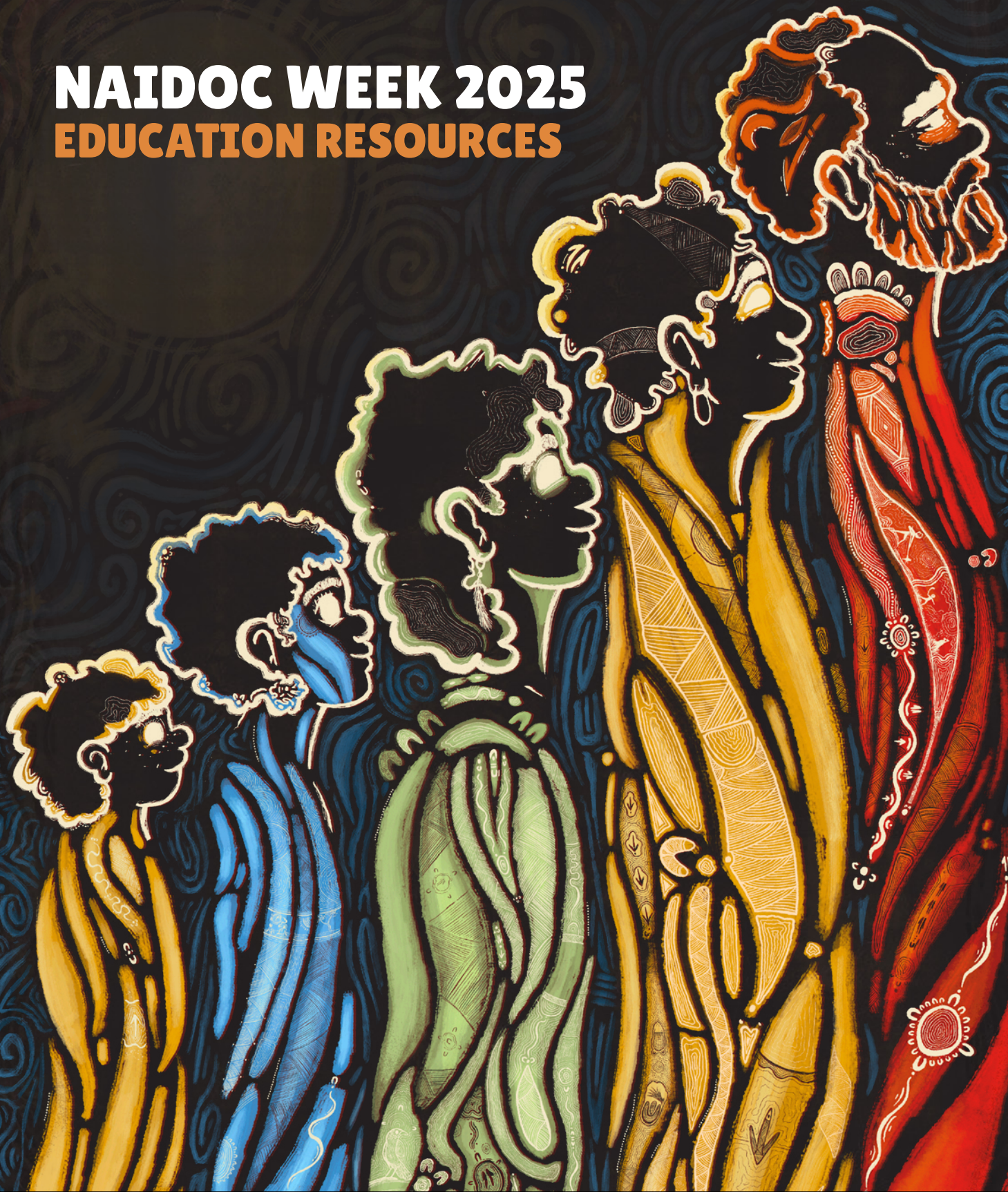


NAIDOC WEEK 2025

EDUCATION RESOURCES



**THE NEXT
GENERATION:
STRENGTH,
VISION &
LEGACY**
6-13 JULY 2025



ACKNOWLEDGEMENT OF COUNTRY

We acknowledge all First Peoples of the beautiful lands on which we live and celebrate their enduring knowledge and connections to Country. We honour the wisdom of and pay respect to Elders past and present.

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Warning

Aboriginal and Torres Strait Islander peoples are advised that the following information will contain names, images and stories of people who have now passed.



INTRODUCTION

NAIDOC WEEK

National NAIDOC Week celebrations are held across Australia in the first week of July each year (Sunday to Sunday), to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC Week is an opportunity for all Australians to learn about First Nations histories and cultures and participate in celebrations of the oldest, continuous living cultures on Earth. You can support and get to know your local Aboriginal and Torres Strait Islander communities through activities and events held across the country.

CELEBRATING 50 YEARS

NAIDOC Week 2025 marks a powerful milestone: 50 years of NAIDOC Week, honouring and elevating Indigenous voices, culture and resilience.

The NAIDOC journey began as a movement for recognition and rights, sparked by Indigenous communities who saw a future built on justice and equality. Over the decades, it has grown into a powerful national celebration, a testament to the enduring strength of Aboriginal and Torres Strait Islander peoples.

This year, the National NAIDOC Committee takes an important step toward independence, embracing self-determination as a model for the next generation. With every story shared, every act of resilience remembered and every cultural practice celebrated, we honour a legacy that reaches far into the past and extends into the future.

As we celebrate this milestone, we look toward the next 50 years with excitement and confidence, while every day ensuring that NAIDOC remains a movement grounded in community-led vision and integrity.



National NAIDOC Committee 2024 (Credit: National NAIDOC Committee)

NAIDOC 2025 THEME

As we commemorate this 50-year legacy of NAIDOC Week, we also look forward, honouring the next generation who will carry the torch, shaping the future with courage, insight and deep respect for our roots. Guided by the wisdom of our Elders and the groundwork laid by our forebears, each NAIDOC Week reinforces our vision for an Australia where Indigenous voices are not only heard but also lead the way.

The 2025 NAIDOC Week theme, “The Next Generation: Strength, Vision and Legacy”, celebrates not only the achievements of the past but also the bright future ahead, empowered by the strength of our young leaders, the vision of our communities and the legacy of our ancestors.

From solid foundations, the next generation will rise — grounded in history and the strength of our Elders; inspired by a shared vision; and committed to building a legacy of unity, respect and self-determination for all.

This NAIDOC Week, we celebrate not just a milestone but also a movement that endures, grows and evolves — driven by the unwavering strength of our communities, the shared vision of our people and the enduring legacy we pass on to those who will shape our future. Together, we walk forward, honouring where we’ve come from and looking boldly to the next generation who will carry NAIDOC and their communities into the future.

— National NAIDOC Committee



Fullaship Program participants, 2024 (Credit: Joshua Scott)

THE ARTWORK

***Ancestral Lines* by Jeremy Morgan Worrall**

The 2025 National NAIDOC Week poster is a stunning digital artwork titled *Ancestral Lines*, created by Jeremy Morgan Worrall, a proud Ngarbal/Gomeri man from Emmaville and Deepwater in northern New South Wales. His family lines include the Wrights, Connors and Marlows.

Jeremy's work honours the knowledge, care and cultural strength passed down through generations — from ancestors Lucy, Enoch and Nonie Wright to his Nanna Audrie and his mother Vanessa. The artwork is set beneath the swirling clouds and moonlit skies of Tenterfield, where the next generation gathers around the fire — to listen, to learn and to lead.



