

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

CELEBRATING FIRST AUSTRALIAN CULTURES

Primary School Resource



Teacher's Notes

Celebrating First Australian Cultures

HOW TO USE THIS RESOURCE

This resource focuses on celebrating aspects of First Nations Australian Cultures. Other related resources, including about human rights issues faced by First Nations People today, can be found [here](#).

The *Celebrating First Nations Cultures* PowerPoint slide deck is intended as a **classroom presentation** to students. This **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.

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.



Caritas Australia gratefully acknowledges the support of the Australian Government through the Australian NGO Cooperation Program, the Australian Humanitarian Partnership, the Church Partnership Program and the Bougainville Youth Initiative in Papua New Guinea.

This resource was updated in March 2023 by Dr Rebekah Pryor, Nicole Dobrohotoff, Kiri Olsen and Christine Rhazi, Caritas Australia.

Celebrating First Australian Cultures

CURRICULUM LINKS

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

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](#).

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 to 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 to **Visual Arts, Music, Dance, Drama and Media Arts** 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.

Technologies enrich and impact on the lives of people and societies globally. They can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.* Read more about this Learning Area [here](#) and find relevant Curriculum Links to **Digital Technologies** throughout this resource.

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

Celebrating First Australian Cultures

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](#).

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](#).

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 4

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

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

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



Celebrating First Australian Cultures

TEACHER'S NOTES

EXPLORE KNOWLEDGE

1. Are you or do you know someone who is a First Nations Australian person?
2. What do you know about the history of First Nations People in Australia?
3. Have you ever heard any First Nations stories, music or songs?
4. Have you ever seen any First Nations dances, art or TV shows?
5. Have you ever tasted any bush food?
6. Do you know any words from a First Nations Australian language?



SLIDE 6

SEE – JUDGE – ACT – PRAY

Tune in to students' knowledge by inviting them to share their knowledge and experience about First Nations Australian Culture with each other.

Explore [ABC Education's 'Indigenous Histories and Culture'](#) collection of short films to learn more about First Nations Australian [greetings](#), [seasons](#) and [farming](#).

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#), **History F–2** [AC9HSFK01](#), [AC9HS1K01](#), [AC9HS1K02](#), [AC9HS2K01](#), [AC9HS2K02](#). **Y 3–4** [AC9HS3K02](#), [AC9HS4K01](#), [AC9HS4K04](#). **Y 5–6** [AC9HS5K02](#), [AC9HS5K03](#), [AC9HS6K02](#).

EXPLORE COUNTRY

'Country' is the term First Australians often use to describe the land, water and sky they are connected to. It includes ideas about spirituality, Culture, Lore and Language.

There are many different First Australian groups and languages.



Which Country are you on?
Which other Aboriginal and Torres Strait Islander language groups can you name?



SLIDE 7

SEE – JUDGE – ACT – PRAY

Explore which Country you are on. Visit the website of your local council, [Know Your Country](#) and [AIATSIS](#) to discover more.

Go further: Once you know which Country you are on, learn more about the First Nations People, culture and language of that place.

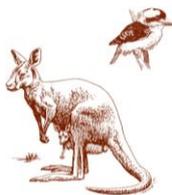
Curriculum Links: **Geography F–2** [AC9HSFK04](#), [AC9HS1K04](#), [AC9HS2K04](#). **Y 3–4** [AC9HS3K03](#), [AC9HS3K04](#), [AC9HS4K06](#). **Y 5–6** [AC9HS5K04](#).

Image: Marsala Digital/Canva

EXPLORE LANGUAGE

Did you know that there are more than 250 First Nations languages in Australia?*

'Kangaroo', 'wallaby', 'waratah', 'koala', 'billabong', 'kookaburra', 'dingo' and 'wombat' are actually Aboriginal words.



Can you think of any other First Nations words that have become part of Australian English language?



SLIDE 8

SEE – **JUDGE** – ACT – PRAY

Investigate: How many Aboriginal and Torres Strait Islander languages are spoken today? *In 2021, there were 150. There were a further 50 that were not spoken at all and 78 not spoken by children aged 0-14 years.***

Discuss the following questions:

- Why do you think languages are sometimes lost?
- How is language important to culture?
- How is language important for accessing human rights, health and education services?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#), **English F–2** [AC9EFLE01](#), [AC9EFLA08](#), [AC9E1LA07](#), [AC9E1LE01](#), [AC9E2LE01](#).

