walk-Off
- 1946** The Pilbara Strike
- 1966** The Wave Hill Walk Off
- 1965** The Freedom Rides
- 1988** The Bicentennial Walk
- 1990** Eddie Koiki Mabo's walk around Mer (Murray) Island
- 2000** The Reconciliation Bridge Walks across Australia
- 2004** Michael Long's walk to Canberra
- 2006** Homelands Movement

'Walk The Talk'

Walks, walk-offs and protest walks

Walk?	Information relevant to the walk chosen	References
<p>Who? What can you find out about the person or people involved in the walk?</p> <ul style="list-style-type: none"> • Age • Gender • Occupation • Position in society • Background • Other 		
<p>When did it occur? What was life like for Indigenous Australians at the time?</p> <ul style="list-style-type: none"> • Significant events Happening at this time • Political climate • Prejudices • Social norms 		
<p>Why did this event occur? What form did it take?</p> <ul style="list-style-type: none"> • Discrimination • Oppression • Civil rights • Human rights 		

ACTIVITY 2: Leaders and Role Models

Leaders and role models come in all ages and backgrounds, and are present within all communities including your school, your class and your peers.

Characteristics of leaders

History has shown that great leaders have similar characteristics that include vision, integrity, deep respect and passion and have a strong sense of values, community and self-determination. They usually have a willingness to learn and take all community perspectives into account. Leadership is about attitude and often a determination to bring about change or make a difference.

Ask students:

What is the difference between a leader and a role model?

What makes a good leader?

Ask students

Who are leaders in your

- Life?
- School?
- Community?

Who are role models in your

- Life?
- School?
- Community?

What do you admire about these people?

Investigate some Indigenous Australian leaders and role models

Leave Your Mark is an online resource produced by Oxfam. It explores the inspirational stories of five Aboriginal and Torres Strait Islander youth and their journeys to creative positive social change.

Access the resource at <http://leaveyourmark.my3things.org/>

Click on the names to find out how Michael, Lulu, Kelly, Josh and Aaron have used their skills and interests to contribute to their local and global community. You'll also learn about some of the challenges that they've faced along the way, and how they've overcome these challenges.

Use the **Video Notes link** to download a template for recording the issues, interests and inspiration for each of the young people who have shared their stories.

Leaders and Role Models

Ask students to research one of the leaders in the Indigenous community listed below.

Create a five-minute presentation on one or more of the following Leaders or role models.

Give a brief description of the life of the person that you have chosen. Explain why: You chose this particular person. Their contributions and how their leadership example has had an impact on the way you and others may benefit from reconciliation.

'Walk The Talk'

Name	Area of influence	Website
Pastor Sir Douglas Nicholls	Athlete, minister; Governor S.A	http://www.kooriweb.org/foley/heroes/nicholls.html
Dr. Ian Anderson	G.I Author; medical research	www.Indigenousfellowship.net.au www.hreoc.gov.au
Belinda Duarte	Indigenous leadership	http://www.Indigenousfellowship.net.au
Ngarra Murray	Indigenous leadership	http://www.Indigenousfellowship.net.au
Rachel Perkins	Film and documentary Director	http://www.creativespirits.info/resources/movies/first-australians/
Tracey Moffatt	Artist	http://www.abc.net.au/rn/arts/atoday/stories/s229128.htm
Dr. Jackie Huggins	Educator	http://www.abc.net.au/Indigenous/stories/s2603096.htm
Deborah Mailman	Actor	www.reconciliation.org.au/share-our-pride/.../deborah-mailman
Deborah Cheetam	Opera singer	http://www.deborahcheetham.com/home
Kim Scott	Author	http://www.australiacouncil.gov.au/the_arts
Alexis Wright	Author	http://www.australiacouncil.gov.au/the_arts
Kim Kruger	Manager 'The Long Walk'	http://www.australiacouncil.gov.au/the_arts
Oodgeroo Noonuccal	Writer	http://www.womenaustralia.info/biogs/IMP0082b.htm
Sally Morgan	Artist	http://www.womenaustralia.info/biogs/IMP0082b.htm
Christine Anu	Singer/songwriter	http://christineanu.com.au/biography/
Archie Roach	Singer/songwriter	http://www.archieroach.com.au/Archie_Roach/Welcome.html
Neville Bonner	Australian Federal Parliamentarian	http://www.abc.net.au/schoolstv/australians/bonner.htm
David Unaipon	Writer; inventor	http://www.abc.net.au/messageclub/duknow/stories/s888637.htm
Jack Davis	Playwright	http://australianplays.org/playwright/CP-davfire
Noel Pearson	Lawyer activist	http://www.cyi.org.au/director.aspx
Dr. Anita Heiss	Writer and film director	www.anitaheiss.co
Dr. Marcia Langton	Scholar	http://www.abc.net.au/tv/messagstick/stories/s2696313.htm

'Walk The Talk'

Catherine Freeman	Athlete	http://www.cathyfreeman.com.au/biography/
Nova Peris Kneebone	Athlete	http://www.icmi.com.au/Speaker/Sports_Olympic/Nova_Peris/Biography
Pat O'Shane	Magistrate, teacher, head of state govt. dept.	http://www.abc.net.au/schoolstv/australians/oshane.htm
Aden Ridgeway	State Senator	http://www.reconciliation.org.au/share-our-pride/topics/success-stories/Indigenous-achievers/aden-ridgeway
Maurice Rioli	Footballer	http://www.ntnews.com.au/article/2010/12/26/203421_ntnews.html
Lowitja O'Donoghue	First Indigenous nurse, S.A	http://www.australianbiography.gov.au/subjects/odonoghue/
Shirley (MUM) Smith	Humanitarian	http://www.abc.net.au/schoolstv/australians/smith.htm
Richard Frankland	Playwright, scriptwriter and musician	http://www.goldenseahorse.com.au/richard-j-frankland
Little G	Rapper, actor, dancer and community activist	http://www.communityprophets.com/media/gina_bio.pdf
Munkimuk	Hip hop, rapper	http://www.gadigal.org.au/gadigalinfo/gadigalinformationsservicestaff.aspx?id=116
Aaron Pedersen	Actor	http://www.racismnoway.com.au/classroom/spotlight/11.html
David Wirrpanda	Footballer	http://www.abc.net.au/Indigenous/stories/s2923778.htm http://www.dwf.org.au/docs/Wirrapanda%20-%20A%20Warrior%20for%20his%20People.pdf
Dan Sultan	Musician, songwriter	http://www.dansultan.com/bio.aspx
Ernie Dingo	Actor	http://www.museum.tv/eotvsection.php?entrycode=dingoernie
David Gulpilil	Actor	http://www.gulpilil.com/biography.htm
Paul Briggs	Indigenous leader fellow	http://www.Indigenousfellowship.net.au
Jim Berg	Elder , activist	http://www.koorieheritagetrust.com
Gary Foley	Activist	http://www.australianbiography.gov.au
Faith Bandler	Activist	http://www.australianbiography.gov.au
Sani Townson	Choral director	http://www.abc.net.au/Indigenous/stories/s3147631.htm
Lionel Rose	World Champion boxer	http://www.lionelrose.com.au/
Lisa Bellear	Poet, photographer, activist	www.uqp.up.edu.au/author.aspx/1235/Bellear%20Lisa

ACTIVITY 3: Acknowledgement of Country

In the words of Joy Murphy Wandin - Wurundjeri Elder:

“For Wurundjeri it is about giving recognition to our ancestors for giving us the right to be here. It's paying respect, in a formal sense, and following traditional custom in a symbolic way. If you are looking for someone to give Welcome, it is very important that you identify carefully the traditional owners of the country, so that the correct Elder can be invited. If you don't know whose country it is, you might not be applying the right protocols.