Jeremy Morgan Worrall (Credit: National NAIDOC Committee)

//

When I look back at my mob, it helps me see towards the future," Jeremy said. "This piece tells the story of our knowledge — of lore, care, hunting, weaving and love — being passed on through time. My hope is that it speaks to young people and shows them that they come from strength. They come from a legacy of survival and brilliance. And that gives us all vision for what comes next."

//



NAIDOC WEEK HISTORY

Before the 1920s, Aboriginal rights groups boycotted Australia Day (26 January) in protest against the status and treatment of Indigenous Australians. By the 1920s, they were increasingly aware that the broader Australian public were largely ignorant of the boycotts. If the movement were to make progress, it would need to be active.

On Australia Day in 1938, protesters marched through the streets of Sydney, followed by a congress attended by more than a thousand people. One of the first major civil rights gatherings in the world, it was known as the Day of Mourning.

After the Day of Mourning, there was a growing feeling that it should be a regular event. In 1939 William Cooper — Aboriginal activist, community leader and founder of the Australian Aborigines League — wrote to the National Missionary Council of Australia to seek their assistance in supporting and promoting an annual event.

From 1940 until 1955, the Day of Mourning was held annually on the Sunday before Australia Day and was known as Aborigines Day. In 1955, Aborigines Day was shifted to the first Sunday in July after it was decided the day should become not simply a protest day but also a celebration of Aboriginal culture. In 1975, it was decided that the event should cover a week, from the first to second Sunday in July.

naidoc.org.au/about/history



WELCOME

AUNTY (PROFESSOR) LYNETTE RILEY AO

(Wiradjuri and Gamilaroi)
Co-Chair, National NAIDOC Committee

In 2025, we celebrate 50 years of NAIDOC Week, celebrating our cultures and teaching about our people's histories and cultures. Each year, we select a theme to further develop greater understanding of our issues, in line with our Elders' initial concepts for NAIDOC Week.

The theme for 2025, "The Next Generation: Strength, Vision and Legacy", focuses on our youth — future leaders in Culture, and all the social and political parameters we need their ongoing help with — as we continue to fight for justice and equity in Australia. We want to highlight the amazing role our youth play in our futures. They are our strength, they provide our vision through their ongoing work with Elders in their own communities and they are responsible for future legacies.

KELRICK MARTIN

(Ngarluma and Bunuba)
Head of Indigenous, ABC

First Nations Australians love to celebrate who we are and where we've come from. It allows us the chance to acknowledge our deep connection to Country, to each other and to our shared future.

This year, the NAIDOC theme "The Next Generation: Strength, Vision and Legacy" calls for everyone to deepen their understanding and appreciation of Aboriginal and Torres Strait Islander achievements and experiences, including those young leaders emerging in our communities.

We welcome you to join us on this journey and celebrate our place in this country together.



BELINDA DUARTE

(Wotjobaluk and Dja Dja Wurrung)
CEO, Culture is Life

Culture is Life is extraordinarily proud of the education and social impact work we create. The resources produced by our educators are anchored in pride and a passion to share the stories, dreams and aspirations of First Nations peoples from across this nation. The shared commitment of our educators is to ensure the next generation of Australians are more informed and aware of what our strengths, vision and legacies have been and continue to be.

Capturing the breadth of contributions, talents and aspirations is a challenge. However, the invitation to join this work to build awareness is evident in these resources. NAIDOC's 50th anniversary is an invitation to participate and build upon the materials, the stories and the voices of generations.

We look forward to these stories being taught and learnt from for generations to come.

SENATOR THE HON. MALARNDIRRI MCCARTHY

(Yanyuwa/Garrwa)
Minister for Indigenous Australians

This year marks 50 years of National NAIDOC Week, an extraordinary milestone.

What began as a small grassroots movement has become an annual, week-long celebration of Aboriginal and Torres Strait Islander people and the world's oldest continuing culture.

For more than 65,000 years our Elders have passed on the stories that have maintained a deep connection to culture and caring for Country.

The 2025 National NAIDOC Week theme is The Next Generation: Strength, Vision & Legacy.

It celebrates the achievements of the past and the bright future ahead, empowered by the strength of our young leaders and the legacy of our ancestors.

The ABC Education team and Culture is Life have worked with the National NAIDOC Committee to create a wonderful selection of National NAIDOC Week education resources.

They are designed to share important knowledge, information and perspectives with the next generation of young Australians.

I encourage all students, educators, parents and carers to access these resources to help to build a better understanding of Aboriginal and Torres Strait Islander people, histories and culture.

NAIDOC Week is for all Australians to honour our Aboriginal and Torres Strait Islander history and its important place in our nation's story.

I encourage everyone to celebrate with us and come away with a new or deeper understanding of the history and cultures of First Nations people.

Happy 2025 NAIDOC Week!



FOR TEACHERS

This year's NAIDOC resources aim to inspire teachers and students to learn, connect with and celebrate the stories of Aboriginal and Torres Strait Islander people, in particular our younger generations, across diverse areas of interest, professions and roles in their community. We believe all Australian teachers and students can benefit from learning this rich history to build a brighter future from the legacies paved.

We acknowledge it is impossible to highlight all the passionate change leaders from across the continent and islands, and therefore we encourage you as educators to look locally first, and share the stories of Aboriginal and Torres Strait Islander people in the communities near your school or early learning centre.

We respect the immense responsibility placed on teachers to nurture our next generations, and we remind teachers of their professional responsibility in teaching the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures and subject and year-level specific curriculum related to First Nations peoples of Australia.

All subject learning areas are responsible for including Aboriginal and Torres Strait Islander perspectives and knowledges, in line with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority of the Australian Curriculum (Version 9.0).

NAIDOC Week is the perfect week to be committed, focused and creative in ensuring First Nations cultures are seen, celebrated and learnt from! These resources, and all the incredible First Nations-led resources, have a life that continues long after NAIDOC Week, and we encourage all teachers to access and embrace the stories and teachings of the oldest living culture in the world!

ACCESS & FEEDBACK

NAIDOC Education Resources 2025 can be freely accessed on NAIDOC (naidoc.org.au/resources/educational) and Culture is Life's websites.

naidoc.org.au/resources/educational
cultureislife.org/education/resources/naidoc-2025

Your feedback is valuable to us! Can you take 10 minutes to complete this short survey?

tinyurl.com/CisLeducation

EARLY YEARS

FOUNDATION TO YEAR 2

STRENGTH

The 2025 National NAIDOC Week theme, “The Next Generation: Strength, Vision and Legacy”, celebrates not only the achievements of the past but also the bright future ahead — empowered by the strength of our young leaders, the vision of our communities and the legacy of our ancestors.

As early childhood and early primary educators, this year’s theme allows us to create space for the imagination of children to encompass the freedom of spirit and Country.

We allow children to share their strengths, and we uplift the strengths that we can learn from First Nations peoples. Get children to show what they are good at and share their strengths with their fellow students.

Let us consider the past 50 years of NAIDOC Week and honour the voices of First Nations peoples.

This year’s theme relies on sharing the stories, songs, dance, knowledge and wisdom of Aboriginal and Torres Strait Islander Elders with children — the next generation.



An all-female team of Indigenous rangers in Western Australia (Credit: AWC/Wilinggin Aboriginal Corporation)

OUR DREAMING

For Aboriginal people, the Dreaming is a connection of time, place and all living and non-living things.

