

Reconciliation



Key Question: Why do we need reconciliation in Australia and how can we promote and share information about the importance of relationships between Indigenous and non-Indigenous Australians?

Social Education Goal: Using the Social Investigation Strategy, year 6 students will investigate the significance of reconciliation between Aboriginal and Torres Strait Islander and non-Aboriginal Australians and the historical events that cause the need for reconciliation. Their investigation will involve working with Indigenous Elders and members of their community, and will explore the role politicians play in reconciliation. Students will learn about the varied experiences of Indigenous Australians and the role their culture plays in Australian society. Through the process, students will be immersed in intercultural experiences and learning opportunities enabling them to develop an understanding of Indigenous culture and the significance of ongoing reconciliation for the first people. As active and informed citizens, students will play a key role in developing activities and opportunities for knowledge sharing within their school and community by planning and assisting to host a special day of reconciliation during in their school.

Relevant Curriculum Descriptors:

- ACHASSK135:** Experiences of Australian democracy & citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples
- ACHASSI132:** Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects
- ACHASSK148:** The obligations citizens may consider they have beyond their own national borders as active and informed global citizens

Motivate

Focus Question: What do we know about Aboriginal and Torres Strait Islander histories and how do their experiences relate to reconciliation?

- ◆ Discuss and create a mindmap on butchers paper exploring student knowledges of Indigenous Australians. Include ideas about culture, histories and experiences. **(ACHASSK140)**
- ◆ Watch ReconciliationAus' video *Our History, Our Story, Our Future* to consider Indigenous experiences and the impact they have had on these people .
- ◆ After viewing, discuss what students learnt from the video, how it made them feel and what they think reconciliation is. Add this information to the mindmap in another colour. **(ACELY1709)**
- ◆ Finish by having students write three words relating to reconciliation in their book. In a paragraph, explain why they think these words describe or are significant to reconciliation in Australian. **(ACELA1517)**

Explore

Focus Question: What are some of the events we must reconcile for and what movements have been made towards reconciling for these?

- ◆ Have students think about a time then they might have had to apologise/reconcile for something. What did they say/do? How did they feel? Discuss these experiences of apology as a class.
 - ◆ Watch the *BTN* video on the Stolen Generation www.abc.net.au/btn/story/s2219619.htm. This video provides a summary of what happened to Indigenous children of this generation and the movement towards better rights. **(ACHASSK135)**
 - ◆ Have each student research an experience of the Stolen Generation at stolengenerationstestimonies.com. Students record information on and create a written piece for a class anthology. **(ACHASSI123)**
 - ◆ After exploring the effects of the Stolen Generation, watch *The Apology* video on myplace.edu.au and the National Reconciliation Weeks 2017 video on defining reconciliation at <https://www.youtube.com/watch?v=bhqb9UVcGRs>. Reflecting on both videos, discuss the significance of Kevin Rudd's Apology and what reconciliation means, especially for Indigenous Australian's.
- NB.** To complement this stage of inquiry, begin reading the book *The Burnt Stick*. This will be read across multiple lessons to extend their insight into the topic and explores diverse perspectives. **(ACELT1613)**

Frame, Negotiate and Identify

Focus Question: How can we develop knowledge and understanding of Indigenous culture and reconciliation?

- ◆ Excursion → visit the **Kuril Dhagun space** at the State Library of QLD . This Indigenous space provides great cultural and learning opportunities for students. By engaging with Indigenous staff, activities and exhibits, they will develop a greater understanding of Indigenous culture and reconciliation. **(ACHASSK140 & ACELA1515)**
- ◆ After the excursion, discuss how their inquiry so far has helped them understand Indigenous culture and if they have developed a clearer sense of reconciliations meaning/purpose. Students can summarise their thoughts in their books, building on the paragraph they wrote earlier about what reconciliation was to them. As a class, compare how their views have changed and create a class definition to display.
- ◆ As a class, develop research questions that could be explored to expand understanding from historical and civics perspectives. *Possible questions:* What historical events have shaped the journey towards Indigenous reconciliation and how? Who are some notable figures in Indigenous rights and how did they contribute? What does reconciliation look like in society today? Why must we reconcile for Indigenous suffering? How can we be involved in our school/society? What could the future look like when we achieve reconciliation? **(ACHASSI122)**

Analyse Information

Focus Question: Considering all we have learnt, what information is most useful to use in understanding and representing the point of reconciliation and how can we apply this information?