Every time a formal Welcome to Country is given it continues a tradition that has always been a part of Australian culture - except for a recent lapse of about 200 years. It was always given by way of welcome when permission was granted to visit a different tribal area. It's a very important way of giving Aboriginal people back their place in society, and an opportunity for us to say, 'We are real, we are here, and today we welcome you to our land'.

The difference between Welcome to Country and Acknowledgement of Country

Only a traditional owner can welcome you to country. Others can acknowledge the traditional owners and in doing so pay respect.

- What does an Australian Indigenous person mean by the term country?
- What does Wurundjeri Elder mean?
- What country is your school located in? Refer to the map of Indigenous lands (LOCATED IN RESOURCES)
- What is the relationship (connection to country) for Aboriginal peoples to their land?
- Research protocols for welcome to country and acknowledgement of country at:
<http://www.creativespirits.info/Aboriginalculture/spirituality/welcome-to-country.html>

Here is an example of acknowledgements to country for one particular country. (You will need to investigate which community that your school is linked to as each country has a different acknowledgement.)

“I acknowledge the ancestral lands of the the Boonwurrung and Woioiwurrung speaking people of the larger Kulin Nation that this, the city of Melbourne now rests upon.

I acknowledge both the people and their Elders both past and present.

I also wish to acknowledge the very land and its spirit which binds us all”

<http://www.dpcd.vic.gov.au/Indigenous/about/reconciliation/protocols-for-recognising-traditional-owners> <http://wcf.vu.edu.au/GovernancePolicy/PDF/POU050310000.PDF>



'Walk The Talk'

Indigenous Leaders and Elders in your community

There are Indigenous Leaders and Elders in every community. Invite one to join your class discussion. How does your school acknowledge the traditional owners of the land where your school is located? Whose Country are you on?

- Display a flag. http://srs.snaicc.asn.au/_uploads/rsfil/00052.pdf (Children's activity kit) http://www.itsanhonour.gov.au/students/student_symbols/Aboriginal_flag.cfm (teachers flag resource) <http://www.naidoc.org.au/about/Indigenous-australian-flags/>
- Create a welcome sign.
- Erect a plaque with an acknowledgement of traditional owners.
- Construct a mural with an Indigenous welcome.
- Add an acknowledgement of traditional owners on your school website.

How does your local community acknowledge local Indigenous Australians?

Indigenous Elders and or representatives should be included in the decision-making about an appropriate acknowledgement of country to be used at school events. Investigate and take action by inviting the school and local Indigenous community to work together.

USEFUL RESOURCES:

Protocols for recognizing traditional owners

<http://wcf.vu.edu.au/GovernancePolicy/PDF/POU050310000.PDF>

<http://www.dpcd.vic.gov.au/Indigenous/about/reconciliation/protocols-for-recognising-traditional-owners>

<http://www.creativespirits.info/Aboriginalculture/>

Reconciliation (Victoria)

www.antarvictoria.org.au

Yarra Healing

<http://www.yarrahealing.melb.catholic.edu.au/>

Victorian Aboriginal Corporation for Languages

<http://www.vaclang.org.au/maps.aspx>



ACTIVITY 4: The Stolen Generations

THE IMPORTANCE OF IDENTITY

Your identity is who you are. It is what makes you unique. Many different things contribute to your identity from the language you speak, your core values and beliefs, religion, culture and family history, physical attributes and even the clothes you choose to wear. Part of your identity comes from tradition; where cultural traits are embraced and celebrated from generation to generation. Some people are bought up with their identity and traditions; others adopt the traditions and culture of another place or people. It is important to have a choice.

Ask the students to consider:

What contributes to your identity?

Why is it important to choose your identity?

Do you think you can change your identity?

Would you choose to change yours?

What problems might occur if there is doubt or confusion over identity?

Students may choose to do this as a personal activity and only share general responses about the concept of identity.

Australia's Stolen Generations – a stain on Australia's History

One of the darkest chapters of Australian history was the **forced removal of Aboriginal children from their families**. Children as young as babies were stolen from their families to be placed in girls and boys homes, foster families or missions. At the age of 18 they were 'released' into white society, often scarred for life by their experiences of forced assimilation into European society, menial roles such as domestics and farmhands and the deliberate attempts at breeding out race.

Today these Aboriginal people are collectively known as the **'Stolen Generations'** because several generations were affected and continue to be affected.

Many Aboriginal people are still searching for their fathers, mothers and brothers and sisters. They are searching for their identity and their connection.

'The loss of heritage and culture has been a continuing effect of the forcible removal of children. Children removed from their families often lost contact with their language and traditions and this has led to loss of identity and belonging.'

<http://www.creativespirits.info/Aboriginalculture/politics/stolen-Generations.html>

Read more:

Connecting Home

<http://www.stolenGenerationsvictoria.org.au/>

Reconciliation Australia

www.reconciliation.org.au/

<http://www.daa.nsw.gov.au/publications/53.html>

Bring Them Home Report

www.hreoc.gov.au/social_justice/bth_report/index.html

'Walk The Talk'

Ask students to complete this KWL Chart (KNOW - WANT - LEARNED) linking to the Stolen Generations
Begin with the first and second columns only.

What I know already	What I want to find out	What I have learned

'Walk The Talk'

Read the following material in class and ask students to add to their KWL chart.

Stolen Generation

The Stolen Generation refers to Aboriginal and Torres Strait Islander children who were forcibly removed from their families and communities by the State and Territory governments of Australia. While Indigenous children were taken away from the very beginning of colonization, the Stolen Generation more usually refers to children removed under deliberate government policies from the beginning of the 20th century until the 1970s.

In response to lobbying by Indigenous community groups, in 1995 the Federal government commissioned the Human Rights and Equal Opportunity Commission (HREOC) to compile a report on what is now known as the Stolen Generation. It was the first time the Australian government had formally investigated the devastating and ongoing psychological, social, cultural and economic effects of the forcible removal of Indigenous children.

The HREOC inquiry took evidence and recorded testimonies from 535 Indigenous people throughout Australia, which resulted in the report *Bringing Them Home: The National Enquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families*.

While there was some difficulty in discovering the exact number of children forcibly removed from their families and communities because of incomplete or missing records, the report estimated with confidence that between one in three and one in ten Indigenous children were forcibly removed from 1910 to 1970. In some places and some periods this number was much higher. Through legislation, the various State and Territory governments legally enforced the removal of Indigenous children. While the procedures for removing children from their families varied in each state, the experiences of children were often similar. 'Bringing Them Home' revealed how children were discouraged from family contact and in many cases forced to disown their heritage, culture, language, and even other Indigenous people.

Children were put in institutions where the conditions were often terrible – food and clothing was often in short supply, and many went without. In these institutions punishments were cruel and included physical assaults. Adopted children and children placed in foster homes also had similar traumatic experiences. The inquiry established that 23.4% of those that were interviewed, from adoptive or foster homes, were assaulted during their time there.

Sexual assault was also prevalent in both institutions and foster and adoptive homes. Of the hundreds of witnesses that were interviewed during the inquiry 1 in 10 of those witnesses who had been institutionalised made allegations of sexual abuse and 1 in 5 of those in foster or adoptive homes made allegations.

The effects of the forcible removal of children were devastating and are still being felt today. Despite the belief by the authorities at the time that they were doing "good deeds", evidence shows that psychological affects of removal from family and community have caused irreparable harm. Australian Bureau of Statistics surveys have found that children forcibly removed from their families are more likely to have poor health, have lower levels of education and are more likely to be arrested and/or imprisoned.

Another serious effect of the forcible removal of children has been the trauma associated with losing a parent in the childhood years. The inquiry found that separation of children from their parents lead to a whole range of problems including depression, lack of self-esteem, delinquency and alcohol and drug abuse. As well as the effects for the children forcibly removed the whole family and community was damaged and continue to feel the effects. Good parenting skills were not learnt in institutions or foster homes and this has affected the way that children that were taken from their families relate and interact with their own children.