The Dreaming refers to a time of creation, and it encompasses the many stories, songs, dances and artworks through which First Nations peoples live and thrive.

It presents a way to see the beauty and connection of the past and present. It is also a responsibility to share for the future, where the spotlight will be on the strength of the young leaders of tomorrow, taking forward what they have learnt as they continue to grow and learn.

— Aunty Stephanie Armstrong



Our Dreaming by Kirli Saunders and Dub Leffler (Credit: Scholastic Australia Pty Limited, 2022)

Exploring *Our Dreaming* by Kirli Saunders

Watch Kirli read her book, share insights into her Dreaming story and explain the meaning of some of the keywords.

(ABC Kids: youtube.com/watch?v=-qVFby_PB4M)

Use Kirli's book to explore the importance of the Dreaming and its place with First Nations peoples.

- What is the story about?
- Investigate the gifts and strengths in the story.
- What are the gifts and strengths of each animal in the book? Create a story around each animal.
- Discuss Kirli's wise words at the end of the story.
- Can you learn about other Dreaming stories and share them with your class?

Language wall

Use the language words in *Our Dreaming* to create a language wall.

This can look like a mural in the classroom with words and pictures from the book or your local language and Country.

Children can further investigate the strength of First Nations peoples by reading Dreaming stories and creating a language wall of the names of local animals and key places from these stories.

Local storytellers and artists

Invite local First Nations storytellers, dancers and artists to share their strengths through the arts.

Resources

1. *Our Dreaming* by Kirli Saunders, illustrated by Dub Leffler (Scholastic)
2. Kirli Saunders reading *Our Dreaming* (ABC Kids: youtube.com/watch?v=-qVFby_PB4M)

ACKNOWLEDGING COUNTRY

If your school or early learning centre does not have an Acknowledgement of Country, this is a good time to develop one.

Carefully consider the language, ensuring it honours the legacy and wisdom of what's around you and the ongoing connection to the past, present and future.

Our story of strength

What does the natural environment in your area look, feel, smell and sound like?

Take students on a local walk or an excursion to explore Country and its fauna or flora. Children can look for the strength in trees, rocks and animals – and in themselves. Also, consider the Sun, stars and Moon.

Take photos to create a collage that shows our strengths and connections to Country.

Children may draw or create in other ways to show their connection to their environment.

Self-portraits

Invite children to create self-portraits of strength, reflecting on what makes them special and what they are individually connected to.

When considering their strengths, children may reflect on what makes them laugh and what allows them to feel still, quiet and connected.



"Emu Warrior" by Gamilaraay/Bigambul student Harriet McGhee, age 8 (Credit: Arkeria Armstrong)

Resources

1. Map of Indigenous Australia. (Australian Institute of Aboriginal and Torres Strait Islander Studies: aiatsis.gov.au/explore/map-indigenous-australia)
2. Acknowledgement of Country and Welcome to Country – The differences between them, and why they are important. (Reconciliation Australia: reconciliation.org.au/reconciliation/acknowledgement-of-country-and-welcome-to-country)
3. Talking Up Our Strengths – Why, when and how to use "Talking Up Our Strengths" cards (Secretariat of National Aboriginal and Islander Child Care: snaicc.org.au/wp-content/uploads/2016/03/Talking-Up-Our-Strengths.pdf)

SENSES AND SPIRIT

Consider the many ways to activate our five senses and spirit.

Help young children understand how to use the senses to be strong in spirit.

Sound

Australia has many unique sounds, from the sounds of animals to the sounds made by instruments and the voices of the many languages of First Nations peoples.

- Find out which animals have the best sense of hearing.
- Allow time for children to listen to the sounds of the didgeridoo — how it can mimic the sounds of birds and animals — and to feel the beat of the instrument and how it makes their body feel. Use clap sticks and find a beat that creates a rhythm for children to follow.
- Children can learn deep listening and the strength of listening to Country, whether it be the wind, animals or their body.
- Understand “breathe” and how it is a strength. (Miriam Rose Foundation: youtube.com/watch?v=tow2tR_ezL8)
- Find opportunities to hear the languages of others with a focus on First Nations languages in songs and stories.
- A word list is available in this year’s celebrated book *Our Dreaming* by Kirli Saunders to help begin exploring First Nations languages.



Wala Connections on Country (Credit: Mikaela Egan)

Smell

Plants have powerful smells that can help children remember their names and where they grow.

- Create a space with the smells that make children happy. Discuss which smells they find comforting and relaxing, and which smells evoke strong memories.
- Invite Elders and community members to your school to share their knowledge and stories of Country.
- Find out which animals have the best sense of smell.

Sight

Aboriginal and Torres Strait Islander peoples’ knowledge and wisdom comes from watching the seasons change. For example, the emu in the sky tells us when we can collect emu eggs. (NSW Western Local Land Services: youtube.com/watch?v=LzFYFutiwoA)

- Set up your classroom space with images that show the pride and strength of First Nations culture. Include the ways in which we view Country, for example, photos from a bird’s-eye view and zoomed-in images of small animals.

Taste

There are many First Nations businesses exploring the use of native ingredients.

- Set up a morning tea exploring these products. You may have a local business catering First Nations food that can run a session.

Touch

There are many ways to create using our hands.

- Investigate ways to create through the use of natural materials. Build animals out of clay or create scenes of Country.
- Create a story tray, which can be used over and over again, bringing in elements like sand, rocks, leaves and so on.



Wala Connections on Country (Credit: Mikaela Egan)

Resources

1. Dadirri — To be able to listen deeply is an important understanding within the ideas around voice, not being heard and advocacy. Senior Australian of the Year 2021, Dr Miriam Rose Ungunmerr Baumann AM, is an Aboriginal Elder from Nauiyu and a renowned artist, educator, writer and public speaker. In 1975, Miriam Rose became the Northern Territory's first fully qualified Aboriginal teacher. In Miriam Rose's language, "Dadirri" is the practice of deep, inner listening and quiet, still awareness, which connects us and nurtures spiritual wellbeing. (Miriam Rose Foundation: miriamrosefoundation.org.au/about-miriam-rose-foundation)
2. Dreamy — A collection of mindful audio stories from Aboriginal and Torres Strait Islander people. (Common Ground: commonground.org.au/dreamy)
3. Little Yarns — Each episode of this ABC podcast will take you on a journey to a different Nation to listen to the sounds of Country, share some language and have a little yarn. (ABC Education: abc.net.au/education/little-yarns/103560300)
4. Through Our Eyes — Dhinawan/Emu in the Sky. Aboriginal man Ben Flick explains a creation story passed down to him. (NSW Western Local Land Services: youtube.com/watch?v=LzFYFutiwoA)
5. An overview of traditional Noongar seasons and seasonal foods. (Kaartdijin Noongar — Noongar Knowledge: noongarculture.org.au/food/)



PRIMARY

YEARS 3 TO 6

VISION

The theme for this year's NAIDOC Week "The Next Generation: Strength, Vision and Legacy" really had me reflecting about what impact decision-making can have and how we use this process to create generational change and better outcomes for our mob.

When we as Aboriginal and Torres Strait Islander people make decisions, we do it with the strength and guidance of our Elders who came before us, and we are able to do what we do today because of their determination, courage, boldness and leadership to stand up for the rights of our people. When our generation makes decisions, we think about how this will impact future generations, so that our young people can grow up strong, connected, healthy and safe with family and community.

