

First Nations people are advised that this resource and external links may contain images, voices and names of people who have died.

AUSTRALIAN FIRST NATIONS RIGHTS

Secondary School Resource



Teacher's Notes

Australian First Nations Rights

HOW TO USE THIS RESOURCE

This resource is about the human rights of Australian First Nations Peoples and the challenges they face today. Other related resources focused on First Australian stories and issues, can be found [here](#).

The *Australian First Nations Rights* PowerPoint slide deck is intended as a **classroom presentation** to students. This accompanying **Teacher's Notes PDF** contains full **Curriculum Links** for each theme. It also identifies the stage of the **SEE – JUDGE – ACT – PRAY** learning inquiry cycle used in Caritas Australia's education resources. This reflection–action process was first used by a Belgian Catholic priest, Joseph Cardijn (who later became a Cardinal) with Young Christian Workers prior to the first World War. This approach was also recommended in the 1961 encyclical letter written by Pope John XXIII called *Mater et Magistra* (Mother and Teacher).

We use several terms when referring to Aboriginal and Torres Strait Islander People, including First Nations Peoples and First Australians. This choice is informed by the language of the Australian Curriculum and the preference of Caritas Australia's First Australian program partners.

It is our hope that you will take part or all of the slides and use them in a way that best suits your purposes. As such, the slides are editable so that the content, case studies and tools included in this resource remain flexible for teachers and students to use in classroom instruction, independent student research or presentations. If you do edit this presentation, please ensure content and photos from this resource remain with the appropriate credit to Caritas Australia and the photographers. (See the Copyright Notice in the 'Notes' section of this slide.)

This presentation is most useful in 'Presenter Mode' where slides can be seen alongside the content in the 'Notes' section.

We would love to hear from you! To send feedback, enquiries or comments, please email us as education@caritas.org.au

Stay up to date with events and resources! Teachers, subscribe to [Caritas Australia's Education e-newsletter](#)

This resource was last updated in April 2026

Australian First Nations Rights

CURRICULUM LINKS

Content and Learning Tasks in this resource link to a range of Cross-curriculum Priorities, General Capabilities and Learning Areas of the [Australian Curriculum v9](#), including:

The **Aboriginal and Torres Strait Islander Histories and Cultures** cross-curriculum priority provides opportunities for all students to deepen their knowledge of Australia by learning about the world's oldest continuous living cultures. Through the Australian Curriculum, students learn that contemporary First Nations Australian communities are strong, resilient, rich and diverse.* Read more about this Cross-Curriculum Priority [here](#).

Intercultural Understanding encompasses the behaviours and dispositions that students need to understand what happens and what to do when cultures intersect. It involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity, and navigate intercultural contexts.* Read more about this General Capability [here](#).

Personal and Social Capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict.* Read more about this General Capability [here](#).

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.* Read more about this Learning Area [here](#) and find relevant Curriculum Links throughout this resource.

The Arts are as old as humanity. They are part of every culture and central to the diverse and continuing cultures of First Nations Australians. Through the arts, people share stories, ideas, knowledge and understanding. The arts engage our senses and give us ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming.* Read more about this Learning Area [here](#) and find relevant Curriculum Links throughout this resource.

The Humanities and Social Sciences (HASS) are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future.* Read more about this Learning Area [here](#) and find relevant Curriculum Links to **History**, **Geography** and **Civics and Citizenship** throughout this resource.

*Source: <https://v9.australiancurriculum.edu.au/>

Australian First Nations Rights

TEACHER'S NOTES

STUDENTS

Learning about challenges to the health, wellbeing and safety of others and our earth can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or trusted adult. They can share your concerns via our [website](#). You can also find out more about speaking up on our [page for young people](#).