'Walk The Talk'

The loss of heritage and culture has been a continuing effect of the forcible removal of children. Children removed from their families often lost contact with their language and traditions and this has led to loss of identity and belonging.

'Bringing them Home', opened the way for a continuing recognition of the Stolen Generation by including recommendations for a journey of healing. These recommendations included the continuing recording of testimonies of those affected by the forcible removal of children from their families and the reunion of families and communities that were separated by the forcible removal of children and the establishment of regional centres where language and culture could be preserved. It was also recommended that all Australians should be educated about the Stolen Generation. The Stolen Generation is now recognised and acknowledged by many Australians, including community groups and churches, as a shameful and painful part of Australia's history. By the end of 1997 all six Australian State and Territory governments and the ACT, had passed motions of apology. There is also recognition that the traumatic effects of the forcible removal of children continue to be deeply felt by Indigenous communities today. Despite this, the Commonwealth government has continued to ignore some of the key recommendations of the inquiry. It has refused to commemorate this shameful time through a national Sorry Day. It has also refused to make any compensation for those affected. In April 2000 the Federal Government distanced itself even further from reconciliation when John Herron, the then Minister for Aboriginal Affairs claimed that there was no stolen 'Generation' of Aboriginal children, meaning there was no 'Generation' of people as such who were removed. The government stated that with no more than 10 per cent of Aboriginal children removed; this didn't constitute a stolen Generation. In response to national debates concerning the existence of the Stolen Generation, in April 2000, the Victorian Parliament passed a further bi-partisan motion that acknowledged that there was a Stolen Generation of Indigenous Australians forcibly removed from their families. This motion re-affirmed that the Victorian government believed there was a Generation, or a group of people to whom the term 'Generation' is an appropriate description, who were removed.

<http://www.vals.org.au/faqs/stolengen.html>

PowerPoint presentation

<http://www.slideshare.net/sjmoon23/stolen-Generation-presentation>



ACTIVITY 4: The Stolen Generations, Personal Stories

EMPATHY:

Watch film clips of Lowitja O'Donoghue and Charlie Perkins from the National Film and Sound Archive

Lowitja O'Donoghue: Born 1/8/1932

<http://dl.filmaust.com.au/module/1569/#about>

Charles Perkins: Born 16/07/1936 - Died 1/10/2000

www.Indigenousrights.net.au/person.asp?plD=983

Investigate

Archie Roach: "Took The Children Away"

www.archieroach.com.au/Archie_Roach/About_Archie.html

Margaret Tucker: "Lousy Little Sixpence"

<http://aso.gov.au/titles/documentaries/lousy-little-sixpence/clip1>

<http://aso.gov.au/titles/documentaries/lousy-little-sixpence/clip2>

<http://aso.gov.au/titles/documentaries/lousy-little-sixpence/clip3/>

www.Indigenousrights.net.au/person.asp?plD=986

Molly Craig: "Rabbit Proof Fence"

www.sbs.com.au/films/movie/1073/Rabbit-Proof-Fence

TASK:

Write a letter, poem or draw a cartoon with a message for Lowitja, Charles, or Margaret. Or choose one of the stories from: www.creativespirits.info/Aboriginalculture/politics/stolen-Generations.html

Read the poems from the above site and write one of your own.

Compile all of the material created into a class book.

Bind the material and ask for the text to be kept in the school library.

Australian Human Rights Commission additional resource for extension activity.

Bringing Them Home Report and education unit of study program.

www.humanrights.gov.au/education/bringing_them_home/index.html

www.humanrights.gov.au/social_justice/bth_report/index.html

www.humanrights.gov.au/education/bringing_them_home/rightsED_Bringing_them_home.pdf

Ask students to complete the KWL Charts and to discuss them in small groups.

ACTIVITY 5

RECONCILIATION

“Reconciliation involves justice, recognition and healing. It’s about helping all Australians move forward with a better understanding of the past and how the past affects the lives of Indigenous people today. Reconciliation involves symbolic recognition of the honoured place of the first Australians, as well as practical measures to address the disadvantage experienced by Indigenous people in health, employment, education and general opportunity.”

Definition provided by Reconciliation Australia

“For me, reconciliation is seen as a bit of an old political term. Before reconciliation can occur, a person must have an openness to learn, and understand. From understanding comes respect and empathy. From that comes reconciliation.”

Dean Stewart, Koorie Heritage Trust, Education Manager 2010

Reconciliation is a complex issue. Encourage students to reflect on the topic of reconciliation using de Bono’s 6 hat thinking structure.

White hat: What are the facts?

What do you know about the history of reconciliation in Australia?

What do you know about the current issues related to the topic?

Red Hat: How do you feel?

How do you feel about the topic of reconciliation in Australia?

What feelings does this evoke in others?

Yellow Hat: What are the benefits?

Why would reconciliation be a good thing for Australia?

What would be some of the benefits to Australia and its people if reconciliation was to occur?

Black Hat: What are some of the problems?

What are some of the problems associated with reconciliation?

Why do some people regard it as not necessary?

Green Hat: What are some of the solutions?

How could some of the barriers to reconciliation be broken down?

What actions would need to be taken to bring about reconciliation?

Blue Hat: Thinking about the thinking?

Which hat did you find the easiest to wear?

What did you notice about your thinking?

WALK THE TALK: REFLECTION

How can we make a commitment to reconciliation in our school/community/town?

USEFUL RESOURCES:

Reconciliation Australia www.reconciliationaustralia.org/i-cms.isp

'Walk The Talk'

BLOOM'S TAXONOMY

YEAR LEVEL 9/10

Multiple Intelligences	Knowing	Understanding
Verbal I enjoy reading, writing and speaking	Create an advertisement for 'The Long Walk' and 'Dreamtime at the G' (ACELT1773)	Present an oral story of the journey that Michael Long took. Use PowerPoint or similar programs to add pictorial evidence. (ACELY1742)
Mathematical I enjoy working with numbers and Science	Investigate an Aboriginal health issue. Include a detailed description, the problem, the consequences and the possible solutions. http://www.oxfam.org.au/explore/Indigenous-australia/close-the-gap http://www.worldvision.com.au/Learn/SchoolResources/SchoolResourcesIssuesResources.aspx (ACDSEH088) (ACSSU184)	Prepare a flow chart to illustrate events from the 'Walk-offs' and 'Marches' which have been included in this unit. (ACELA1770) (ACDSEH106)
Visual I enjoy painting, drawing and visualising	Paint a picture of the feelings and emotions that you feel after completing this unit. Explain your choices using the language of poetic devices. (ACELA1552)	Choose one of the artworks from: http://www.abc.net.au/missionvoices/stolen_Generations/art_photos_videos/artworks/default.htm or in extra resources. Give an oral presentation about how it might relate to your understanding of the far-reaching effects of this policy. (ACELY1740) (ACDSEH106)
Kinaesthetic I enjoy doing hands-on activities	Construct a database on ten Stolen Generation people from your research on this unit. (ACDSEH106)	Make a short film based on one of the people or events in the unit. (ACELY1746) (ACDSEH106) (ACDSEH106)
Musical I enjoy making and listening to music	Learn a Koorie story and retell to class either as a song or with appropriate musical accompaniment. (ACELY1811) (ACDSEH106)	Discover an Indigenous music group or band. Investigate one or more of their songs that relate to the Stolen Generation. (ACELY1811)
Interpersonal I enjoy working with others	As a pair comment on each of the timeline notations from this website. http://www.abc.net.au/missionvoices/general/timeline/default.htm (ACDSEH106)	Organise your school to participate in 'The Long Walk' activities for this year. (ACELY1739)
Intrapersonal I enjoy working by myself	Go to ABC web site http://www.abc.net.au/missionvoices/help_and_resources/educational_tools/activities_for_years_9_12/default.htm Complete the Fighting for Country activity (ACELY1745) (ACDSEH106)	Follow the Vincent Lingiari webquest at Hidden Australian Hero: http://hiddenheroesofaustralianhistory.wetpaint.com/page/vincent+lingiari+Web+Quest (ACELY1744) (ACDSEH106)