Sources: * [The Australian Institute of Aboriginal and Torres Strait Islander Studies \(AIATSIS\)](#) ** [Australian Bureau of Statistics \(ABS\)](#)

Images: Vintage Illustrations/Canva and pixabay/Canva

Celebrating First Australian Cultures

TEACHER'S NOTES

EXPLORE STORY

Stories are a significant part of First Australian cultures.

[Dust Echoes](#) is a collection of traditional creation stories from Central Arnhem Land, created with Caritas Australia's partner [Djilpin Arts](#). Watch an animation then read the creation story in [Genesis 1](#).



Dust Echoes

What is different and what is similar about these stories?



SLIDE 9

SEE – JUDGE – ACT – PRAY

Watch a creation story from the [Dust Echoes](#) collection, created with Caritas Australia's partner [Djilpin Arts](#).

Read the creation story in Genesis 1.

Discuss the differences and similarities between the two creation stories.

Create: Give groups a 'day' each from Genesis 1 to illustrate. Take photographs of the illustrations and paste into a PowerPoint or other app presentation to make a class 'animation' of the creation story.

Curriculum Links: Geography F-2 [AC9HSFK04](#), [AC9HS1K04](#), [AC9HS2K04](#). Y 3-4 [AC9HS3K03](#), [AC9HS3K04](#), [AC9HS4K06](#). Y 5-6 [AC9HS5K04](#). English F-2 [AC9EFLE01](#), [AC9EFLA08](#), [AC9E1LA07](#), [AC9E1LE01](#), [AC9E2LE01](#). Y 3-4 [AC9E3LE01](#), [AC9E4LE01](#). Y 5-6 [AC9E5LE01](#), [AC9E6LE01](#). Media Arts F-2 [AC9AMA2E02](#). Y 3-4 [AC9AMA4E02](#). Y 5-6 [AC9AMA6E02](#).



SLIDE 10

SEE – JUDGE – ACT – PRAY

Read [Janice's Story \(Australia\) – Photo Storybook](#).

You may also wish to watch [A Day in the Life – Janice \(Australia\)](#) film.

Discuss Janice's Story, guided by the following questions:

- What do the photos and/or film show you about Janice's life and community?
- Which photo or video clip do you like the best? Why?
- What questions would you like to ask Janice?
- What do you want to learn more about?

Curriculum Links: History F-2 [AC9HSFK01](#), [AC9HS1K01](#), [AC9HS1K02](#), [AC9HS2K01](#), [AC9HS2K02](#). Y 3-4 [AC9HS3K02](#), [AC9HS4K01](#), [AC9HS4K04](#). Y 5-6 [AC9HS5K02](#), [AC9HS5K03](#), [AC9HS6K02](#). Dance F-2 [AC9ADA2E02](#). Y 3-4 [AC9ADA4E02](#). Y 5-6 [AC9ADA6E02](#).

Image Caption: Janice is a proud Wagilak woman living on Jawoyn Country in the Northern Territory. She is a dancer and arts worker at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia

Celebrating First Australian Cultures

TEACHER'S NOTES

EXPLORE ART

Painting is an ancient way to communicate. First Nations Australian paintings often show a landscape or 'songline' that describes language or bush tucker or stories relating to the Country they are from. They can seem map-like, as if showing the landscape from above. They are often painted with dots of colour and [symbols](#).



Aboriginal being painted at Eastern Aboriginal Corporation, Australia. Photo: Richard Wainwright/Caritas Australia

Imagine what your school looks like from above. Describe what you see.



SLIDE 11

SEE – JUDGE – ACT – PRAY

Discuss the symbols and styles that are often used in traditional First Australian painting.

Create: Invite students to use their own symbols and styles to create a map-like, birds-eye-view painting of playtime in the school grounds.

Curriculum Links: Visual Arts F–2 [AC9AVA2E02](#). Y 3–4 [AC9AVA4E02](#). Y 5–6 [AC9AVA6E02](#).

EXPLORE MUSIC

Listen to this traditional Aboriginal [song](#). Try and clap the rhythm. List the instruments you hear.

▶ Watch [this video](#) of clapsticks being made.

Follow these [instructions](#) to make your own clapsticks or 'bilma'.



Jarvis's brother and Songman, Major Jeff, plays clap sticks and his son, Major, plays a didgeridoo for Jarvis as she performs a traditional dance at near Oopari Hill in Northern Territory, Australia. Photo: Richard Wainwright/Caritas Australia

Can you name any Aboriginal or Torres Strait Islander singers, songwriters or musicians?