Do you have an idea for how Caritas Australia can improve our school resources? We would love to hear it! Please email education@caritas.org.au



SLIDE 3

Share this **complaints and feedback advice** with students before continuing with next slides:

Learning about challenges to the health, wellbeing and safety of others and our earth can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or trusted adult. They can share your concerns via our [website](#). You can also find out more about speaking up on our [page for young people](#).

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SLIDE 4

Share this **content advice** with students before continuing with next slides:

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Australian First Nations Rights

TEACHER'S NOTES



SLIDE 6

SEE – Understand the issue: Are we listening to the people most affected?

SEE – JUDGE – ACT – PRAY

Learn: Learning about First Nations Peoples and histories provides us with opportunities to deepen our understanding of the world's oldest living cultures. From a Catholic Social Teaching viewpoint, listening to First Nations knowledge, perspectives and experiences, including on matters of justice, is part of recognising First Nations Peoples' human dignity, which leads us to hear and respond with respect and compassion.

What's in a name? We use several terms when referring to Aboriginal and Torres Strait Islander People, including First Nations Peoples and First Australians. This choice is informed by the language of the Australian Curriculum and the preference of Caritas Australia's First Australian program partners who feel that the term 'Indigenous' is a generic term and does not express their unique belonging to the country within which our organisation is based.

In 2012, a bill was introduced into the Federal Parliament for an act to provide for the recognition of First Australians. The [Aboriginal and Torres Strait Islander Peoples Recognition Bill 2012](#) states, "The Parliament, on behalf of the people of Australia, recognises that the continent and the islands now known as Australia were first occupied by Aboriginal and Torres Strait Islander peoples".

There is still a long way to go as the voices of First Nations Peoples and their leaders remain far too often unheard or misunderstood by those in power. Back in 1986, presenting a vision for the future the Pope entreated First Nations Australians to share their vibrancy and vitality, embedded in their unique understandings and ways of being: "The Church herself in Australia will not fully be the Church that Jesus wants her to be until you have made your contribution to her life and until that contribution has been joyfully received by others".

With the leadership and support of our partners, we at Caritas Australia have embraced the name 'First Australians Program' in place of 'Australian Indigenous Program' as a further step towards fulfilling this vision. **Read** more about our First Australians Program [here](#).

Australian First Nations Rights

TEACHER'S NOTES



SLIDE 6 continued

SEE – JUDGE – ACT – PRAY

Discuss: Why does it matter what term is used?

Go Further: Investigate the process of how the [Aboriginal and Torres Strait Islander Peoples Recognition Bill 2012](#) was passed.

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#), [History](#), [Civics and Citizenship](#)

Image: Pandanus weavings made by artists at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia

WHAT DO YOU KNOW?

- What do you know about the history of First Nations Peoples in Australia?
- How and why were First Nations Cultures threatened with the arrival of British settlers?
- What challenges do First Nations Peoples face today?

Investigate key events and dates in First Nations Australian history.
Create a justice history timeline.

SLIDE 7

SEE – JUDGE – ACT – PRAY

Tune in: Using the questions on the slide as prompts, invite students to share their knowledge and experience about First Nations Culture, Country, Language and history with each other. Talk about which Country you are on. Visit the website of your local council, [Know Your Country](#) and [AIATSIS](#) to learn more.

Investigate: In groups, students read, summarise and present key events and dates in First Nations Australian history (see list of websites to explore below). Have students select 2-3 key events and explain their significance. Build up a class timeline made up of the key events selected by students.

For key moments, explore these websites:

- Australian Human Rights Commission ['Track the History Timeline: The Stolen Generations'](#)
- National Museum Australia ['Indigenous Cultures and Contact History: Timeline'](#)
- National Film and Sound Archive ['Australian History Timeline'](#)
- SBS ['Timeline: Indigenous Rights Movement'](#)

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#), [History](#), [Geography](#)

Image: Marsala Digital/Canva

Australian First Nations Rights

TEACHER'S NOTES

WHAT DO YOU SEE?

Reflect on what you see in the media by and about Australia's First Nations Peoples.