'Walk The Talk'

BLOOM'S TAXONOMY

YEAR LEVEL 9/10

Multiple Intelligences	Applying	Analysing
Verbal I enjoy reading, writing and speaking	Write a news report that may have appeared in the newspapers about the "The Long Walk". (ACELY1746)	Investigate Aboriginal Acknowledgment to Country. Use this information at a school assembly. http://www.creativespirits.info/Aboriginalculture/ (ACELY1744)
Mathematical I enjoy working with numbers and science	Michael and the other walkers left Melbourne and made their first stop at Wallan in Victoria. Work out the average area of his shoe and calculate how area the accumulated steps would have taken depending on his shoe size. Decide on five more mathematical equations that you could use to illustrate the difficulty of this endeavour. (ACMMG216) (ACMMG242)	There are four statistical graphs in the "Walk The Talk" presentation, find another four and write a detailed analysis to explain their significance www.abs.gov.au/indigeous (ACELY1744)
Visual I enjoy painting, drawing and visualising	Create an illustrated (digital) and labelled time line of our shared history of 'Action' in: http://reconciliation.org.au/nsw/wp-content/uploads/2008/02/timeline_2008.pdf (ACELY1748) (ACDSEHI06)	Use a Venn diagram to compare and illustrate the similarities and differences between Aboriginal games and traditional European games placing emphasis on Marngrook. (ACELY1748)
Kinaesthetic I enjoy doing hands-on activities	Using a map plot a walk from your school to Canberra. Calculate times, terrain, stops etc. (ACELY1744)	Respond to the letter from the 'walkers' on behalf of the Prime Minister. http://www.thelongwalk.com.au/assets/130/files/2004%20letter%20to%20PM.pdf (ACELT1773)
Musical I enjoy making and listening to music	Make a sound map of the voyage of 'The Long Walk'. Give a detailed explanation for why you chose each piece of music. (ACELY1748)	Make a detailed analysis of the Lyrics from A. Roach's "Took the Children Away". What techniques has he employed to persuade the listener to his point of view? (ACELY1741) (ACDSEHI06)
Interpersonal I enjoy working with others	Create a Photostory3 or video of true life stolen Generation stories http://www.abc.net.au/missionvoices/stolen_Generations/default.htm (ACELY1740) (ACDSEHI06)	Write and perform a script using material from one of the five sections of the activities in this unit. (ACELY1741) (ACDSEHI06)
Intrapersonal I enjoy working by myself	Go to website: http://www.abc.net.au/missionvoices/education_and_learning/default.htm Outline the policy changes that various governments imposed on the educational opportunities of Indigenous people. (ACELY1746) (ACDSEHI06)	Respond the article "Give Us Some Hope" by Michael Gordon in The Age December 4 2004 in a letter to the editor (ACELT1633)

'Walk The Talk'

BLOOM'S TAXONOMY

YEAR LEVEL 9/10

Multiple Intelligences	Creating	Evaluating
Verbal I enjoy reading, writing and speaking	Write and perform a radio interview with William Cooper. (ACELY1746) (ACDSEH143)	Go to: http://www.slv.vic.gov.au/ergo/Indigenous_australians . On the right hand side down load the three worksheets and complete them for one of the four images. (ACELY1742) (ACDSEH143)
Mathematical I enjoy working with numbers and science	Construct a web page linking the events in "Walks with a Purpose" section. Include any other walks that you have researched. http://peacepilgrimage.net/sacredlife/ (ACELY1748) (ACDSEH143)	Use the language map on Page 26 to plot the current Indigenous AFL players Home Country similar to the AFL Map from 'The Long Walk' presentation at your school. (ACMSP228)
Visual I enjoy painting drawing and visualising	Create some of the art that the children at a mission may have created. Explain your choices. (ACELA1559) (ACDSEH106)	Draw a mind map of the key reasons that justified the treatment of the Stolen Generation and highlight the important features of the policies of the time. (ACELA1560) (ACDSEH106)
Kinaesthetic I enjoy doing hands-on activities	Design a round robin activity session using Aboriginal games. http://www.creativespirits.info/Aboriginalculture/sport/traditional-Aboriginal-games.html (ACELY1746)	Demonstrate some of the games from the website below to members in your class or a younger class. You should explain these games in an illustrated procedural text format using photographs. (ACELT1638) (ACDSEH106)
Musical I enjoy making and listening to music	Go to http://www.abc.net.au/missionvoices/help_and_resources/educational_tools/activities_for_years_9_12/default.htm Work through the Lake Tyers activity. (ACELY1741)	Stars like Paul Kelly, Missy Higgins, Anthony Mundine, John Butler and Kev Carmody have all taken part in the music project of community advocacy organisation "Get Up". Find this song and analyse why it is so well supported. (ACELY1745)
Interpersonal I enjoy working with others	Write and perform a short documentary film related to one of the five activities. (ACELT1638) (ACDSEH106)	Go to: http://indigenoustrights.net.au/subsection.asp?ssID=88 choose one of the activities on the 1967 referendum (ACELY1745) (ACDSEH106)
Intrapersonal I enjoy working by myself	Write a poem about "The Long Walk" or any of the historical research that you have completed. (ACELT1637)	Write a letter to the newspaper about any issue raised in this unit. You may like to use the Oxfam site below to assist you. http://www.oxfam.org.au/act/diy-campaigning/make-your-mark-in-the-media (ACELT1773) (ACDSEH106)

The links to the Australian Curriculum are dependent on the focus of the activity. This is a personal choice for teachers.

SECTION 3: Resources

ACTIVITY 1

Helpful fact sheets and resource material to get you started...and to 'Walk The Talk'.

INDIGENOUS AUSTRALIAN EVENTS INVOLVING WALKS

Timeline of Significant Moments in the Indigenous Struggle in South East Australia

Gary Foley website www.kooriweb.org/foley/timeline/histimeline.html

1931 ALONG THE RABBIT PROOF FENCE

Rabbit-Proof Fence is a film based on a Stolen Generation story. This is the true story of three young Aboriginal girls, Molly, Gracie and Daisy, who were forcibly taken from their families in Jigalong, Western Australia in 1931. The girls used the rabbit-proof fence as guide for their 1500 mile trek back to their Country and family.

Rabbit-Proof Fence is a true story, based on the book, Follow the

Rabbit-Proof Fence written by Doris Pilkington Garimara, Molly's daughter.

Source: www.eniar.org/pdf/Rabbit-proofFence.pdf (note: if link does not work manually drop address)

1939 CUMMERAGUNGA WALK OFF

Cummeragunga was an Aboriginal Reserve located near the Murray River in southern New South Wales close to the Victorian town of Barmah under the control of The Aboriginal Protection Board. On 4 February 1939 approximately 200-300 residents of Cummeragunga Reserve 'walked off' the Cummeragunga Station protesting against the cruel conditions at the mission.

Useful resources:

Voices of Cummeragunja

www.abc.net.au/missionvoices/cummeragunja/default.htm

1946 THE PILBARA STRIKE

1946 Pilbara strike - Australia's longest strike

On May 1, 1946, 800 Aboriginal pastoral workers from 27 stations in Western Australia walked off the job for equal pay and conditions of their white co-workers. This was the first industrial action by Indigenous Australians since colonization in 1788 and predates the famous Wave Hill strike in the Northern Territory by 20 years. The Pilbara strike lasted until 1949, making it the longest strike in Australia's history.

Source: www.creativespirits.info/Aboriginalculture/politics/1946-Pilbara-strike.