SLIDE 12

SEE – JUDGE – ACT – PRAY

Investigate 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.

Curriculum Links: Music F–2 [AC9AMU2E02](#). Y 3–4 [AC9AMU4E02](#). Y 5–6 [AC9AMU6E02](#).

EXPLORE DANCE

▶ Watch the traditional [Dance of the Crane](#). Then watch [Brolga](#) by Bangarra Dance Theatre.

What similarities do you see in the choreography?
What differences do you notice?

What does each dance tell you about the creature it portrays?



Dancers at Eastern Aboriginal Corporation, Australia. Photo: Richard Wainwright/Caritas Australia



SLIDE 13

SEE – JUDGE – ACT – PRAY

Discuss the movements and how they relate to the crane and the brolga.

Create a dance about another Australian bird or animal.

Explore other contemporary First Nations dance performances. (The Bangarra Dance Theatre YouTube channel has many [dance education video resources](#) to further explore First Nations dance performance art. Visit <http://bangarra.com.au/education-resources>)

Go further: Visit [Move it Mobstyle](#) for dance exercise videos showcasing the deadly dance moves and music found in communities all around Australia.

Curriculum Links: Dance F–2 [AC9ADA2E02](#). Y 3–4 [AC9ADA4E02](#). Y 5–6 [AC9ADA6E02](#).

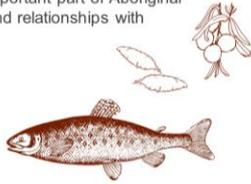
Celebrating First Australian Cultures

TEACHER'S NOTES

EXPLORE FOOD

Food and cooking methods are an important part of Aboriginal and Torres Strait Islander histories and relationships with native Australian plants and animals.

Have you ever tried quandong or yam?
How about kangaroo burgers or fish
cooked on hot coals?
What was it like?



Caritas

SLIDE 14

SEE – JUDGE – ACT – PRAY

Cook a snack or meal that uses bush foods. Find some recipe ideas [here](#).

Explore: Watch the SBS *Food Safari* episode [A Look at Bush Tucker](#), which shows a 'bush supermarket'.

Go further: Reflect on the fact that Australia's First Nations People are keepers of the world's oldest, continuous living culture in the world. Learn about ancient First Nations methods of catching fish by watching this short film, [Ingenuity of Indigenous Fish Traps](#). Alternatively, look at the images in this [Living off our waters gallery](#).

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#), **History F-2** [AC9HSFK01](#), [AC9HS1K01](#), [AC9HS1K02](#), [AC9HS2K01](#), [AC9HS2K02](#). **Y 3-4** [AC9HS3K02](#), [AC9HS4K01](#), [AC9HS4K04](#). **Y 5-6** [AC9HS5K02](#), [AC9HS5K03](#), [AC9HS6K02](#). **Geography F-2** [AC9HSFK04](#), [AC9HS1K04](#), [AC9HS2K04](#). **Y 3-4** [AC9HS3K03](#), [AC9HS3K04](#), [AC9HS4K06](#). **Y 5-6** [AC9HS5K04](#).

Images: SuperStyle/Canva and pixabay/Canva

CARE FOR COUNTRY

First Peoples hold knowledge on how to care for our common home in sustainable ways. Caritas Australia's partner [Aboriginal Carbon Foundation](#) supports projects that practice traditional knowledge and land management and help First Australian communities generate an income. The foundation's focus is on carbon farming.

Watch [Savannah Burning](#), about 'cool burning' and carbon farming.



First Australian Rangers manage fires in the winter to reduce greenhouse gas emissions. Photo: Richard Wainwright/Caritas Australia

Caritas

SLIDE 15

SEE – JUDGE – ACT – PRAY

Watch the short film, [Savannah Burning](#), to learn about how traditional cool burning methods relate to carbon farming.

Discuss:

- What is the difference between a hot wildfire and a traditional cool burn?
- How does cool burning help care for Country, including its skies, waterways, plants, animals and people?
- What is a carbon credit?
- How do First Nations Peoples benefit from carbon farming?
- Thinking about Catholic Social Teaching, how does carbon farming help care for our common home?

Go Further: Learn more about cool burning and the work of the Aboriginal Carbon Foundation with our Cool Burning resource, available in [Primary](#) and [Secondary](#) versions.