- ◆ To begin, discuss what they have discovered over the course of the inquiry; ask if they think that the information they have found/used has been useful, relevant and reliable. **(ACHASSI129)**
- ◆ Have each student write at least 2 of their ideas or most interesting findings on sticky notes to be stuck on the board. Read through and go over these as a class, discussing why understanding our histories is important and how these experiences connect to reconciliation.
- ◆ Students are to work together in pairs to share the mindmaps or posters they created in the last phase of the inquiry. Each student should share and discuss what they have found/thought with their partner before combining with another buddy pair to form a group of four. By working in pairs before groups, students are able to refine and combine ideas so that more collaborative sharing occurs in the bigger groups. **(ACHASSI130)**
- ◆ Once in the group of four, students should work together to develop a creative plan for a 'reconciliation day' they could hold in their school. This plan should be delivered in a blog or website and include activities, information and people that would be part of that day. Critical thinking will be used by students here as they evaluate what information is most important and what activities will best help others to learn/engage with reconciliation. **(ACTDIP022)**

Gather Information

Focus Question: How has reconciliation been shaped by significant movements in Indigenous rights and how does the practice of reconciliation occur in society today?

- ◆ Using the reconciliation timeline at www.reconciliation.org.au as a guide, provide students with a timeline with dates on the left and spaces on the right to glue in the correct events. Discuss the events in more detail as you go through, in particular the Mabo decision and 1967 Referendum and why they are significant. **(ACHASSI125)**
- ◆ In small groups students research an event in more detail, focusing on those involved, the **significance, cause and effect** and **rights** that came about as a result. Have them use the information to create a powerpoint to present to the class. **(ACHASSI123 & ACELY1710)**
- ◆ Discuss and mindmap the 1967 referendum in more depth. After exploring the impact this event had on Indigenous rights, hold a **class referendum** on a topic of the students choosing. After going through the process, discuss how it would feel to be excluded from the classroom constitution and connect this to Indigenous experiences. **(ACHASSK146 & ACHASSK135)**
- ◆ After exploring this, students are to work individually to brainstorm and research what reconciliation looks like in society today and how they, as a school community, could enact reconciliation (what activities, experiences and people could they involve?). Have students record their ideas and information in a mindmap which can be easily shared with their peers in the next phase.

Conclude and Review

Focus Question: What could we do to promote and inspire reconciliation within our school/community?

- ◆ Review and discuss what students have learnt and how they could use the information they have gathered in each stage of inquiry to inform the school about the meaning and importance of reconciliation.
- ◆ Brainstorm these ideas and include them in a class mindmap. Discuss how to implement these, what information they would use/share and how it would involve and inform people about reconciliation. **(ACHASSI129)**
- ◆ Form a class parliament (as done for referendum). Democratically decide objectives, roles and activities to be part of their reconciliation day. Ideas include: inviting an Indigenous Elder to speak, holding a welcome to or acknowledgement of country, holding a smoking ceremony, creating a reconciliation trail treasure hunt or engaging in sharing aspects of culture such as foods and customs at a morning tea. **(ACELY1816)**
- ◆ As a class, draft a bill/proposal to the school principal for their day of reconciliation, including information on why we should celebrate this day and what they, as students, would like to do on the day. **(ACHASSK146)**

Take Action

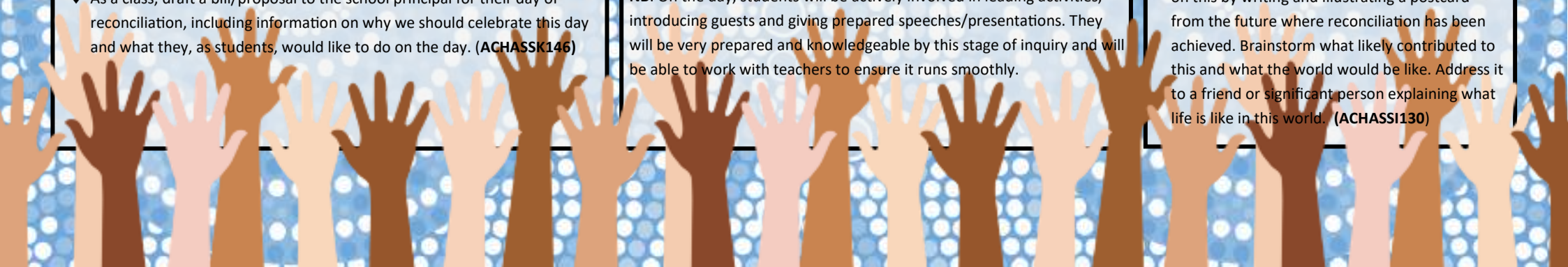
Focus Question: What must we do to prepare for our reconciliation day and how should we ensure the day runs smoothly?

- ◆ Students continue to plan/organise activities for Reconciliation Day.
 - ◆ Each year national reconciliation week follows a theme; have students create posters representing this theme to display around the school. Discuss the importance of the images, layout, text, colour and composition used when creating this and how these can affect the message sent. **(ACAVAM115)**
 - ◆ As a class, create a magazine to raise money for Reconciliation Australia. It could include their class definition of reconciliation, samples/pictures of their learning and interviews from students or community members on how they view reconciliation. Each student should write an article explaining one thing they've learnt about e.g. a significant event, figure or cultural aspect. **(ACELY1714)**
- NB.** On the day, students will be actively involved in leading activities, introducing guests and giving prepared speeches/presentations. They will be very prepared and knowledgeable by this stage of inquiry and will be able to work with teachers to ensure it runs smoothly.