1965 THE FREEDOM RIDE

In February 1965 a group of University of Sydney students organised a 'fact finding' bus tour of western and coastal New South Wales towns. The students had formed into a body called Student Action for Aborigines (SAFA) in 1964. Their goals were to highlight the degree of racial discrimination in the health, education and housing of Aboriginal people. The news coverage generated by these students drew parallels with civil rights movements in the USA and in other areas of the world.

Go to image:

Police and locals confront the students at Moree

Source: Tribune/SEARCH Foundation, Mitchell Library, State Library of New South Wales

Source: <http://Indigenousrights.net.au/document.asp?iID=814>

Charles Perkins

www.Indigenousrights.net.au/person.asp?plD=983

www.aiatsis.gov.au/exhibitions/freedomride/start.htm <http://Indigenousrights.net.au/section.asp?sID=33>

sydney-central.whereilive.com.au/news/story/freedom-rides-on

'Walk The Talk'

RESOURCES

The Long Walk

www.thelongwalk.com.au

Dreamtime at the G

www.afl.com.au/dreamtimeattheg/tabid/14346/default.aspx

Koorie Heritage Trust

www.koorieheritagetrust.com

The Fellowship for Indigenous Leadership

www.indigenousfellowship.net.au

National Aboriginal and Torres Strait Islander Education Website (NATSIEW):

www.natsiew.nexus.edu.au

Victorian Aboriginal Education Association:

www.vaeai.org.au

Oxfam Australia (Close the Gap)

www.oxfam.org.au

National Museum of Australia (From Little Things Big Things Grow)

www.nma.gov.au/index.html

Australian Centre for The Moving Image

www.acmi.net.au

Australian Institute of Aboriginal and Torres Strait Islander Studies

www.aiatsis.gov.au

VIBE Australia

www.vibe.com.au

Indigenous Language Map

www.abc.net.au/indigenous/map/default.htm

State Library of Victoria

www.slv.vic.gov.au

UNICEF (Free registration for resources) (Lower primary to middle secondary)

www.unicef.org.au/teachersresources

World Vision school resources (Indigenous)

www.worldvision.com.au/Learn/SchoolResources/SchoolResourcesIssuesResources.aspx

National Gallery Of Victoria Films/resources

www.ngv.vic.gov.au/ngvschools/TraditionAndTransformation/identity

Australia's Stolen Generations

www.creativespirits.info/aboriginalculture/politics/stolen-Generations.html

Australian Human Rights Commission-Bringing Them Home Report

www.humanrights.gov.au/education/bringing_them_home/index.html

Reconciliation Australia

www.reconciliationaustralia.org

Screen Australia Digital learning

www.australianbiography.gov.au

www.generator.acmi.net.au/sites/default/files/Generator_SnapshotsOfAusHistory_24.pdf

Ergo

www.slv.vic.gov.au/ergo/indigenous_rights.html

Or try the documentary **Why me? - Stories from the Stolen Generations** by Rick Cavaggon. Read more:

www.creativespirits.info/aboriginalculture/politics/stolen-Generations.html#ixzzIGcUNNupS

Keeler, C & Couzens, V, 2010 "Meerreeeng-An The Story of Aboriginal Victoria Told Through Art" Koorie Heritage Trust p.192-195

'Walk The Talk'

1966 WAVE HILL WALK-OFF

On 22 August 1966, 200 Aboriginal stockmen of the Gurindji people led by Vincent Lingiari and their families walked off Wave Hill pastoral station in the Northern Territory, owned by a British aristocrat Lord Vestey. Whilst initially the strike was concerned with wages and living conditions it soon encompassed the more important issue of their traditional land rights.

Source: <http://www.creativespirits.info/Aboriginalculture/politics/wave-hill-walkoff.html>

Paul Kelly: "From Little Things Big Things Grow"

www.nma.gov.au/exhibitions/from_little_things_big_things_grow/htm

1988 BICENTENNIAL MARCH

In January 1988, the Australian bicentenary, there was a huge march in Sydney on Australia Day where an estimated 20,000 Aboriginal people joined their supporters from: trade unions, churches, ethnic groups and the wider community, in a demonstration of survival. A joint statement signed by respective groups called for Aboriginal rights, including a secure land base.

Source: <http://reconciliation.org.au/nsw/education-kit/history/#80s>

Source: <http://www.australiaday.com.au/studentresources/history.aspx#1939to1988>

The Aboriginal struggle to regain lands taken from them has a long history. Since 1846 when Aboriginal Tasmanians petitioned Queen Victoria, Indigenous people have been using the laws and the parliamentary system of government brought by the British in their attempts to regain land.

<http://www.Indigenousrights.net.au/area.asp?alD=2>

WALKING THE TALK GLOBALLY

Investigate the significance of these walks and discuss them in class.

1920 ANZAC Day

March 25, 1965 Selma to Montgomery March

1970 Vietnam War Moratorium Marches



'Walk The Talk'

REFLECTION:

At the start of this topic I knew that...

I felt that I wanted to know more about...

Now I understand that...

I want to take personal responsibility and take action by...

'Walk The Talk'

IDEAS FOR TAKING ACTION

"This is not about Indigenous Australia and white Australia – this is about all Australia." Michael Long 2004

1. HOST THE LONG WALK IN YOUR SCHOOL OR COMMUNITY

Holding your own Long Walk is a fun, dynamic way to engage your school's students, families, staff, friends, local council members and local business people in an event that promotes a united community and celebrates Indigenous leadership.

GETTING STARTED

1. Work out when and where your school wants to walk.
2. Go to www.thelongwalk.com.au and register your interest.
3. The Long Walking Kit will be sent to you to get you started.
4. Send in photos of your school in action.
5. Donate funds raised at www.thelongwalk.com.au

2. WALK WITH MICHAEL AND THE ORIGINAL LONG WALKERS IN MELBOURNE

The Long Walk is a huge success with more than 10,000 people each year taking steps towards creating a united Australia. It is set to be even better and we hope to double the number of walkers. Join Michael and enjoy a great family day out with a full program of activities which celebrate Indigenous achievement.

3. ATTEND THE LONG WALK WOMEN'S LUNCHEON

The women's luncheon celebrates Indigenous women's achievement and is a great opportunity to hear Indigenous women who are role models.

1. Raise funds to buy a table for your school.
2. Donate seats to Indigenous women to share your table.

www.thelongwalk.com.au

'Walk The Talk'

Resources

The Long Walk

www.thelongwalk.com.au

Dreamtime at the G

www.afl.com.au/dreamtimeattheg/tabid/14346/default.aspx

Koorie Heritage Trust

www.koorieheritagetrust.com

The Fellowship for Indigenous Leadership

www.indigenousfellowship.net.au

National Aboriginal and Torres Strait Islander Education Website (NATSIEW):

www.natsiew.nexus.edu.au

Victorian Aboriginal Education Association:

www.vaeai.org.au

Oxfam Australia (Close the Gap)

www.oxfam.org.au

National Museum of Australia (From Little Things Big Things Grow)

www.nma.gov.au/index.html

Australian Centre for The Moving Image

www.acmi.net.au

Australian Institute of Aboriginal and Torres Strait Islander Studies

www.aiatsis.gov.au/

VIBE Australia

vibe.com.au

Indigenous Language Map

www.abc.net.au/indigenous/map/default.htm

State Library of Victoria

www.slv.vic.gov.au

UNICEF (Free registration for resources) (Lower primary to middle secondary)

www.unicef.org.au/teachersresources

World Vision school resources (Indigenous)

www.worldvision.com.au/Learn/SchoolResources/SchoolResourcesIssuesResources.aspx

National Gallery Of Victoria Films/resources

www.ngv.vic.gov.au/ngvschools/TraditionAndTransformation/identity

Australia's Stolen Generations

www.creativespirits.info/aboriginalculture/politics/stolen-Generations.html

Australian Human Rights Commission-Bringing Them Home Report

www.humanrights.gov.au/education/bringing_them_home/index.html

Reconciliation Australia

www.reconciliationaustralia.org

Screen Australia Digital learning

www.australianbiography.gov.au

generator.acmi.net.au/sites/default/files/Generator_SnapshotsofAusHistory_24.pdf

Ergo

www.slv.vic.gov.au/ergo/indigenous_rights.html

Or try the documentary **Why me? - Stories from the Stolen Generations** by Rick Cavaggion. Read more:

www.creativespirits.info/aboriginalculture/politics/stolen-Generations.html#ixzzIGcUNNupS. Keeler, C & Couzens, V, 2010 "Meerreeg-An The Story of Aboriginal Victoria Told Through Art" Koorie Heritage Trust p.192-195