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#). **Geography F-2** [AC9HSFK04](#), [AC9HS1K04](#), [AC9HS2K04](#). **Y 3-4** [AC9HS3K03](#), [AC9HS3K04](#), [AC9HS4K06](#). **Y 5-6** [AC9HS5K04](#).

Celebrating First Australian Cultures

TEACHER'S NOTES

CELEBRATE PEOPLE

Do you know who the Aboriginal man on the \$50 note is? **David Unaipon**
Do you know who the first Aboriginal politician was? **Neville Bonner**
Do you know who the first Aboriginal Australian to address the United Nations was? **Lowtija O'Donoghue**



Caritas

SLIDE 16

SEE – JUDGE – ACT – PRAY

Investigate:

- Do you know who the Aboriginal man on the \$50 note is? **David Unaipon** was a famous Aboriginal preacher, inventor and writer.
- Do you know who the first Aboriginal politician was? **Neville Bonner** became a senator for Queensland in 1971 and worked to improve Aboriginal rights in Australia.
- Do you know who the first Aboriginal Australian to address the United Nations was? **Lowtija O'Donoghue** spoke during the launch of UN International Year of Indigenous people in 1992. She is a speaker and writer.

Create a digital poster using [Canva](#) about an influential First Australian such as Neville Bonner or Lila Watson. Include information about their story, their Country and their contribution to Australian society.

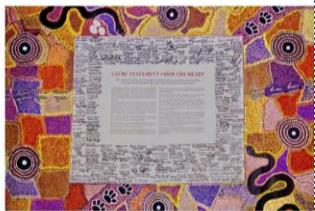
Curriculum Links: History F–2 [AC9HSFK01](#), [AC9HS1K01](#), [AC9HS1K02](#), [AC9HS2K01](#), [AC9HS2K02](#). Y 3–4 [AC9HS3K02](#), [AC9HS4K01](#), [AC9HS4K04](#). Y 5–6 [AC9HS5K02](#), [AC9HS5K03](#), [AC9HS6K02](#).

READ THE ULURU STATEMENT

The Uluru Statement From the Heart is an invitation from First Nations Peoples issued to all Australians on 26 May 2017.

 [Listen to the Uluru Statement being read aloud.](#)

The Uluru Statement From the Heart. Photo: [ulurustatement.org](#)



Caritas

SLIDE 17

SEE – JUDGE – ACT – PRAY

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

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

Curriculum Links: History F–2 [AC9HSFK01](#), [AC9HS1K01](#), [AC9HS1K02](#), [AC9HS2K01](#), [AC9HS2K02](#). Y 3–4 [AC9HS3K02](#), [AC9HS4K01](#), [AC9HS4K04](#). Y 5–6 [AC9HS5K02](#), [AC9HS5K03](#), [AC9HS6K02](#).

*Source [The Uluru Statement](#)

Celebrating First Australian Cultures

TEACHER'S NOTES

SEE THE ULURU STATEMENT

The Uluru Statement calls for two things:

1. A **First Nations Voice**, written into the law of Australia so that First Nations communities always have a say in decisions, laws and programs that affect them.
2. A **Makarrata Commission**, to lead agreement making and truth telling about First Nations history.



A poster from The Uluru Statement From the Heart website, inviting us to reflect on First Nations history and make agreement making and truth telling possible. Photo: ulurustatement.org



SLIDE 18

SEE – JUDGE – ACT – PRAY

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:

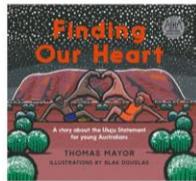
- What do you think “History is calling” means?
- Why is looking back at the past important for seeing in the present and looking forward to the future?

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#).

Source * [The Uluru Statement](#)

SEE THE ULURU STATEMENT

▶ [See Thomas Mayor read his book, Finding Our Heart.](#)



Finding Our Heart by Thomas Mayor, with illustrations by Mark Douglas. Published by Hachette Child (2020)



SLIDE 19

SEE – JUDGE – ACT – PRAY

See Thomas Mayor read his book, [Finding Our Heart](#).

Discuss:

- The author says that his book is “For the children who will teach us how to find our collective heart.” What do you think the author means by “collective heart”?
- Where is “the heart of the nation”?
- How will you share what you’ve learnt about The Uluru Statement From the Heart with others in your family, friendship circles and school community?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures, Intercultural Understanding](#). English F–2 [AC9EFL01](#), [AC9EFLA08](#), [AC9E1LA07](#), [AC9E1LE01](#), [AC9E2LE01](#). Y 3–4 [AC9E3LE01](#), [AC9E4LE01](#). Y 5–6 [AC9E5LE01](#), [AC9E6LE01](#).