— Jasmine Miller (Wirangu, Kokatha and Mirning)

THE NEXT GENERATION

We are all given a responsibility and opportunity to make decisions each and every day, whether that be at school, how we respond in situations, when we are working, out in community or at decision-making tables. Our vision will have lasting effects and positively impact future generations. One day, all that will be left is what people remember about us, the decisions we made and who we were as people.

These resources are designed to inspire you to think about the legacy that we leave behind one day and what positive impact we want to have for our people for generations to come.

Letter to my future self

Write a letter to your future self or to your parents, a family member or a significant person in your life. Talk about the choices and decisions you want to make as a young person and adult, and how your future aspirations will positively impact future generations.

Teacher notes — Invite parents, family members and significant people to the school to give students the opportunity to share their letter. This could also be tied into NAIDOC celebrations at your school or site.

If your school has school values, e.g. respect, students may like to talk about what respect might look like in decision-making and future aspirations, and how it can inform choices and decisions that students make about their own future and the future of the next generation.

DEADLY AUTHORS

Walk With Us is part of the *Welcome to Our Country* series of books written by Adnyamathanha and Narungga man Adam Goodes and Ellie Laing, and illustrated by Barkindji man David Hardy. *Walk With Us* aims to connect educators, families and children by sharing more than 65,000 years of knowledge, history, language, Dreamtime stories, Kinship and learning about Country. When reading this book, you will see the traditional language of the Cammeraygal people from the northern parts of Sydney, New South Wales. You can also listen to Adam Goodes read the book aloud. (Allen & Unwin: allenandunwin.com/walk-with-us)



Walk With Us by Adam Goodes and Ellie Laing, illustrated by David Hardy (Credit: Allen & Unwin, 2023)

After reading the book, respond to these conversation questions:

1. When do you go on Country, and what do you enjoy doing with your family or friends?
2. What animals do you see?
3. What are some things you can do to look after Country? (e.g. Pick up rubbish in parks or at the beach.)
4. What is one thing you can do as a class to look after the Country where your school is situated?
5. How can we make sure that Country is looked after for future generations?
6. Why is it important to acknowledge Country and to respect its practice?
7. Invite an Aboriginal or Torres Strait Islander Elder or community member to go for a walk on Country with your class. Learn about Country, how to care for Country, why this Country is important, what animals you might see when going on Country, how to find bush foods, and what to know and understand when seasons change.
8. Invite an Aboriginal or Torres Strait Islander ranger to go on Country with your class and to learn about caring for cultural heritage in land, river and sea Country.
9. Watch ranger Savana Eccles talk about the green plum tree and how to tell when this bush food is in bloom. (ABC Education: abc.net.au/education/green-plum/14015706)
10. Research what Aboriginal and Torres Strait Islander rangers do within their role as rangers and how their role might change depending on where they live: inland, near rivers or near the ocean.

Caring for Country

1. Work in pairs or small groups to research different places you have visited, and see if you can find the traditional Aboriginal or Torres Strait Islander name for each place (e.g. Naarm is Melbourne). Students may also like to use the Gambay map to support them while searching for the traditional place names. (ABC Education: abc.net.au/education/this-indigenous-language-map-helps-kids-understand-australia/13883546)
2. Research the importance of firestick farming (also known as cultural burning and cool burning) and how Country has been looked after for many years through this cultural practice. You may like to watch *Looking after Kakadu: Land management*, which explains how traditional owners in Kakadu look after the land. (ABC Education: abc.net.au/education/looking-after-kakadu-land-management/13500272)
3. Read *Looking After Country with Fire: Aboriginal Burning Knowledge with Uncle Kuu*, written by Victor Steffensen and illustrated by Sandra Steffensen.
4. Research whether large fires could be prevented by learning and understanding firestick farming.

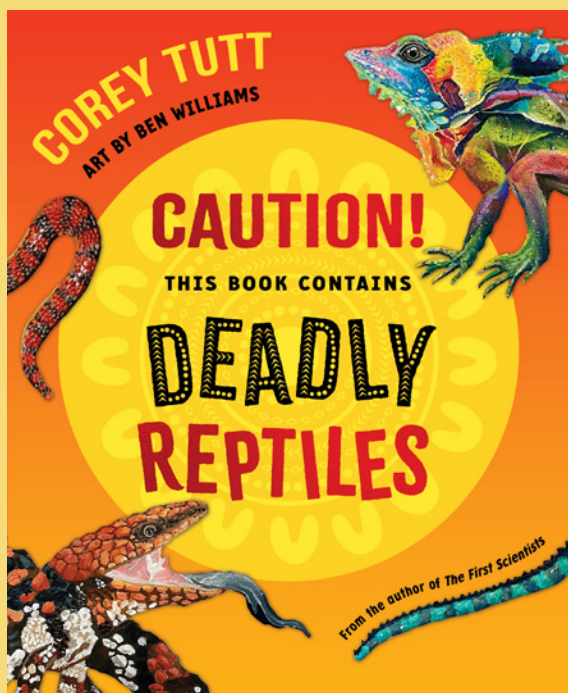
DEADLY REPTILES

Read *Caution! This Book Contains Deadly Reptiles* by Corey Tutt and illustrated by Ben Williams.

A proud Kamilaroi man, Corey released the book earlier this year, sharing traditional Aboriginal reptile names in different languages. Corey Tutt is the founder and CEO of Deadly Science, a non-profit Aboriginal-owned business that is dedicated to providing science and STEM resources to remote schools in Australia.

The illustrator of the book, Ben Williams, has cultural ties to the Warlmanpa mob, and his Clan group is Kanturrpa from the Barkly Region in the Northern Territory.

When reading Corey's book, remember to talk about the importance of First and traditional languages of Aboriginal and Torres Strait Islander people and the power languages hold for future generations by keeping them alive and spoken.



Caution! This Book Contains Deadly Reptiles by Corey Tutt illustrated by Ben Williams (Credit: Allen & Unwin, 2025)

Reptiles on Country

1. Watch the *Little J & Big Cuz* episode "Pilot Bird" from Series 2. (ABC iview: iview.abc.net.au/show/little-j-and-big-cuz/series/2/video/CH1710H005S00)



Little J & Big Cuz (Credit: Ned Lander Media Pty Limited)

2. Use *Caution! This Book Contains Deadly Reptiles* to find the traditional Yorta Yorta name for a sand goanna.
3. Read the facts about the baryibala (sand goanna) on page 124.
4. Read about and research other reptiles in the book — and their traditional name. (This activity can be done in small groups or together as a class).
5. Make a class list of reptiles you have seen before when walking on Country.
6. Draw a Venn diagram and compare two different reptiles listed in the book. In small groups, share the similarities and differences between your two chosen reptiles.
7. Invite a local Aboriginal or Torres Strait Islander Elder or community member to your school to learn words, phrases and sentences in language. For example, if your school is on Kurna Country, invite a Kurna Elder or community member.

OUR FLAG, OUR STORY

Read *Our Flag, Our Story: The Torres Strait Islander Flag* by Bernard Namok Jr and Thomas Mayo and illustrated by Tori-Jay Mordey.

Bernard Namok Jr is a proud Torres Strait Islander man from Thursday Island. He is the son of the late Bernard Namok Sr, who is the designer of the Torres Strait Islander flag.

Thomas Mayo is a proud Kaurareg Aboriginal and Kalkalgal, Erubamle Torres Strait Islander man. He is a signatory and advocate of the Uluru Statement from the Heart and the author of six books.