- What issues are reported on?
- Who is writing or creating the content?
- How does this shape the way the issues are reported on?

Examine three recent news articles or social media posts that mention First Nations Peoples. Answer the above questions for each. Then ask, 'What is my view? What biases shape my view?'



SLIDE 8

SEE – JUDGE – ACT – PRAY

Discuss: Reflect on what you see in the media by and about Australia's First Nations Peoples.

- What issues are reported on?
- Who is writing or creating the content?
- How does this shape the way issues are reported on?

Examine: Distribute news articles from papers or the internet that mention First Nations Peoples. For each article ask:

- What issues are reported on?
- Who is writing or creating the content?
- How does this shape the way issues are reported on?

Reflect: When there is a range of perspectives or views on an issue, where can we go to get the facts? How do we know sources are reliable?

Go further: Research more about the history of Australian First Nations Peoples' rights and activism, including the Tent Embassy. As a starting point, visit [National Museum Australia 'Defining Moments: Aboriginal Tent Embassy'](#)

Curriculum Links: [History](#), [Civics and Citizenship](#), [English](#)

Australian First Nations Rights

TEACHER'S NOTES

THE UN DECLARATION

The *United Nations Declaration of the Rights of Indigenous Peoples* was adopted in 2007.

Article 10 states, "Indigenous peoples shall not be forcibly removed from their lands or territories."

Describe what Australia might be like today had this declaration been in place and observed in the 18th century.



Jarvis wears traditional white face markings as she prepares to perform her dance.
Photo: Richard Wainwright/Caritas Australia



THE STOLEN GENERATIONS

Article 7 states, "Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group."



Watch or listen to Archie Roach's song "Took the Children Away".
Consider the lyrics, especially the last line of the song: "Yes, I came back." What do you think the songwriter is suggesting? Why is it powerful?



SLIDE 9

SEE – JUDGE – ACT – PRAY

Discuss: What Human Rights do you know? What might be some rights specific to First Nations Peoples?

Read Article 10 of the [UN Declaration on the Rights of Indigenous Peoples](#) in full.

Describe what Australia might be like today had this declaration been in place and observed in the eighteenth century. What difference might this have made for Aboriginal and Torres Strait Islander Peoples, then and now?

Curriculum Links: [History](#), [Civics and Citizenship](#)

SLIDE 10

SEE – JUDGE – ACT – PRAY

Consider Article 7 of the [UN Declaration on the Rights of Indigenous Peoples](#), which states:

1. Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person.
2. Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.

Watch: Watch or listen to Archie Roach's song, ["Took the Children Away"](#). Consider the lyrics, especially the last line of the song: "Yes, I came back." What do you think the songwriter is suggesting? Why is this powerful?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [History](#), [Civics and Citizenship](#), [The Arts](#)

Australian First Nations Rights

TEACHER'S NOTES

THE GAP

Australia's First Nations Peoples have lived on and cared for this continent for more than 60,000 years.

Despite the strength, wisdom, innovation and resilience that has enabled this, First Nations Australians experience challenges at proportionately higher rates than their fellow Australians.

Investigate some key statistics, such as life expectancy and incarceration rates.
Why is there a gap?



SLIDE 11

SEE – JUDGE – ACT – PRAY

Investigate: Have students conduct their own research into key statistics that explain the gap in such things as life expectancy and incarceration rates, or share the following information from the [Australian Bureau of Statistics](#) with the class.

Nearly one million Aboriginal and Torres Strait Islander people live in Australia. Despite their pre-eminence as our continent's first inhabitants, too many of our First Nations Peoples live with ongoing and extensive injustices and poverty. Caritas Australia is working in partnership with First Australians to support self-determination and foster First Australian-led solutions.

