



Teacher Resource

Reconciliation Week

Focus Questions

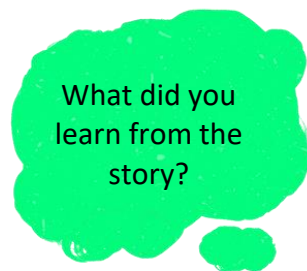
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What game did the kids play in the BTN Reconciliation Week story?
2. What did the 1967 Referendum change for Indigenous people?
3. When is Mabo Day?
4. What activities do you do for Reconciliation Week at your school?
5. What did you like about the BTN story?

Activity: Personal Response

After watching the BTN Reconciliation Week story, ask students to finish one or more of the following incomplete sentences:

- It was interesting to learn that...
- It's important to celebrate Reconciliation Week because...



Activity: Class discussion

Hold a class discussion about reconciliation using the following questions as a guide. Record the main points of the discussion on a mind map with RECONCILIATION at the centre.

- What does reconciliation mean?
- Why is reconciliation important?
- How does your class celebrate during Reconciliation Week?
- Why do we have special days and weeks like Reconciliation Week, Sorry Day, Mabo Day and NAIDOC Week?

EPISODE 14

27 May 2025

KEY LEARNING

Students will learn about the importance of Reconciliation Week and the history of reconciliation in Australia.

CURRICULUM

HASS – Year 3

Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals.

HASS – Year 4

The effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion.

HASS – Year 5

The impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment.

HASS – Year 6

Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children.

Activity: Let's talk about reconciliation

Reconciliation Australia's theme for 2025 is [Bridging Now to Next](#), which reflects the ongoing connection between past, present and future. Bridging Now to Next calls on all Australians to step forward together, to look ahead and continue the push forward as past lessons guide us.

National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

Discuss the theme as a class, using the following questions to get the discussion started:

- What does the theme for Reconciliation Week 2025 mean to you?
- What are some of the important issues that are talked about during Reconciliation Week?
- What actions does your school take to help support reconciliation? (For example, Welcome to Country, celebrate Reconciliation Week with school activities).



Bridging Now to Next
(Source: [Reconciliation Australia](#))

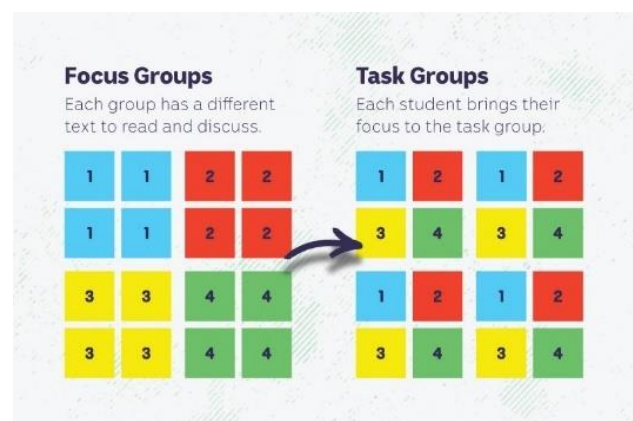
Activity: Jigsaw Learning

After watching the BTN Reconciliation Week story students will research and identify key events and people in the history of reconciliation in Australia. In this jigsaw learning activity students will work cooperatively to learn more about one key event. Each group will become experts and then share what they have learnt with other students.

Form groups

Divide the class into 4 or 5 Focus Groups. Each Focus Group will choose a different event in the history of reconciliation in Australia to research. Areas of research include:

- 1967 Referendum (BTN [1967 Referendum](#) story)
- High Court Mabo decision (BTN [Mabo Day](#) story)
- National Apology (BTN [Sorry Day](#) story)
- Wave Hill (BTN [Wave Hill](#) story)
- The Freedom Ride (BTN [Freedom Ride](#) story)
- Bridge Walk (BTN [Bridge Walk Anniversary](#) story)
- Handing back Uluru to traditional owners (BTN [Uluru Handback](#) story)



Reconciliation Australia provides a summary timeline of key moments in Australia's reconciliation journey provided [Reconciliation Timeline: Key Moments](#).

Each group will need to decide how they will collect and communicate the information they find during their research.

Research

Each Focus Group will work as a team to learn as much as they can about their topic. They will use the following as a guide for their research. Students will write a summary on the significant event which answers the 5 W's – Who, What, Where, When and Why?

- **What** is the event? Describe.
- **When** did the event occur?
- **Where** did it happen?
- **Who** was involved in the event?
- **Why** is it significant?
- **How** does it recognise Aboriginal and Torres Strait Islander peoples?
- Is there a special day to commemorate or celebrate the event? What happens on this day.
- Include 2-3 images which are related to the event. Include captions.

Share

Mix the Focus Groups to form Task Groups (Task Groups include one student from each of the Focus Groups) to share the information they have collected. Students will share the information they have collected and learn from one another.

Reflect

Students will reflect on the activity by responding to one or more of the following questions.

- What did you find surprising?
- What did you find challenging about this activity?
- What questions do you have?

Further Activity

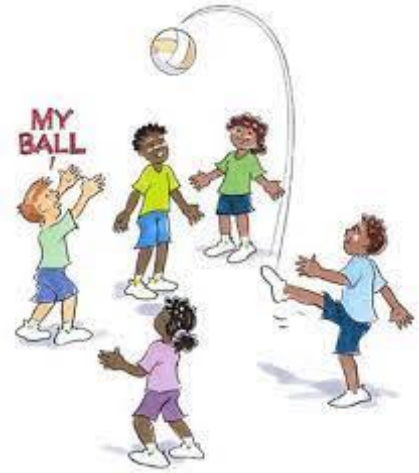
Students will create a timeline which looks at key events in Australia's reconciliation history. Students will include the following in the timeline: Mabo decision, Native title, 1967 Referendum, Bridge Walk, National Apology, Redfern Speech, Bringing them Home report, tent embassy, Close the Gap campaign and Uluru Statement from the Heart.

Activity: Indigenous Games

Students will learn how to play Parndo, the traditional Indigenous game which features in the BTN [Parndo Game](#) story. Follow the instructions on the [Parndo game card](#). Working in pairs, students can then choose another game from the [Australian Sports Commissions resource - Yulunga: traditional Indigenous games](#) to teach a group of students.

Discuss with students the information they need to include when teaching other students how to play the game they have chosen, e.g.

- Background information about the game
- Brief description of the game
- Equipment needed
- Rules
- Any safety considerations



Students will reflect on...

- What is the cultural significance of the game? What was the game played for?
- What skills are involved in the game?

Parndo (Source: [Australian Sports Commission](#))

Activity: Choose a Project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Indigenous games circuit

Create a circuit of traditional Indigenous games. Consider how the games can be modified for older or younger students.

Make a video!

Choose a traditional Indigenous game and make a video that explains how to play it.

Share your own cultural game!

Are there games unique to your culture? Explain the game to another student.

Marngrook Footy

Did you know AFL is believed to have been inspired by the Indigenous game of Marngrook? Watch [BTN's story](#) to learn more.

Useful Websites

- [Reconciliation Week 2024](#) – BTN
- [National Reconciliation Week](#) – Reconciliation Australia
- [1967 Referendum](#) – BTN
- [Mabo Day](#) – BTN
- [Sorry Day](#) – BTN
- [Bridge Walk Anniversary](#) – BTN