This book has colourful and vibrant illustrations by Tori-Jay Mordey, who was born on Thursday Island and descended from the Meriam and Maluilgal clans.

You can also watch the story being read aloud. (Deadly Kindies: youtube.com/watch?v=f8fq2zoUQNU)



Our Flag, Our Story by Bernard Namok Jr and Thomas Mayo, illustrated by Tori-Jay Mordey (Magabala Books)

STORYTELLING, SONGS AND LANGUAGE

Yurikurringa Ngadluku Paltirna: Listen to Our Songs is a songbook that aims to engage a diverse demographic of language learners. It includes a wide variety of songs, from nursery rhymes and lullabies to contemporary styles such as pop, country, hip-hop and more.

It also includes teacher notes on the sounds, pronunciation and spelling of the Kaurna language.

Download the free songbook. (Kaurna Warra website: kaurnewarra.org.au/resources-store/p/the-2025-kaurna-song-book)

LITTLE YARNS

Little Yarns is a co-listening podcast series all about the diverse languages, stories and Countries of Indigenous Australia. (ABC Kids listen: abc.net.au/kidslisten/programs/little-yarns)



Little Yarns
(Credit: ABC Kids listen)

After reading the book, respond to these conversation questions:

1. What do the colours and symbols represent on the Torres Strait Islander flag?
2. How many islands and mainlands make up the Torres Strait Islands?
3. Listen to and learn *Kerkeri Wed*, which is a part of the *Yarrabil: First Nations Songs* collection on ABC Education. This song is written and sung by Ruth Ghee, and she sings in both English and Meriam Mir, which is the language spoken in the eastern Torres Strait Islands. (ABC Education: abc.net.au/education/kerkeri-wed/104026090)
4. You may like to learn the above song as a class or in groups, and then perform it at an assembly at your school.

Listen to the following episodes featuring First Nations languages from Western Australia:

1. Spiderweb in Yawuru
2. Children in Yawuru
3. Saltwater in Yawuru
4. Whale in Noongar
5. Honey possum in Noongar
6. Shore in Noongar
7. Homeland in Ngalia
8. Great desert skink in Ngalia
9. Antlion in Ngalia

The following episodes have follow-up conversation questions on the ABC Education website (ABC Education: abc.net.au/education/little-yarns/103560300):

1. Water in Yorta Yorta
2. Sun in Ndjébbana
3. Crow in Wiradjuri

Saltbush Damper

With an adult, try this recipe by Nicola Ross, who is a caretaker of the school bush garden at St Leonards Primary School on Kurna Country.

Ingredients

- 2 tablespoons of oil (macadamia oil/ olive oil infused with wattle seed)
- 1.5 cups of water
- 4 cups of self-raising flour
- 2 tablespoons of fresh saltbush finely chopped, or 1 tablespoon dried saltbush

Method

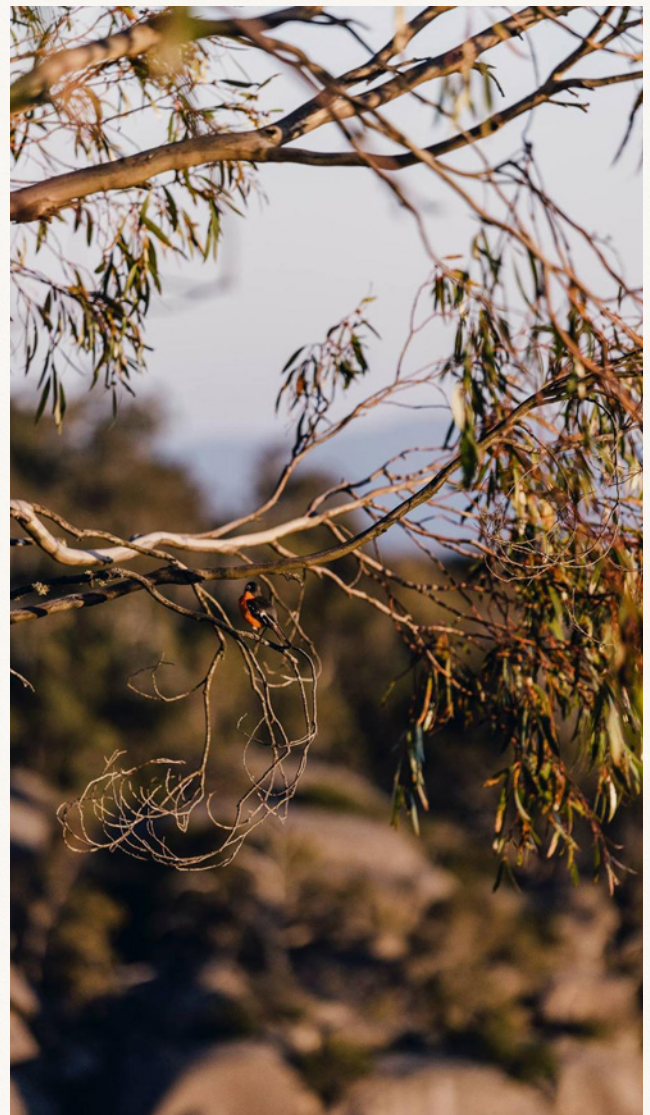
1. Preheat oven to 220 degrees.
2. Mix the oil and water in a jug.
3. Sift the flour into a large bowl.
4. Slowly pour the oil and water mixture into the flour and add the finely chopped saltbush.
5. Mix to form a dough.
6. Turn the dough onto a floured surface and knead until smooth.
7. Roll into a long loaf shape.
8. Dust with flour and place on a baking tray, and bake in the oven for 15–20 minutes, or wrap in foil and bake on a fire in the ashes.
9. Serve with butter, honey or golden syrup.

Yulunga Traditional Indigenous Games

Your class might want to get outside on Country and play a traditional game.

The Yulunga Traditional Indigenous Games resource (sportaus.gov.au/yulunga) lets you learn and experience aspects of Aboriginal and Torres Strait Islander cultures.

Have a yarn about how being active contributes to physical health and mental wellbeing and how sport can be a powerful vehicle for bringing communities together.



Bird on Country (Credit: Jacinta Keefe)



SECONDARY

YEARS 7 TO 10

LEGACY

Legacy can be defined as the long-lasting positive impact your life has on other people. Your legacy can include personal values, accomplishments and actions that resonate with the people around you. For Aboriginal people, legacy can look and feel like a profound connection to ancestors and spiritual and cultural heritage that ignites a deep responsibility to protect and preserve Country and community.

This year's NAIDOC Week theme encourages you to explore the positive impacts of the many legacies of Aboriginal and Torres Strait Islander people. We hope their stories inspire you and help you reflect on what long-lasting positive impact you may want to leave your community and the world.

NAIDOC YOUTH OF THE YEAR

The National NAIDOC Awards celebrate the outstanding contributions and excellence of Aboriginal and Torres Strait Islander peoples across 10 award categories, including art, culture, sport, environment, leadership, and education and training.

The National NAIDOC Youth Award recognises exceptional young people who are 16–25 years old. The award seeks to recognise young people who are inspirational role models for Aboriginal and Torres Strait Islander people and the broader Australian community, as well taking into consideration the individual's future goals and likely impact.

What does a legacy look like?

Read the profiles of National NAIDOC Youth of the Year Award recipients from 2015 to 2024. You can find more in-depth profiles on the NAIDOC website, including profiles of recipients from years prior to 2015. (NAIDOC: naidoc.org.au/awards/winner-profiles?year=&award=7&title=)

You can also research the recipients to see if you can find more information about them.