By many measures, Australia is one of the wealthiest countries in the world. Yet measures of our national wealth can mask vast differences between the general population and the 3.8 percent of Australians who identify as First Nations people:

- In 2015–2017, life expectancy for First Nations people was 71.6 years for males and 75.6 years for females. The gap in life expectancy between First Nations people and their fellow Australians was 8.6 years for males and 7.8 years for females.
- In 2015–2017, New South Wales, Queensland, South Australia, Western Australia and the Northern Territory recorded a combined infant mortality rate (IMR) for First Nations people that was almost twice the rate for non-First Nations people (5.8 per 1,000 births compared to 3.0).
- In 2018–2019, First Nations people were almost three times as likely to be living with diabetes or high blood sugar levels than non-First Nations people.
- From 30 June 2020 to 30 June 2021, the rate of imprisonment of First Nations people increased by 5% from 2,294 to 2,412 prisoners per 100,000 First Nations adult population.

These inequalities are direct consequences of Australia's colonial history, which has included violence, warfare and discrimination, including through unjust policies that oppress and divide First Nations Peoples.

Curriculum Links: [Mathematics](#), [History](#), [Health and Physical Education](#)

Australian First Nations Rights

TEACHER'S NOTES



SLIDE 12

JUDGE – Reflect in light of CSTs: Are Gospel values being upheld or denied?

SEE – **JUDGE** – ACT – PRAY

Image: Pandanus weavings made by artists at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia

THE APOLOGY

On 13 February 2008, Prime Minister Kevin Rudd made a **National Apology** to Australia's First Nations Peoples, especially the Stolen Generations.

Watch [Kevin Rudd making the Apology](#). Why do you think the National Apology was so important?



Derryi performed outside the Djilpin Arts centre on Jawajpin country in Northern Land, Northern Territory. Photo: Richard Wainwright/Caritas Australia

SLIDE 13

SEE – **JUDGE** – ACT – PRAY

Watch [Kevin Rudd making the Apology](#). Alternatively, read the transcript [here](#).

Discuss: Why do you think the National Apology was so important?

Explore: Visit the [National Museum of Australia](#) to learn more about this key moment in Australia's history.

Go further: Engage [Kinchela Boys Home Aboriginal Corporation](#) to lead a 'Stolen Generations Truth Telling Session' for your secondary students. Visit their [website](#) for more details, including about their numerous packages.

Curriculum Links: [History](#), [Civics and Citizenship](#)

Australian First Nations Rights

TEACHER'S NOTES

CLOSING THE GAP

In 2008, Australians and the Australian Government made a commitment to 'close the gap' between First Nations Australians and non-First Nations Australians. Introducing 'Close the Gap', Prime Minister Kevin Rudd said, "This new partnership on closing the gap will set concrete targets for the future..."

Explore the [Closing the Gap](#) targets.

Match the targets with one or more [Sustainable Development Goals](#).

Which [human rights](#) will 'Closing the Gap' address?



SLIDE 14

SEE – JUDGE – ACT – PRAY

Discover: In 2008, Australians and the Australian Government made a commitment to 'close the gap' between First Nations Peoples and non-First Nations Peoples. Introducing 'Close the Gap', Prime Minister Kevin Rudd said: "This new partnership on closing the gap will set concrete targets for the future: within a decade to halve the widening gap in literacy, numeracy and employment outcomes and opportunities for Indigenous children, within a decade to halve the appalling gap in infant mortality rates between Indigenous and non-Indigenous children and, within a generation, to close the equally appalling 17-year life gap between Indigenous and non-Indigenous."

Investigate: Explore the [Closing the Gap](#) targets.

Discuss:

As a large group:

Match each of these targets to one or more of United Nations' 17 [Sustainable Development Goals](#) (SDGs).

- Which human rights will 'Closing the Gap' directly address? Use this [UN Universal Declaration of Human Rights booklet](#) to aid your research.

In small groups:

Choose one of the United Nations' 17 [Sustainable Development Goals](#).

- How does achieving that goal impact the other SDGs?
- Thinking about the Australian context, what are some possible impacts on everyday life, for example amongst First Nations communities, if that goal is not achieved?