'Walk The Talk'

Aboriginal Peoples Acknowledgement

wcf.vu.edu.au/GovernancePolicy/PDF/POU050310000.PDF

www.dpcd.vic.gov.au/indigenous/about/reconciliation/protocols-for-recognising-traditional-owners

www.creativespirits.info/aboriginalculture/

EMPOWERMENT

'Dare to Lead'; worksheets, resources and curriculum

www.daretolead.edu.au/DTL08_ProDev_Main

www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html

Cleanup Australia online:

www.cleanup.com.au

Millennium kids: Leadership

www.millenniumkids.com.au

Three levels of government factsheet:

www.peo.gov.au/students/fss/fss55.html

Foundation For Young Australians

www.fya.org.au/

Otesha Project

www.otesha.org.au

DEET (Human Rights Resource)

www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/Human_rights_final.pdf

www.sofweb.vic.edu.au/lem/lmerc/lcollect.htm#multi

Ricci Marks Young Aboriginal Achiever Award

<http://www.dpcd.vic.gov.au/Indigenous/leadership/ricci-marks-young-Aboriginal-achiever-award>

MEDIA, TELEVISION AND FILM

ABC News On-line - Indigenous News

www.abc.net.au/news/indigenous/default.htm

ABC Message Stick: Rabbit Proof Fence

www.abc.net.au/message/blackarts/film/s644749.htm

Message Stick Aboriginal and Torres Strait Islanders

www.abc.net.au/message/

SBS The First Australians

www.sbs.com.au/firstaustralians/

SBS Living Black

news.sbs.com.au/livingblack/archive

NIRS Radio

www.nirs.org.au/

Koorie Mail

www.koorimail.com/

NITV (Children's Programs and resources)

nitv.org.au/

National Indigenous Times (Issues, lessons, Readers and Teachers Guide)

www.nit.com.au/

AIME: (Mentoring Program)

www.youtube.com/watch?v=jv2MVgIOibk

Teacher's resources Oral history

museumvictoria.com.au/hidden_histories/classroom_materials/oral.htm

Resource list of Indigenous Movies and documentaries

www.creativespirits.info/resources/movies/

"Lousy Little Sixpence" 1983 G Sixpence Productions Producer Alec Morgan, Gerry Bostock Director Alec Morgan

"Rabbit-Proof Fence" 2002 Director Phillip Noyce

'Walk The Talk'

INDIGENOUS MARCHES

1. www.youtube.com/watch?v=6_ndC07C2qw
2. www.indigenousrights.net.au/area.asp?alD=2 <http://www.australiaday.com.au/studentresources/history.aspx#1939to1988>
3. www.abc.net.au/missionvoices/cummeragunja/default.htm
4. www.creativespirits.info/aboriginalculture/politics/wave-hill-walkoff.html
5. www.indigenousrights.net.au/person.asp?plD=983
6. www.laatsis.gov.au/exhibitions/freedomride/start.htm <http://indigenousrights.net.au/section.asp?slD=33>
7. www.sydney-central.wherelive.com.au/news/story/freedom-rides-on/
8. www.creativespirits.info/aboriginalculture/politics/1946-Pilbara-strike.html
9. www.kooriweb.org/foley/timeline/histimeline.html
10. www.abc.net.au/missionvoices/cummeragunja/default.htm
11. www.eniar.org/pdf/Rabbit-proofFence.pdf
12. www.asiaeducation.edu.au/for_teachers/curriculum_resources/history_cr/asiascopeseqhistorycr/secondary_units_of_work_ose/unit_10_the_power/powerone_links.html

VISUAL

Bunjilaka Gallery at Melbourne Museum (Education Programs)

www.melbourne.museum.vic.gov.au/bunjilaka/index.asp

My Place TV series and teachers resources

www.myplace.edu.au/teaching_activities/2008/episode_landing.html

Keeler, C and Couzens, V 2010 **"Meerreeng - An The Story of Aboriginal Victoria Told Through Art"** Koorie Heritage Trust

WILLIAM BARAK

"William Barak Bridge Builder of the Kulin", Aboriginal Affairs 2006

www.cv.vic.gov.au/stories/william-barak/ <http://adbonline.anu.edu.au/biogs/A030087b.htm>

www.iearn.org.au/fp/art/heroes/barrak.htm

WILLIAM COOPER

1. www.adbonline.anu.edu.au/biogs/A080119b.htm
2. www.abc.net.au/rn/awaye/stories/2010/2931527.htm
3. www.indigenousrights.net.au/person.asp?plD=962
4. www.theaustralian.com.au/news/nation/israel-honours-aboriginal-Elder-for-defying-nazis/story-e6frg6nf-1225899241138
5. www.smh.com.au/world/israelis-honour-aboriginal-activist-who-led-protest-against-holocaust-20101212-18u2o.html
6. www.google.com.au/search?q=william+cooper+aboriginal&hl=en&client=safari&sa=X&rls=en&prmd=ivnso&tbs=tl:l&tbo=u&ei=hHJITd_CGoykvgP8o93JBQ&oi=timeline_result&ct=title&resnum=17&ved=0CG4Q5wlwEA
7. explore.moadoph.gov.au/people/132-cooper-william-/list#description
8. www.jwire.com.au/news/aboriginal-honored-in-israel/2460
9. www.abc.net.au/news/stories/2010/05/03/2888848.htm

VINCENT LINGIARI

www.cdu.edu.au/aiks/documents/lingiari-lect-burney060812.pdf

www.naa.gov.au/about-us/publications/fact-sheets/fs224.aspx

hiddenheroesofaustralianhistory.wetpaint.com/page/vincent+lingiari+Web+Quest

www.ntl.nt.gov.au/about_us/publications/territory_characters#VincentLingiari

www.environment.gov.au/heritage/places/national/wave-hill/information.html

Picture Book "Vincent Lingiari and the Wave Hill alkout" Melanie Guile with graphic pages illustrated by Chris Burns South Yarra, Vic., Macmillan Library, 2010. (For primary students.)