Respond to the below questions about the award recipients, and share your learnings and reflections with the class.

- What traditional lands are their mobs from?
- What work have they been recognised for in their communities?
- Does the profile mention any challenges they faced to get where they are now? What are they?
- Describe what positive impact their work might have on the world and what legacy they will leave for future generations.
- Do further research to find out what the recipients have achieved since winning their award, and reflect on their legacy.



Dante Rodrigues, Youth of the Year 2024
(Credit: National NAIDOC Committee)



Courtney Burns, Youth of the Year 2023
(Credit: National NAIDOC Committee)



Elijah Manis, Youth of the Year 2022
(Credit: National NAIDOC Committee)

Dante Rodrigues

2024 Youth of the Year

Dante Rodrigues is a professional fighter with an impressive background, boasting titles in various martial arts disciplines. Of proud Tiwi Island descent, with a mix of Timorese and Portuguese heritage, Dante is the first Aboriginal kickboxer and Territorian to represent Australia at an Olympic level.

Dante is an advocate for mental health awareness and runs health and wellbeing programs for youth in the Northern Territory through the One Percent Program, a social enterprise he co-founded with his cousin, Jahdai Vigona.

Courtney Burns

2023 Youth of the Year

Courtney Burns is a Gunaikurnai woman (land and sea Country) from South Gippsland, Victoria. Courtney is currently studying Marine Science at James Cook University in Townsville, Queensland, where she is assisting in the shark research lab.

Deeply passionate about ocean Country health, Courtney's goal is to continue her research to be able to change the way the world sees sharks. She aims to promote action in their conservation by understanding the physiological effects of anthropogenic stressors (like climate change) on sharks and how she can bring Aboriginal and Torres Strait Islander cultures into scientific literature to further aid this goal.

Elijah Manis

2022 Youth of the Year

Hailing from the islands of Masig and Poruma in the Torres Strait, Elijah is passionate about social justice issues and the effects of climate change on the Torres Strait. His dream is to ensure the Elders can rest in peace on their island home without fear of it being swallowed by the oceans. He also wants to ensure that in another 10,000 years his people can still practise their cultural dance, tradition and language on the shores of the islands where they were originally established.

He hopes his forefathers will guide him and that, together with his Elders, he can use the power of the sacred saying "The land and sea is yours; it is now your turn to look after it" to heal Country.



Samara Fernandez-Brown, Youth of the Year 2021 (Credit: National NAIDOC Committee)

Samara Fernandez-Brown **2021 Youth of the Year**

Samara Fernandez-Brown is a proud Warlpiri woman from Yuendumu, three hours north-west of Alice Springs. Following the shooting and death of her cousin Kumanjayi Walker in 2019, Samara has become a vocal social justice activist, coordinating the Justice for Walker campaign; liaising between Warlpiri Elders and the police, judicial system and the media; and organising rallies and fundraising — all while remaining a peaceful, thoughtful and impassioned spokesperson for her family, community and the broader deaths-in-custody movement.

Samara is a board member of the Dhadjowa Foundation, a national grassroots organisation that has been established to provide strategic, coordinated and culturally appropriate support for Aboriginal and Torres Strait Islander families whose loved ones have died in custody.



Mi-kaisha Masella, Youth of the Year 2019 (Credit: National NAIDOC Committee)

Mi-kaisha Masella **2019 Youth of the Year**

Mi-kaisha Masella is a proud Darumbal Murri and Tongan woman who is part of the inner-city Aboriginal community of Sydney and the central Queensland Aboriginal community. She frequently speaks about contemporary issues that impact young Aboriginal people. She is an advocate for young Indigenous voices in decision-making and the empowerment of others as the “architects of their own destinies”.

Mi-kaisha uses music to engage, inform and stimulate debate about issues affecting Indigenous people. She advocates approaches that allow young Aboriginal people to have a voice through creative expression, acknowledging that young people need different ways to express themselves, tell their stories and be heard. Mi-kaisha is the first Indigenous Australian to be accepted into an undergraduate degree at the Clive Davis Institute of Recorded Music at New York University.



Tamina Pitt, Youth of the Year 2018 (Credit: National NAIDOC Committee)

Tamina Pitt **2018 Youth of the Year**

Tamina Pitt, a Wuthathi and Meriam woman, is a self-confessed tech geek. She was a published author at the age of five, having written *What Makes a Tree Smile?* for her younger brother to understand the world around him. She is a creative thinker and problem-solver.

Tamina has a Bachelor of Computer Engineering from the University of NSW. She acknowledges she is a minority in her field. A sought after speaker and workshop facilitator, she is passionate about Indigenous participation and excellence in the field of technology, and she wants to see more women studying STEM subjects.



Latia Scheffe, Youth of the Year 2017
(Credit: National NAIDOC Committee)



Elijah Douglas, Youth of the Year 2016
(Credit: National NAIDOC Committee)



Chris Tamwoy, Youth of the Year 2015
(Credit: National NAIDOC Committee)

Latia Scheffe

2017 Youth of the Year

Latia Scheffe is a Yuggera woman from Queensland who has overcome serious illness and adversity to become a strong role model among her peers. Diagnosed with neuroblastoma when she was six years old, Latia endured multiple operations, chemotherapy and the loss of a kidney. Despite her hardships, Latia went on to complete year 12, and she was awarded the Jane Prentice Award for Indigenous Student of the Year.

Elijah Douglas

2016 Youth of the Year

Elijah Douglas is a Ganggalidda, Garrwa, Waanyi and GudANJI man from Doomadgee, Queensland. At 19, Elijah was the team leader of a youth development program for Save the Children Australia. He also initiated a student leadership council at Doomadgee State School, where he taught language and culture to students and teachers and was a champion of the Remote Schools Attendance Strategy.

Elijah wrote a book to record the personal journeys of Elders from his community, and in 2013 he played the didgeridoo at the Anzac Cove ceremony to commemorate the Indigenous soldiers who served Australia. Elijah has attended the National Indigenous Youth Parliament and a United Nations forum in New York to discuss Indigenous peoples' rights and emerging issues.

Chris Tamwoy

2015 Youth of the Year

Chris Tamwoy has ties to Badu, Boigu and Darnley Islands in the Torres Strait and is a self-taught guitar virtuoso. Ever since a video of a school performance went viral, his stage presence and emotive musical ability have been making an impression on the Australian music scene.

Chris's other passion is Reconciliation. In 2013, his neighbourhood in Logan, Queensland, became the focus of so-called race riots. Chris joined other Indigenous youth to form the Logan First Nations Youth Assembly, to tackle the negative portrayal of Aboriginal and Torres Strait Islander youth.

Watch Chris's 2023 TEDx Talk where he shares some yarns and his music. (TEDx Talks: youtube.com/watch?v=JigmDv9PRI8)

Local heroes

Research a local Aboriginal or Torres Strait Islander young person. This could be someone who is under 30 years of age, who is from a community near you or who has made a positive contribution to a community near you.

With your research, write and reflect on the following questions:

- What language groups is the local hero from, and where do they predominantly live and work?
- What are they passionate about?
- Who or what inspired them to do the work they do?
- What positive impact have they created in their fields of work and interest?
- After learning about the impact of their lives and work, how would you describe the legacy they will leave behind for future generations?