Curriculum Links: [History](#), [Civics and Citizenship](#)

Australian First Nations Rights

TEACHER'S NOTES



SLIDE 15

SEE – JUDGE – ACT – PRAY

Listen: [The Statement From the Heart](#) is an invitation from First Nations Peoples issued to all Australians on 26 May 2017.* Go to this [website](#) and scroll down to listen Professor Megan Davis, member of the Referendum Council, reading the Statement From the Heart for the first time in history on the floor of the First Nations Constitutional Convention.

Investigate where the Statement From the Heart was written, who created the artwork and who was involved in writing and signing it.

Curriculum Links: [History](#), [Civics and Citizenship](#)



SLIDE 16

SEE – JUDGE – ACT – PRAY

Review the Statement and the two things it calls for, using the slide as a prompt.

Explore the Catholic Social Teaching principles of Participation and Subsidiarity using our [CST Toolkit](#). The Toolkit includes learning sequences and this [short film](#) explaining the principles.

Discuss:

- What do you think “History is calling” means?
- Why is looking back at the past important for seeing in the present and looking forward to the future?

Curriculum Links: [Ethical Understanding](#), [Critical and Creative Thinking](#), [Personal and Social Capability](#), [History](#), [Civics and Citizenship](#)

Australian First Nations Rights

TEACHER'S NOTES

FIRST NATIONS VOICE

A First Nations Voice written into the law of Australia means First Nations People and communities always have a say in decisions, laws and government programs that affect them.

Why is a First Nations Voice important? List as many reasons as you can think of.
How would a First Nations Voice and a Makarrata Commission help First Nations Peoples to better participate in decisions that affect their lives?



Jarvis in the shop at Djinin Arts in the Northern Territory, Australia.
Photo: Richard Wainwright/Caritas Australia



SLIDE 17

SEE – **JUDGE** – ACT – PRAY

Discuss:

- Why is a First Nations Voice important? List as many reasons as you can think of.
- How would a First Nations Voice and a Makarrata Commission help First Nations Peoples to better participate in decisions that affect their lives?

Curriculum Links: [Critical and Creative Thinking](#), [Civics and Citizenship](#)

CARITAS AUSTRALIA'S WORK

Too many of our Aboriginal and Torres Strait Islander brothers and sisters live with ongoing and extensive injustice. We are working together with First Australians so they decide their own solutions and future.

Watch Caritas Australia's *Programs Snapshot: First Australians* video.*
How are these Caritas Australia-supported partners and programs helping First Nations individuals and communities?



Learn about the work Caritas Australia and our First Australian partners are doing.*

*Aboriginal and Torres Strait Islander viewers are advised that this video may contain images and voices of people who have died.



SLIDE 18

SEE – **JUDGE** – ACT – PRAY

Recap: *Why does Caritas Australia use the term 'First Australians'?* We use several terms when referring to Aboriginal and Torres Strait Islander People, including First Nations Peoples and First Australians. This choice is informed by the language of the Australian Curriculum and the preference of Caritas Australia's First Australian program partners who feel that the term 'Indigenous' is a generic term and does not express their unique belonging to the country in which our organisation is based.

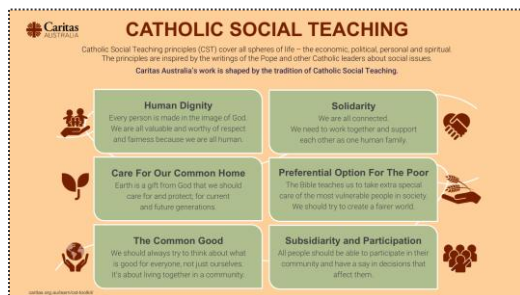
Watch Caritas Australia's [Programs Snapshot: First Australians](#) video. You might also like to explore our other related resources, including First Nations Peoples case studies. These can be found on our [Resources](#) page. Alternatively, visit [Caritas Australia's website](#) to learn more about our First Australian Programs.