Source * [The Uluru Statement](#)

Celebrating First Australian Cultures

TEACHER'S NOTES

LISTEN TO THE 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.



Jessica (centre) with her daughters Theonetta (left) and Tiffany (right) in the shop at Digin Arts in the Northern Territory, Australia. Photo: Richard Whemrigt/Caritas Australia

Why is a First Nations Voice important?
List as many reasons as you can think of.



SLIDE 20

SEE – **JUDGE** – ACT – PRAY

Discuss:

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

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#). [Aboriginal and Torres Strait Islander histories and cultures](#). [Intercultural Understanding](#).

CELEBRATE NAIDOC WEEK

NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander 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 21

SEE – JUDGE – **ACT** – PRAY

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

Learning Task: Digital Exhibition

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 Australian [case studies from our School Resources](#) page.

Plan where you will place the QR codes, for example, near some Native Australian plants, Aboriginal art, a sacred space or 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: [Aboriginal and Torres Strait Islander histories and cultures](#), [Intercultural Understanding](#). Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#). Digital Technologies F [AC9TDIFK01](#). Y 1–2 [AC9TDI2K01](#), [AC9TDI2P04](#), [AC9TDI2P05](#). Y 3–4 [AC9TDI4P01](#), [AC9TDI4P03](#). Y 5–6 [AC9TDI6P01](#), [AC9TDI6P04](#), [AC9TDI6P07](#), [AC9TDI6P08](#).

Celebrating First Australian Cultures

TEACHER'S NOTES

CARITAS AUSTRALIA'S WORK WITH FIRST AUSTRALIANS

Too many of our Aboriginal and Torres Strait Islander brothers and sisters live with ongoing and extensive injustice. Some of the ways we work with our partners include improving health and training in business and leadership. **We are working together with First Australians so they decide their own solutions and future.**



[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 22

SEE – JUDGE – ACT – PRAY

Watch Caritas Australia's [Programs Snapshot: First Australians](#) video.

You might also like to explore our other related resources, including about human rights issues faced by First Nations People today. These can be found on our [Resources page](#).

Why does Caritas Australia use the term 'First Australians'?

In 2012 a Bill was introduced into the Federal Parliament for an Act to provide for the recognition of Aboriginal and Torres Strait Islander Peoples. The Bill 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".

At Caritas Australia, the name change has been requested by our Aboriginal and Torres Strait Islander 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.

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

Celebrating First Australian Cultures

TEACHER'S NOTES

LEARN MORE

Did you know that Australia's First Nations Peoples form the world's oldest living culture? This is one of many things to celebrate!

Learning more about the challenges First Nations Australians continue to face is also very important.



Investigate what the phrase 'closing the gap' means. Why is this important? What difference could it make?

Supported by Aboriginal Carbon Foundation, members of the Kooragang community work together to decide on the core benefits of coal burning for their Country. Photo: Richard Wainwright/Caritas Australia



SLIDE 23

SEE – **JUDGE** – ACT – PRAY

Investigate: As a class, investigate what the phrase 'closing the gap' means. Why is this important? What difference could it make?

Go further: When First Nations Peoples lead and participate in decisions that affect them, they are able to use their strengths to come up with great solutions to the challenges they face. It also helps their Culture and communities to grow strong and healthy. This is subsidiarity and participation in action!

Use Caritas Australia's [CST Toolkit](#) to understand the Catholic Social Teaching principles of Subsidiarity and Participation. Invite students to consider how these ideas in practice help contribute to positive and just outcomes for First Nations Peoples.

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#). [Aboriginal and Torres Strait Islander histories and cultures](#). [Intercultural Understanding](#).

PRAY

Holy God,
you meet us in quiet gardens and wild places,
in busy streets and wide-open spaces;
all creation hums with life!

May Australia's First Nations Peoples continue to thrive,
and – having remembered the sacred earth again –
may we all grow in love, respect and harmony
with the people and places we call home,
for the sake of all future generations,
Amen.



SLIDE 24

SEE – JUDGE – ACT – **PRAY**

Reflect on all you have learnt and celebrated about First Nations Peoples and cultures.

Pray this prayer, using it as a way of expressing your commitment to keep learning about, celebrating and standing in solidarity with First Nations Australians.

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

+
Thank You ✠



www.caritas.org.au