Fullaship Program participants 2023 (Credit: Cole Baxter)

NURTURING COUNTRY AND BUSH FOODS

Nurturing and caring for Country can leave a powerful legacy. As part of the world's oldest living culture, First Nations people have a unique connection to the land and waters.

Nurturing Country can improve its wellbeing and help Aboriginal and Torres Strait Islander people maintain their connection to land and waters; hold onto profound cultural understanding and knowledge; and promote healing.

There are many ways to nurture Country, and we will explore planting a bush foods garden and learning about and from Aboriginal and Torres Strait Islander Elders, community members and chefs.



Bush tucker in the Western Desert (Credit: ABC Indigenous and First Languages Australia)

Plant a bush tucker garden

Help leave a legacy at your school by connecting with local organisations that can help you and your school plant a bush foods garden. Then, you can use the produce in your cooking for future NAIDOC Week events – in your school canteen or your home economic lessons (Design and Technologies).

Watch some videos on bush tucker with your class:

- Learn about bush fruit plants in Kakadu National Park, hunting goannas in the Western Desert, native tubers on Wardandi Country and much more. (ABC Education: abc.net.au/education/topic-bush-tucker/102235844)
- This school in Queensland is growing its own bush tucker and teaching the students how to cook it. (ABC BTN: abc.net.au/btn/classroom/bush-tucker-garden/11724674)

Aunty Dale Tilbrook

Listen to and watch Aunty Dale Tilbrook's video about bush foods and respond to the questions below: (ABC Education: abc.net.au/education/phenomenon-ep-6-the-one-on-a-log/13916602)

- What bush foods have you tasted or eaten?
- How would the information about yam gardens challenge some people's thinking about Aboriginal agricultural practices and history?
- What are some of the traditional bush foods used or eaten by your local Aboriginal and Torres Strait Islander communities?
- Why is it important to learn about bush foods?
- How could bush foods play a part in sustainability?

Leadership

Research and create profiles of Aboriginal and Torres Strait Islander chefs who are influencing modern cuisine using bush foods, particularly any young, emerging and local First Nations chefs. Consider the following questions in your research:

- What bush foods are they working with?
- How and where are they grown and/or sourced?
- What do they say about the importance and/or benefits of cooking with native ingredients?

Cooking with bush foods

There are many ways to explore bush foods. You could learn about native herbs, make a recipe or invite an Aboriginal and Torres Strait Islander Elder or community member to cook with your class.



Indigenous chef Mark Olive, aka "The Black Olive" (Credit: blackolive.com.au)

These recipes and your cooking could be shared at your NAIDOC Week community celebrations, sold in your canteen or eaten in class. Here are several recipes you could try with an adult and websites where you can learn about native herbs.

- Wattleseed damper with golden syrup butter (SBS Food: sbs.com.au/food/recipe/wattleseed-damper-with-golden-syrup-butter/dpvwaimct)
- Lemon myrtle cake (Tucker Bush: tuckerbush.com.au/lemon-myrtle-cake)
- Native Herb Index (Black Olive: blackolive.com.au/native-herbs)
- Aunty Beryl dishes up excellence (National Centre of Indigenous Excellence: ncie.org.au/aunty-beryl-recipes)

CASE STUDY: DUST UP IN THE NGAANYATJARRA LANDS

The annual three-day Dust Up festival is an opportunity for all campuses of the Ngaanyatjarra Lands School to come together to enjoy culture, cooking, sports, the arts and much more.

In 2024, the school partnered with Prepare Produce Provide to educate, facilitate and cater for Dust Up, all while being guided by Aboriginal Elders and chefs. This provided opportunities to gather bush foods on Country and gain an understanding of ancestral culinary heritage.

Students helped prepare meals and gained valuable skills in food preparation. Also, a camp cafe was built, which is a fantastic legacy that students will use into the future. Read more about it here:

- Dust Up 2024 (Prepare Produce Provide: prepareproduceprovide.org/stories-blog/dust-up-2024)
- Food insecurity leads to disastrous health outcomes in remote Australia, but bush tucker may be the answer (ABC News: [abc.net.au/news/2024-09-28/nutrition-food-insecurity-health-bush-foods-remote-australia/104389160](https://www.abc.net.au/news/2024-09-28/nutrition-food-insecurity-health-bush-foods-remote-australia/104389160))
- Dust Up (Prepare Produce Provide: prepareproduceprovide.org/dust-up-1)

For schools in Western Australia, Djinda Ngardak is an annual culinary program for Aboriginal and Torres Strait Islander youth, aged 15–17 years, where students attend a week-long camp to connect with culture, Country and food. The Aboriginal and Torres Strait Islander students can come from any community in WA and are mentored and trained by some deadly chefs (Prepare Produce Provide: prepareproduceprovide.org/dn-eoi-2025). You might like to research if there is a similar program or opportunities on your Country.



Boonwurrung Ngargee Dancers (Credit: Tiffany Garvie)

CASE STUDY: BINAR FUTURES

Binar Futures engages Aboriginal youth and empowers them to shoot for the stars. They promote healthier lives, help develop resilience and build positive futures. This aligns with this year's NAIDOC theme of strength, vision and legacy.

Through culture, sports engagement and youth leadership, Binar Futures supports youth to experience and celebrate team success and develop healthy lifestyles and mental wellbeing, and they provide real opportunities for youth to focus on becoming leaders in their community and creating positive change.

Watch when Binar Futures players welcomed Patty Mills (YouTube: youtube.com/watch?v=XiiKylahH2M), and then discuss the questions below.

- How proud do you think the Binar Futures players were to share their culture?
- How were these Binar Futures players demonstrating leadership?
- Who were they meeting? Who is Patty Mills? What would it be like meeting your role model?
- Does sport contribute to cultural identity?
- How can sport be used to engage and promote understanding between Aboriginal and Torres Strait Islander and non-Indigenous communities? Does it promote cultural exchange?

“

I believe our greatest strength is our young leaders and the impact they are already having on the next generation. They have come through the Binar program initially as a child playing basketball and have developed into the mentors that the next group of youth need. You can't be what you can't see, so it is absolutely crucial that our young people have these role models in their life.

— Adam Desmond, Founder and Executive Director, Binar Futures

”

WHAT KIND OF ANCESTOR DO YOU WANT TO BE?

Culture is Life's Fullaship Program alumni and current fellows were asked, "What kind of ancestor do you want to be?" Read some of their responses below.



Irwin Lewis (Credit: Culture is Life)

Irwin Lewis (Gooniyandi/Nhanda/Widi/Wiradjuri)

"I want to be an ancestor who was known for their knowledge of stories, language and culture; an ancestor who was the holder of shared stories of our way of life, our traditional stories of creation and stories of survival, determination and strength."

"Being the descendant of Stolen Generations, I strive to sit and learn with my Elders who are the knowledge holders, who have preserved and carried the knowledge with them for my generation and generations to come."

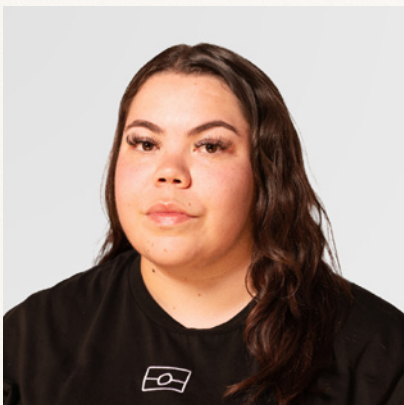


Manny Williams (Credit: Mikaela Egan)

Manny Williams (Kalkadoon/Pitta Pitta/Bundjalung)

"I want to be an ancestor who always nurtured everything from people to Country — guiding those who seek a deeper connection; sharing wisdom and knowledge to those who listen. An ancestor who is there to remind our people of the light we all have within ourselves."