Discuss: How are these Caritas Australia-supported partners and programs helping First Nations individuals and communities?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Civics and Citizenship](#), [Ethical Understanding](#), [Personal and Social Capability](#)

Australian First Nations Rights

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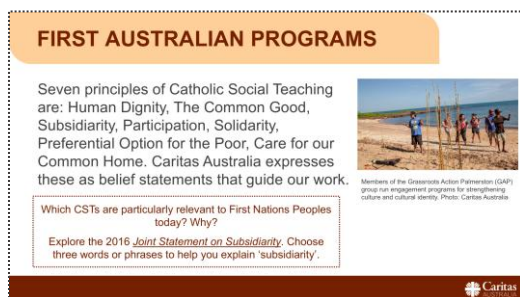


SLIDE 19

SEE – JUDGE – ACT – PRAY

For more on Catholic Social Teaching principles and how they related to Caritas Australia's work in social and ecological justice, explore our [CST Toolkit](#), which includes learning sequences for Primary and Secondary classes.

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Civics and Citizenship](#), [Ethical Understanding](#), [Personal and Social Capability](#)



SLIDE 20

SEE – JUDGE – ACT – PRAY

Seven principles of Catholic Social Teaching are: Human Dignity, The Common Good, Subsidiarity, Participation, Solidarity, Preferential Option for the Poor, Care for our Common Home. Caritas Australia expresses these as belief statements that guide our work.

Discuss: Which CSTs are particularly relevant to First Nations Peoples today? How?

Explore: Explore the 2016 [Joint Statement on Subsidiarity](#), signed by Caritas Australia and its First Australian partners Djilpin Arts, Aboriginal Carbon Fund, National Aboriginal and Torres Strait Islander Catholic Council, Kinchela Boys Home Aboriginal Corporation and Red Dust Healing along with other organisations. Choose three words or phrases from the [Joint Statement on Subsidiarity](#) to help you explain 'subsidiarity'.

Discuss: As a class or in small groups, discuss the following questions:

- What does the phrase 'nothing about us without us' mean?
- How does the CST principle of Subsidiarity shape decision-making processes? At community levels? At government levels?
- What difference can it make for First Nations Peoples?

Curriculum Links: [Civics and Citizenship](#), [Ethical Understanding](#)

Australian First Nations Rights

TEACHER'S NOTES

DJILPIN ARTS

Djilpin Arts is a social enterprise, designed and led by First Australians in a remote Northern Territory community.

The arts centre provides employment, training, income, cultural healing and intergenerational connection.



Janice is the chairperson of Djilpin Arts.
Photo: Richard Warrington/Caritas Australia

Visit the [Djilpin Arts website](#). What is Djilpin Arts's vision? How is it achieving this?

Read [Janice's Story](#). Discuss.



SLIDE 21

SEE – JUDGE – ACT – PRAY

Visit the [Djilpin Arts](#) website. What is Djilpin Arts's vision? How is it achieving this?

Read [Janice's Story](#).

Discuss: Encourage students to keep the CST principle of Subsidiarity in mind as they discuss the following questions:

- Name one thing about Janice's story that stood out to you.
- If you had the chance to ask Janice one question, what would you ask?
- What is it about Djilpin Arts that helps Janice and her family thrive?
- Why is First Nations Culture so important?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#), [Civics and Citizenship](#), [The Arts](#)

Grassroots Youth Engagement

The Grassroots Youth Engagement Project, run by Grassroots Action Palmerston, offers new opportunities to disengaged young Aboriginal people by working collaboratively to create positive outcomes for young people.



Members of the Grassroots Action Palmerston (GAP) group run engagement programs for strengthening culture and cultural identity. Photo: Caritas Australia

Grassroots Action Palmerston highlights how connection, culture, and community support can create positive pathways for young Aboriginal people.

