



Teacher Resource

Women's History Month – Jackie Huggins

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. Describe Jackie's life growing up.
2. What job did Jackie get when she was 16 years old?
3. What event in 2000 did Jackie take part in to support reconciliation?
4. Which piece of clothing belonging to Jackie is on display at the National Museum of Australia?
5. What is Jackie Huggins' legacy?

Activity: Personal Response

Respond to the BTN Jackie Huggins story as a class. Students will complete one or more of the following incomplete sentences:

- Jackie Huggins is an important Australian because...
- It was interesting to learn...
- These are five words that I would use to describe Jackie Huggins ...
- This story made me feel...
- It is important to celebrate Jackie Huggins because...

Activity: Class Discussion

After watching the BTN story, hold a class discussion using the following discussion starters.

- What did the BTN story tell you about the life of Jackie Huggins?
- Name at least one of her achievements.
- What questions do you have about Jackie Huggins?



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KEY LEARNING

Students will recognise and celebrate Australian women who have made significant impact on society.

CURRICULUM

HASS – Year 4

The diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place.

HASS – Year 3 and 4

Pose questions to investigate people, events, places and issues.

Locate and collect information and data from different sources, including observations.

HASS – Year 5 and 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Locate and collect relevant information and data from primary sources and secondary sources.

History – Year 6

The contribution of individuals and groups to the development of Australian society since Federation.

HASS – Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

[This document contains links to sites that may use images of Aboriginal and Torres Strait Islander people now deceased.](#)

Activity: Connection to Country

In this activity students will explore the connection and deep history that Aboriginal and Torres Strait Islander peoples hold with Country. Explain that for Aboriginal and Torres Strait Islander peoples, place (often called Country) is very important. What can the term Country include? (land, waterways, animals and plants, stories and traditions, ancestors, history). Explain that connection to Country is part of identity, culture and community.

Jackie Huggins' Connection to Country

Jackie Huggins is a Bidjara Elder of the Carnarvon Gorge area of Central Queensland. Students will learn more about Carnarvon Gorge and its importance to Aboriginal and Torres Strait Islander peoples. Students will choose one or more of the following questions to investigate.

Research Questions

- Where is Carnarvon Gorge? Find on an [Indigenous map of Australia](#).
- What are some special Aboriginal sites in the area?
- What are some examples of rock art in the Carnarvon Gorge area? Describe the main features of the rock art (colours, shapes, lines). What story does the rock art tell?
- Carnarvon Gorge is a significant Dreamtime area. Explore the Dreamtime story about the rainbow serpent Mundagarra, which is believed to have carved the gorge as it travelled through the landscape.
- Carnarvon Gorge is known to Traditional Owners as the "Home of the Rivers". What does this mean?
- Why might this place be important to Jackie Huggins? Explore Jackie Huggins' connection with Carnarvon Gorge and how might it connect to her identity and history. Visit the [Marking Country](#) website to explore the deep history of the gorge, led by Bidjara elders Uncle Fred and Jackie Huggins.



Source: [Marking Country](#). Jackie learns from Uncle Fred as he shares Bidjara culture, Mickey's Creek, Carnarvon Gorge, Queensland, 23 March 2022. Photo: Amy Way.



Source: [QLD National Parks and Forests](#). Cathedral Cave Walk.

Activity: Your Special Place

Students will reflect on their own connection to places that are meaningful to them. They will share stories about places that hold memories or special meaning. Students can use the following to help guide them during this activity.

Think about...

- A place you love to visit.
- It could be a park, a beach, grandparents, sporting ground, or somewhere in nature.
- What makes this place special?
- How do you feel when you are there?
- What memories do you have in this place?
- Who do you usually go there with?

Activity

- Write a short paragraph about a place that is special to you and why you love to visit this place.
- Draw the place and label it.
- Write a short story about a memory there.

Include:

- Where the place is.
- Why it is special.
- How you feel when you are there.
- A memory you have there.
- Who you share the place with.

Share your stories

- Form small groups and share your stories with one another.
- Make a poster about your special place to put up in your school.
- Create a map of special places in your community.
- Imagine if you were commissioned by your local council to research and design a range of interpretive signs to be installed at special places in your community! The signs would teach visitors about the area's natural features, history and cultural significance. Include hand drawn illustrations and a short description. Design a walking trail map which highlights these special places.

Useful Websites

- [Deep Time](#) – BTN
- [Walking deep history: Carnarvon Gorge](#) – Marking Country
- [Jackie Huggins collection](#) – National Museum of Australia
- [Professor Jackie Huggins joins the ABC as Elder-in-residence and wants broadcaster to become a 'blueprint' of cultural safety](#) – ABC News