"I hope the legacy I leave behind is someone who always cared for our children, our old people, our community and our culture."



Shaylem Wilson (Credit: Cole Baxter)

Shaylem Wilson (Ngarrindjeri)

"I want to be the kind of ancestor who never turned away from the hard truths and who stood beside our young mob when they needed it most."

"Working with Aboriginal children who have been removed or are in youth detention has shown me just how crucial connection is; how vital culture, identity and belonging are to their spirit and survival. I may not have the power to completely overhaul the systems that have failed us, but I want to be someone who helped shift mindsets, who made people stop and see our kids for who they are: strong, resilient, worthy and full of potential. I want to be remembered as an ancestor who prioritised our young people, especially those who weren't with family, who were navigating life in systems that weren't made for us but who still found strength in culture and community."

"I hope the legacy I leave behind is one of compassion, advocacy and deep cultural connection — an ancestor who showed up, who listened and who believed in our future through our youth."

Future ancestors

After reading the previous responses, reflect on the questions below:

- What thoughts and feelings came up for you in reading these responses?
- What change do they each hope to create in the world, and what drives or inspires them?
- What immediate positive impact might they already be having on others?
- How might someone in the future describe what these young people's legacy was? (Think sky-high, no limits!)

Reflecting on yourself, respond to the following:

- Who is someone you admire or aspire to be like, and why?
- What are you passionate about or interested in? And what skills do you have or want to build on to strengthen this passion?
- What change do you want to see in the world, and why?
- How do you aspire to have a long-lasting impact on the people around you? What kind of ancestor would you like to be?

Shaping the next generation of First Nations leaders

Listen to Mundanara Bayles yarn with First Nations young people on episodes of the Black Magic Woman Podcast.



Brianne Yarran and Jeremy Last (Credit: Black Magic Woman Podcast)

- Culture, connection and stepping outside your comfort zone, with Koby Sellings and Joel Matysek (Black Magic Woman Podcast: youtube.com/watch?v=5IUjMUN5jkm)
- Shaping the next generation of First Nations leaders, with Brianne Yarran and Jeremy Last (Black Magic Woman Podcast: youtube.com/watch?v=OYf--Lgg88w)

These two special episodes were recorded on Yuggera and Turrbal Country. The yarns with Jeremy, Brianne, Joel and Koby dived into parts of their personal journeys.

After listening, reflect on the questions below and share your answers with the person next to you.

- Where are the young people from, and what do they share about their connection to their culture and Countries?
- Which part of their stories stood out to you, and why? What resonated with you, or what were you inspired by or interested in?
- What are some of their areas of interest, and what legacy may they want to leave?
- What positive outcomes did Koby and Joel experience by stepping outside their comfort zone and participating in the Fullship Program? Can you think of a time when you have grown or seen a positive impact from being courageous, even if it scared you a little?

THANK YOU

Thank you for accessing these resources; please share them far and wide! And for your commitment to embedding First Nations knowledges and perspectives into your school community and classrooms.

Your feedback is valuable to us! Please take five minutes to complete this short survey: tinyurl.com/CisLsurvey.

Your responses will help Culture is Life to improve our resources so we can continue to provide you with quality, free-to-access First Nations curriculum.

You can also email info@cultureislife.org with any questions or feedback.

Visit Culture is Life Education (cultureislife.org/education) and ABC Education (abc.net.au/education) to access more First Nations curriculum resources.

ACKNOWLEDGEMENTS

Culture is Life is proud to again partner with the National NAIDOC Committee and its media partner, the ABC, to develop the official National NAIDOC Education Resources for 2025. Culture is Life's Aboriginal educators have purposely selected stories and activities that reflect this year's theme and the diversity of Aboriginal and Torres Strait Islander peoples ... And there are many more!

A special thank you to Aunty (Professor) Lynette Riley AO (Wiradjuri/Gamilaroi) for her guidance and passion, making this all possible! Thank you to Thara Brown for her leadership and to the First Nations educators, designers and printers who made these resources what they are. Your legacy lives on through them.

AUTHORS

We would like to acknowledge the writers of this resource: Thara Brown (Yorta Yorta), Aunty Stephanie Armstrong OAM (Gamilaraay/Bigambul), Jasmine Miller (Wirangu/Kokatha/Mirning), Jessine Bonzas (Bardi/Jawi) and Arkeria Armstrong (Gamilaraay/Bigambul).



Culture is Life NAIDOC Authors

PARTNERS

National NAIDOC Committee

On 26 January 1938, while many Australians celebrated the 150th anniversary of the landing of the First Fleet, a group of more than 1,000 Aboriginal people gathered at Australia Hall in Sydney to call for full citizenship status and laws to improve the lives of First Nations people. As one of the first major civil rights gatherings in the world, this day became known as the Day of Mourning. Since then, National NAIDOC Week has grown to become both a commemoration of the first Day of Mourning as well as a celebration of the history, culture and excellence of First Nations people. The National NAIDOC Committee is an independent, voluntary committee, whose members are the custodians of the National NAIDOC Week Award Ceremony on behalf of all First Nations people.

naidoc.org.au

ABC Education

ABC Education offers a treasure trove of educational resources and engaging content for students from Foundation to Year 10. From insightful articles to thought-provoking videos that are mapped to the Australian Curriculum, the website fosters intellectual curiosity. ABC Education is proud to work with Culture is Life to ensure resources such as these are led by and respectfully created with First Nations peoples.

abc.net.au/education

Culture is Life

Culture is Life is an Aboriginal-led not-for-profit organisation. We believe all Aboriginal and Torres Strait Islander young people have the right to thrive and flourish, strong in knowing who they are, where they come from and who they are connected to.

All our efforts deepen young people's experiences of culture as protection through thoughtfully designed, simple-to-access and easy-to-use policies, projects, resources and campaigns.

We join with others to create meaningful lives for all our young people with a special emphasis on those experiencing vulnerability and those who are at risk of self-harm and suicide.

cultureislife.org

The 2025 NAIDOC Week Education Resources proudly acknowledge Nani Creative and Blak Line Industries — two First Nations creative companies based in Boorloo (Perth), the host city of the National NAIDOC Awards for 2025.

Thank you for your care in the design and printing of these resources.



THE NEXT GENERATION: STRENGTH, VISION & LEGACY

6-13 JULY 2025

Aboriginal Flag designed by Mr Harold Thomas. Torres Strait Islander Flag reproduced by kind permission of the Torres Strait Island Regional Council, designed by the late Mr Bernard Namok

Ancestral Lines by Jeremy Morgan Worrall

This artwork is a visual representation of the generational lines that carry through my mob. When I think of the next generation, I think towards my ancestors—Lucy Wright, Enoch Wright, Nonie Wright—through to my Nanna Audrie and my Mother Vanessa. Looking back gives me the strength and vision to look forward. Each figure in the painting is tied to family lines, like songlines, reflecting what they knew and what they passed on. The first represents lore, hunting, and tracking. The second reflects care, weaving, and love. The third shows the two combined, while the final two carry unfinished elements—symbols of knowledge and care in motion. Above them sits the essence of Country—swirling skies and a giant moon over Emmaville. It is by the fire, under these cool skies, where the next generation finds their strength, vision, and legacy.

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GENERATION:
STRENGTH,
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