How might feeling connected and supported shape a young person's future?



SLIDE 22

SEE – JUDGE – ACT – PRAY

Learn: Through the Grassroots Youth Engagement Project, young Aboriginal people are supported to reconnect with culture, build confidence, and create positive pathways for their future. Led by Grassroots Action Palmerston, the program highlights the importance of community-led support and ensuring young people feel heard, valued, and empowered. Learn more by visiting [Grassroots Action Palmerston](#).

Discuss: Grassroots Action Palmerston highlights how connection, culture, and community support can create positive pathways for young Aboriginal people. How might feeling connected and supported shape a young person's future?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#)

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TEACHER'S NOTES

BAABAYN ABORIGINAL CORPORATION

Baabayn Aboriginal Corporation offers a place of healing, connection and belonging for First Nations people of every generation in Western Sydney.

'Baabayn' means 'ancestral woman' in Gumbaynggirr language.
Visit the [Baabayn Aboriginal Corporation website](#).
How is knowledge passed on from generation to generation in your family, community or culture?



Sherridan, one of the participants in the Mums and Bubs group, painting an artwork. Photo: Caritas Australia



SLIDE 23

SEE – JUDGE – ACT – PRAY

Reflect: 'Baabayn' means 'ancestral woman' in Gumbaynggirr language. From its Young Mums and Bubs program to its youth and family support services, Baabayn Aboriginal Corporation creates a place of healing, connection and belonging for First Nations Peoples of every generation. How is knowledge passed on from generation to generation in your family, community or culture?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#)

SLIDE 24

SEE – JUDGE – ACT – PRAY

Discuss: [Kinchela Boys Home Aboriginal Corporation \(KBHAC\)](#) states that its services are “strengths based, culturally safe and trauma informed”. What does this mean? Why is it important?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [History](#), [Critical and Creative Thinking](#), [Civics and Citizenship](#)

KINCHELA BOYS

Kinchela Boys Home Aboriginal Corporation (KBHAC) helps survivors of Kinchela Boys Home – among the Stolen Generations – to rebuild and strengthen their lives as they address experiences and legacies of childhood abuse.

KBHAC states that its services are “strengths based, culturally safe and trauma informed”.
What does this mean? Why is it important?



Morison Bay Fig, located on the grounds of what was once the Kinchela Boys Home. Photo: Caritas Australia



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SLIDE 25

ACT – Respond with compassion: What can we do to serve those most in need?

SEE – JUDGE – **ACT** – PRAY

Image: Pandanus weavings made by artists at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia

JOURNEY THE WAY OF JUSTICE

With your help, Caritas Australia continues to accompany First Australian communities as they strengthen their cultural identity, support intergenerational healing and keep Culture alive for future generations.

We journey the way of justice together.

Thinking about the Australian context, why is justice important for reconciliation?

What action will you take to advocate for justice?



Justice programs provided access collected from a bread maker (Djilpin Arts in Darwin, Northern Territory). Photo: Richard Wainwright.

SLIDE 26

SEE – **JUDGE** – **ACT** – PRAY

Discuss: Thinking about the Australian context, why is justice important for reconciliation?

Write: Using one [Closing the Gap](#) target to focus on as an example and with CST principles in mind (see Slide 19), write a short persuasive piece (no more than one page long) that responds to one of the following statements:

- Closing the gap is a matter of justice.
- Closing the gap is what will make reconciliation possible.
- Closing the gap is everyone's business.

Go Further: What action will you take to advocate for justice? Explore campaigns that have First Nations rights at their heart, such as [Know Your Country](#) and [Raise the Age](#). Discuss the issues, then take action! (See each website for best ideas on how to do this effectively.)

Curriculum Links: [English](#), [History](#), [Civics and Citizenship](#), [Critical and Creative Thinking](#)


Australian First Nations Rights

TEACHER'S NOTES

CELEBRATE NAIDOC WEEK

NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Australian First Nations Peoples. The first NAIDOC celebration was in 1991.