'Walk The Talk'

CROSS CURRICULUM LINKS

ENGLISH

Oxfam 'Make your mark'

www.oxfam.org.au/act/diy-campaigning/make-your-mark-in-the-media

Writing a letter to the editor

State Library of Victoria

The changing face of Victoria exhibition

www.slv.vic.gov.au/event/changing-face-victoria-exhibition

Museum Victoria: Teachers resources Oral history

museumvictoria.com.au/hidden_histories/classroom_materials/oral.htm

Asia Foundation: My Place TV Series

www.asiaeducation.edu.au/for_teachers/curriculum_resources/history_cr/history_cr_landing_page.html

Directory of Indigenous Ed.

www.aussieeducator.org.au/reference/general/Indigenous/Indigenoustralia.html

The Koorie Mail: infokoori Archives

www.library.sl.nsw.gov.au:1084/search

POETRY

Oodgeroo Noonuccal

We are Going: poems (1964)

The Dawn is at Hand: poems (1966)

My People: a Kath Walker collection (1970)

Jack Davis

"Jagardoo: Poems from Aboriginal Australia."

www.creativespirits.info/Aboriginalculture/arts/Aboriginal-poems.html

Indigenous Theme Plays

www.australianplays.org/category/29

Webquests

www.racismnoway.com.au/classroom/webquests/2.html

Comics

www.racismnoway.com.au/gamesroom/comics/fg_1.html

Ergo

www.slv.vic.gov.au/ergo/indigenous_rights

Music

www.worldvision.com.au/Learn/SchoolResources/SchoolResourcesIssuesResources.aspx

General competencies

www.edna.edu.au/edna/go/indigenous/pid/3869/cache/bypass?catpath=0:24319:15919:11190

Yarra Healing (Interactive program primary/ early secondary) Kulin Nation

www.yarrahealing.melb.catholic.edu.au/ http://www.fya.org.au/wp-content/uploads/2009/05/seg_final_small1.pdf

www.sharingculture.com.au/eforschools.htm (small cost online learning resource)

Check with local council for youth leadership programs (opportunity to enhance intercultural understanding as well as personal and social competence by working outside the school environment.

www.alga.asn.au/links/obc.php

'Walk The Talk'

ANTaR (has another extensive resources list for teachers)

www.antarvictoria.org.au/teachers.html

www.civicsandcitizenship.edu.au/cce/cce_human_rights_resources,15496.html

www.fya.org.au/wp-content/uploads/2009/05/seg_final_small1.pdf

PHYSICAL AND SOCIAL LEARNING

AFL Indigenous programs

www.afl.com.au/indigenous%20programs/tabid/14340/default.aspx

Essendon Football club Indigenous programs

www.essendonfc.com.au/community/indigenous.asp

Traditional Aboriginal Games

www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html

Victorian government – Indigenous programs in sport

www.vic.gov.au/culture-sport-recreation/sports-administration/indigenous-programs-insport.html

Resources

www.ausport.gov.au/participating/indigenous/resources/games_and_activities

Early years

www.ausport.gov.au/___data/assets/pdf_file/0011/376139/SP_31864_TIG_resource_K-3.pdf

Years 4-6

www.ausport.gov.au/___data/assets/pdf_file/0003/376140/SP_31864_TIG_resource_4-6.pdf

Years 7-9

www.ausport.gov.au/___data/assets/pdf_file/0004/376141/SP_31864_TIG_resource_7-9.pdf

Years 10-12

www.ausport.gov.au/___data/assets/pdf_file/0005/376142/SP_31864_TIG_resource_10-12.pdf

SCIENCE

Climate weather and Aboriginal culture

www.bom.gov.au/iwk/climate_culture/index.shtml

www.nit.com.au/downloads/files/Download_24.pdf

Astronomy and Australian Indigenous people

www.assa.org.au/nacaa/aaaip.pdf

VIDEO

AlME: <http://www.youtube.com/watch?v=jv2MVgIOibk>

Teacher's resources Oral history

www.museumvictoria.com.au/hidden_histories/classroom_materials/oral.htm

ART

www.nit.com.au/downloads/files/Download_18.pdf

BOOKS

Presland, G. 2010 'First People The Eastern Kulin of Melbourne, Port Phillip and Central Victoria.' Museum Victoria.

Elender, I. 2001 'The People of the Merri Merri.' Merri Creek Management Committee Inc.

Luck, I & Byrt, P 2006, "Meet The Eastern Kulin - The Aboriginal People of Central Victoria" Book and CD Rom (Yrs 6-10)
Hawker Brownlow

Shane Howard, Archie Roach "Took The Children Away" One Day Hill

Hayes, A & Nelson A 2007 "Dreamtime at The G" Boomerang Books

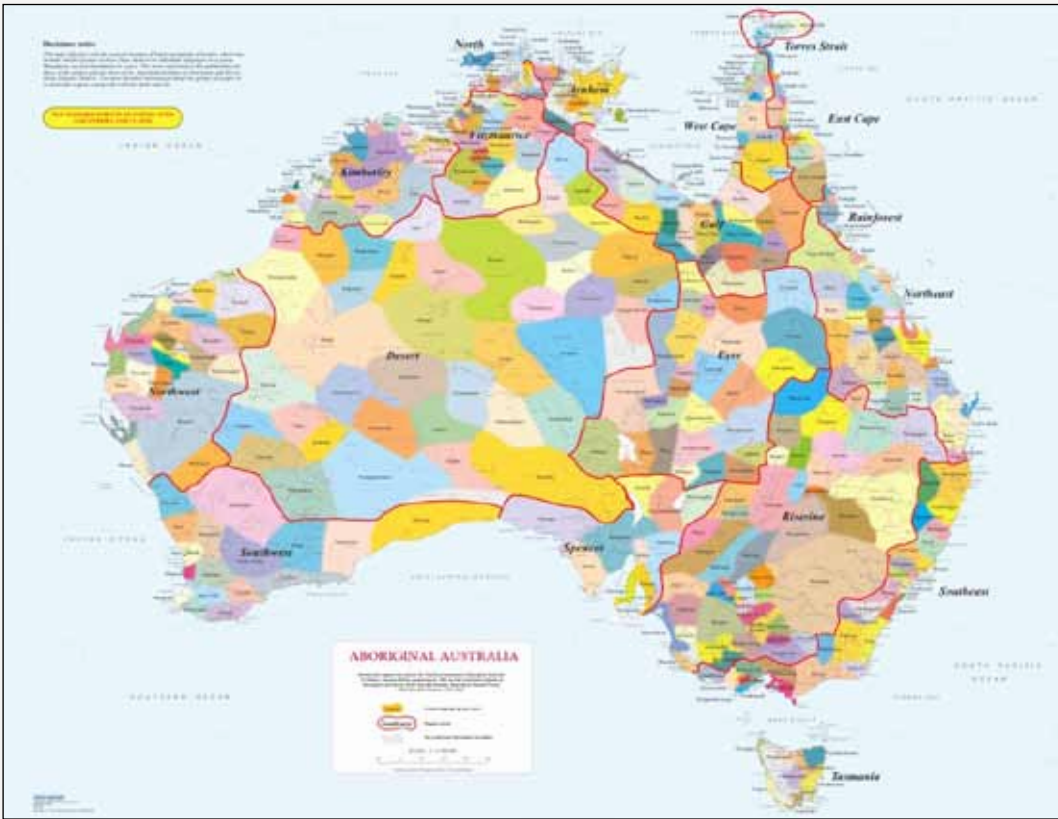
Keeler, C & Couzens, V 2010 "Meerreeng-An The Story of Aboriginal Victoria Told Through Art" Koorie Heritage Trust

Wiencke, S 1984 "When the Wattles Bloom Again" The life and times of William Barak, last chief of the Yarra Yarra tribe.
Published by S.W. Wiencke in Victoria, Australia.