Reflect On

Focus question: What have we learnt? What could the future look like if we achieve reconciliation?

- ◆ Have students reflect on how their reconciliation day went and how others responded to the event by holding a class discussion and by writing a short 'lesson tweet'. **(ACHASSI132)**
- ◆ They may also reflect on what they have learnt from the experience and why they think it is important to have ongoing reconciliation in a class discussion or by creating a vlog,
- ◆ Watch the *Let's Take the Next Step* video www.youtube.com/watch?v=vu_NYUd0VU0 and discuss what constitutional recognition means for Indigenous Australians; have students build on this by writing and illustrating a postcard from the future where reconciliation has been achieved. Brainstorm what likely contributed to this and what the world would be like. Address it to a friend or significant person explaining what life is like in this world. **(ACHASSI130)**



References

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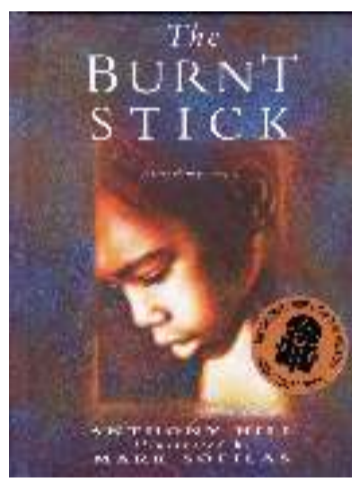
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Resources for Teachers



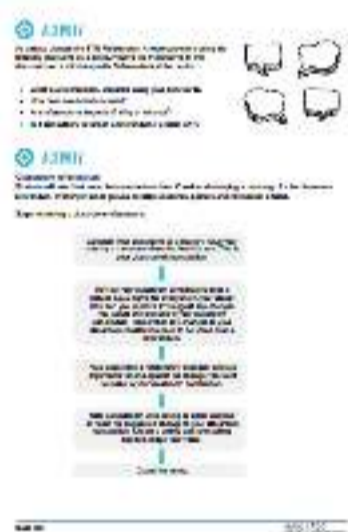
Our History. Our Story. Our Future Video
https://www.youtube.com/watch?v=0CW_tDLo_oM&feature=youtu.be&list=PLzouKkbaGonOIkSr_wjHnPmPOLE_E-Kbm



The Brunt Stick Teacher Resource
http://assets.readingeggsassets.com/teacher_resources/rex/writing/pdfs/upper/the_burnt_stick-fp-b0c892ac.pdf



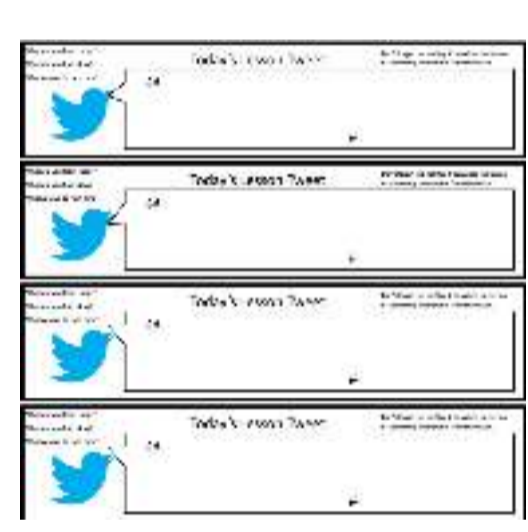
AIATSIS map of Indigenous Australia
<https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>



BTN 1967 Referendum: Class Referendum
<http://www.abc.net.au/btn/resources/teacher/episode/20170523-1967referendum.pdf>



Reconciliation Timeline Example Template and Answers
http://www.reconciliation.org.au/nrw/wp-content/uploads/2014/03/Reconciliation-timeline_2017.pdf



Lesson Tweet Template
<https://i.pining.com/736x/5c/36/33/5c3633b2a90983340c87ca2cf68b89d1--classroom-displays-library-displays.jpg>



National Reconciliation Week: Teaching and Learning Ideas
http://www.reconciliation.org.au/nrw/wp-content/uploads/2016/03/Teaching-and-Learning_FINAL.pdf



Learning about Mabo Day
Mabo Day: <http://www.abc.net.au/btn/resources/teacher/episode/20130528-maboday.pdf>
Role Play: <https://www.teachervision.com/australian-reconciliation/role-play-reconciliation-eddie-koiki-mabo>



Exploring Indigenous Bush Plants (excursion idea)
<https://parksaustralia.gov.au/botanic-gardens/do/years3-6.html>