Find out what 'NAIDOC' stands for.
How does your school celebrate NAIDOC Week?



Watch *What does NAIDOC mean to you?*



SLIDE 27

SEE – JUDGE – **ACT** – PRAY

Discuss this year's NAIDOC Week theme. How will your school celebrate NAIDOC week? How could your school act in solidarity with First Nations Peoples throughout the year? Start a plan for your school.

Create a digital exhibition around your school. Create and display QR codes that feature information on Australia's First Nations People and culture. Use photographs, recordings of your own or videos or interactive images. Feature Dreaming stories from [Dust Echoes](#) and stories of change using [Caritas Australia case studies](#). Plan where you will place the QR codes, for example, near some First Nations Australian art, in a sacred space or in a native Australian garden. Invite members of your school or community to download a QR code scanner on their device and enjoy the exhibition by exploring the school grounds.

Curriculum Links: [Civics and Citizenship](#), [Critical and Creative Thinking](#), [Personal and Social Capability](#)

Image: www.naidoc.org.au


Australian First Nations Rights

TEACHER'S NOTES


KEEP LISTENING

Keep listening to the voices and stories of First Nations Peoples. Read books, see art and listen to music by First Nations people, to understand their diverse perspectives and ideas on past events and present concerns.

Can you name any First Nations Australian singers, songwriters or musicians? What stories do their songs tell? Make a list. Next to each artist's name, write a theme or issue they address in their music. Compare and discuss.



Jarvis is seen performing a traditional dance at Bawick Falls near Djilpin Arts in Bawick, Northern Territory, Australia.
Photo: Richard Wainwright/Caritas Australia



SLIDE 28

SEE – **JUDGE** – **ACT** – PRAY

Brainstorm: Can you name any First Nations Australian singers, songwriters or musicians? What stories do their songs tell? Make a list. Next to each artist's name, write a theme or issue they address in their music. Compare and discuss.

Listen: As a class, listen to some contemporary First Nations Australian music, for example by the following artists: Archie Roach, Geoffrey Gurrumul Yunupingu, Emma Donovan, Yothu Yindi, Baker Boy, Emily Wurramara and Jessica Mauboy. Be sure to listen to music beforehand, to ensure that it is age- and content-appropriate for your class. Ask students what they notice and/or appreciate about this music.

Go further: Hear directly from Caritas Australia's First Australian partners:

- Plan a class trip to [Djilpin Arts](#)!
- Book a [Kinchela Boys Home Aboriginal Corporation 'Stolen Generations Truth Telling Session'](#).

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#), [The Arts](#), [Personal and Social Capability](#)

SLIDE 29

PRAY – Shaping the reflection-action process through faith: What are the concerns of my heart?

SEE – JUDGE – ACT – **PRAY**

Image: Pandanus weavings made by artists at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia



Australian First Nations Rights

TEACHER'S NOTES

PRAY

God, you make us
and give life and breath to all.
Quieten us to hear First Nations' voices
as they speak wisdom and truth.

Amen.



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SLIDE 30–32

SEE – JUDGE – ACT – **PRAY**

Reflect on all you have learnt about the rights of First Nations Peoples and the current challenges to justice they experience.

Pray the prayer that follows, using it as a way of expressing your commitment to keep learning about, celebrating and standing in solidarity with Australia's First Nations Peoples.

Curriculum Links: [Critical and Creative Thinking](#), [Personal and Social Capability](#)

Image: goodstudio/Canva

PRAY

God, you love us
and lead the way to justice.
Stir us to solidarity with First Nations Peoples
as they rally for their rights to be upheld.

Amen.



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PRAY

God, you renew us
and long for creation's flourishing.
Reconcile us, one to another
so we can build a future with hope.

Amen.



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**END POVERTY
PROMOTE JUSTICE
UPHOLD DIGNITY** 

+ Thank You ✠



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