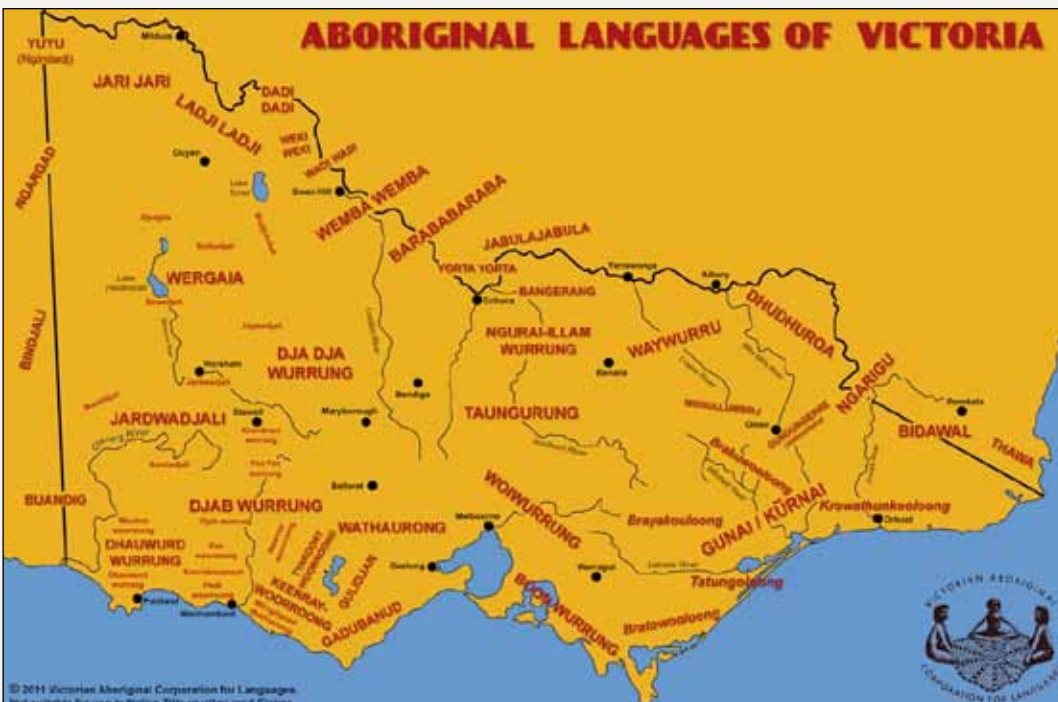
The Little Red, Yellow, Black Book, An introduction to Indigenous Australia. Aboriginal Studies Press
Belleair, L, Dreaming in Urban Areas UPQ (Poetry).

'Walk The Talk'

MAPS



Also see interactive version <http://www.abc.net.au/indigenous/map/>



RECOGNISED TRADITIONAL OWNER GROUPS OF THE MELBOURNE METRO AREA

The Wurundjeri Tribe Land and Compensation Cultural Heritage Council

Contact:

Megan Goulding - Acting CEO

Abbotsford Convent - 1st Floor Providence Building

1 St Heliers St Abbotsford VIC 3067

(w) 9416 2905 (f) 9416 3095 (m) 0400 145 481

reception@wurundjeri.com.au or ceo@wurundjeri.com.au

Contact: Senior Elder Joy Wandin-Murphy: joymurphy@bigpond.com.au

Boon Wurrung Foundation Ltd (Cultural Heritage Solutions Australia)

Suite 5, Lvl 10, 24-28 Collins St Melbourne VIC 3000

(w) 9639 8676 cbriggswominjeka@gmail.com

Contact: Senior Elder Carolyn Briggs and Fay Muir – CEO: (m) 0417 506 736

ACKNOWLEDGEMENT OF THE TRADITIONAL CUSTODIANS OF THE LAND

ONE EXAMPLE OF AN ACKNOWLEDGEMENT

"We wish to begin our Jubilee celebrations by acknowledging that the Jarra/Dja Dja Wurrung people are the ancestral custodians of the land on which our school is built. We also celebrate the continuing culture of the Aboriginal people from many clans who have made this region their home. We pay respect to their Elders, and we acknowledge the memory of their ancestors. We also acknowledge that education took place on these lands for thousands of years prior to our school being built."



'Walk The Talk'

FURTHER LEARNING EXPERIENCES

KOORIE HERITAGE TRUST EDUCATION PROGRAMS

Culture to hear, to talk with, to experience... to share!

The Education and Training Unit at the Koorie Heritage Trust Inc. offers a wide variety of programs designed and delivered by Indigenous cultural guides and educators. Our programs are suitable for a broad range of educational and training needs. Programs are tailored to suit all levels of primary, secondary and tertiary students, community groups, tourists, and the corporate sector.

All our KHT education programs have been mapped against Victorian Essentials Learning Standards (VELS) and the Australian National Curriculum.

Teachers can obtain information regarding curriculum, learning outcomes and follow-up classroom activities from www.koorieheritagetrust.com

Or contact: Education Unit Manager: Dean Stewart (m) 0427077068 (e) dean@koorieheritagetrust.com

INTRODUCTION TO KOORIE CULTURE

Length: 1.45-2.00hrs

This tour begins at the beautiful Flagstaff Gardens where your Koorie Heritage Trust guide meets you. Here you will explore the gardens, unfolding the history of early Melbourne, and importantly learn of the Indigenous cultural significance of this particular site, located in the middle of the city. From the gardens you will taken back to the Koorie Heritage Trust Cultural Centre – an award-winning organisation and Victoria's premier Koori Keeping Place. At the Trust you will discover the richness and diversity of South-Eastern Indigenous culture through a showcase of art, artefacts, maps and cultural interpretation all designed to be informative, engaging and enlightening.

This unique walk gives participants a sense of a small, but significant portion of the ancestral lands of the Kulin people. 'Walkin' Birrung is a journey back through time exploring the dramatic and irrevocable changes of both the people and the Place.

MEET THE TRUST

Length: 30-45 mins

A guided tour through the award winning Koorie Heritage Trust Cultural Centre will give participants an extensive understanding of the diversity and richness of Indigenous people and the cultures of South-Eastern Australia.

Established in 1985 by Jim Berg JP, the late Ron Castan AM QC and Justice Ron Merkel the Koorie Heritage Trust is the premier Koorie Keeping Place in Victoria. Be guided through our eclectic exhibitions with an Indigenous cultural interpreter; see the artworks from our four galleries showcasing work from KHT's own extensive collection, works ranging from our pre-contact past through to our contemporary Indigenous artists. Ask questions and discuss topics in an informal and friendly atmosphere. Discover the unique organisation that is the Koorie Heritage Trust In

"WALK THE TALK" – The Long Walk Education Program (NEW)

A school incursion to share in the story of the Long Walk as a way to introduce directly into the classroom, a deeper understanding and appreciation of Indigenous Australians, their rich culture and their ongoing history, for a new generation of young Australians. To inspire individual action, and ignite the power for positive social change is within each one of us - time to 'Walk The Talk'!

INDIGENOUS CULTURAL FULL DAY PROGRAM

Come and be part of a specifically tailored FULL DAY Cultural experience!

Combining our two most successful Cultural Education Programs into a single day.

'Walk The Talk'

COLLABORATIVE FULL DAY CULTURAL PROGRAM

Linking two of Melbourne's premier cultural icons into one themed Cultural Day Program.
Collaborative FULL DAY PROGRAMS between

- KHT and the Immigration Museum
- KHT and the Royal Botanic Gardens Melbourne
- KHT and the NGV
- KHT and Bunjilaka/Museum Victoria
- KHT and the State Library Victoria

* And more to come

CROSS CULTURAL TRAINING

The Koorie Heritage Trust Inc can tailor make a cross-cultural program to meet the needs of the participants and/or organisations. Content can include an historical overview of Aboriginal culture in Victoria, including a tour through the Trust's interactive display, information in relation to past government policies and their effect on communities today, current information on Indigenous communities in Victoria, details of programs operating in communities, community organisations and the functions of a community organisations and communication and engaging with the Aboriginal community.

To discuss training options and costs contact the Cross Cultural Programs Manager.

ACKNOWLEDGEMENTS:

Michael Long

Koorie Heritage Trust Education Unit

Dean Stewart: Unit Manager

Fay Ball: Facilitator

Pauline Sloane: Curriculum Development

Robert Britten: Former Project Manager

The Long Walk Foundation

Kim Kruger: Manager

Fiona Moore: Director

Essendon Football Club/Long Walk Foundation

Nicholas Tait: Graphic Designer

Catholic Education Office

Catherine Penbest

Delsie Lillyst

Deborah Veitri

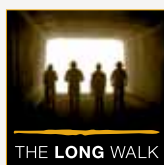
VAEAI

Garara McIntyre-Cooper

SEV

Loretta Glass

Diane Mansour





'Walk The Talk'

THE LONG WALK EDUCATION PROGRAM