



**KEEP THE FIRE
BURNING!
BLAK, LOUD
AND PROUD**

7-14 JULY 2024

**NAIDOC WEEK:
EDUCATION RESOURCES**





WE PAY OUR RESPECTS TO ALL ABORIGINAL AND TORRES STRAIT ISLANDER ELDERS PAST AND PRESENT, AND EXTEND THAT ACKNOWLEDGEMENT TO ALL FIRST NATIONS PEOPLE FOR THEIR ONGOING CONNECTION TO COUNTRY AND CULTURE.

WE HONOUR THE STOLEN GENERATIONS AND THEIR FAMILIES, THOSE WHO WERE SEPARATED AND NEVER FOUND THEIR WAY HOME, THOSE WHO ARE STILL HEALING AND THOSE WHO CONTINUE TO ENDURE THE INTERGENERATIONAL IMPACT.

INTRODUCTION

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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.



The 2024 National NAIDOC Committee. (Credit: National NAIDOC Committee)

NAIDOC 2024

The 2024 theme is “Keep the Fire Burning! Blak, Loud and Proud”.

The National NAIDOC Committee selected this theme to celebrate not only the survival but also the relentless spirit of Aboriginal and Torres Strait Islander communities. “Keep the Fire Burning!” is a nod to the vitality and endurance of culture, and a nod to connection with Country and community, while “Blak, Loud and Proud” represents an unapologetic celebration of identity.

NAIDOC History

NAIDOC was born from protest, with its roots tracing back to the 1938 Day of Mourning where Aboriginal men, women and children gathered at Sydney Hall to mourn the 150th anniversary of the First Fleet’s arrival. Now, 86 years later, the NAIDOC theme is celebrating that legacy.

Read More

naidoc.org.au/about/history



The 2024 NAIDOC Poster. (Credit: National NAIDOC Committee)

THE ARTWORK

**'Urapun Muy' by Deb Belyea
(Samuawgadhagal, Torres Strait)**

Deb Belyea is a proud member of the Samuawgadhagal, Cassowary Clan, whose bloodlines stretch to the people of the top Western Torres Strait Islands of Saibai, Dauan, and the Bamaga-Saibai community of Cape York. Her poster entry is titled, 'Urapun Muy', and means 'One Fire' from the Kalaw Kawaw Ya dialect of the Top Western Islands of the Torres Strait. Currently living on the lands of the Juru people at Bowen, North Queensland, Deb is an educator, curriculum writer and practising artist.

Read More
zeyawgub.com.au

"When I saw that the NAIDOC theme for this year was "Keep the Fire Burning! Blak, Loud and Proud" I wanted to create an art piece that reflected our First Nations cultures. Urapun Muy sums up the rich, multifaceted tapestry that makes up who we are as Blak, Loud and Proud mob. Culture is the fire that burns within us. It is essential to us when we talk about our people, identity, and spirituality. Throughout our lives, it is taught to us by our elders in our rich heritage languages, which have sprouted from our homelands. Culture shows us our roads to one another and how we belong to our Place or Country. It is our lifelong responsibility of learning, teaching and practising culture."



AUNTY (DR) LYNETTE RILEY AO

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

As I reflect on this year's theme, I also reflect on my training as a teacher and feeling unprepared as an Aboriginal teacher - in understanding the issues and how to incorporate awareness of Aboriginal culture and needs, in a society that, at the time, only wanted us to assimilate. I also remember my grandfather from Moree, Reuben (Ben) Wright telling me, whilst I was at teachers' college, to never forget who I was as an Aboriginal person, who my people were, to be proud of my people and to fight for us through education. As educators it is our responsibility to ensure all sides of history are taught and that all our students are reflected in what is taught. The NAIDOC theme this year helps us to reflect on what this means for Aboriginal and Torres Strait Islander people.

KELRICK MARTIN

**(Ngarluma and Bunuba)
Head of Indigenous, ABC**

NAIDOC Week is a special time to celebrate Aboriginal and Torres Strait Islander achievements and deepen the understanding of our culture and histories. A big part of this is connecting with young Australians and learning about First Nations stories and history in the classroom. This year's theme, "Keep the Fire Burning! Blak, Loud and Proud", celebrates the enduring strength of First Nations culture and offers teachers a chance to explore various topics, perspectives and experiences with students. We're proud to encourage our youngest Australians to engage with the world's oldest continuing culture.



WELCOME

BELINDA DUARTE

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

For me, the NAIDOC theme “Keep the Fire Burning! Blak, Loud and Proud” is a reminder to remain intentional and ensure we stay focused on what matters to our children, young people, families and communities. Continuing the necessary work to leave a legacy for generations, sharing our pride, loving loud and respectfully honouring our people is at the core of what we do at Culture is Life.

We are again extraordinarily grateful for the opportunity to be the official education resource partner, standing united on this work with the National NAIDOC committee and the ABC. We invite you to join us in this action by sharing through schools and community organisations to pay tribute to Aboriginal and Torres Strait Islander peoples, and for you to share more stories in your communities as part of the “Keep the Fire Burning” NAIDOC theme.

Celebrating NAIDOC this year is a reminder of who we are and have always been. That the stand and fight for equity, justice and respect continues.

Dalki dalk (Thank you) to Thara Brown for your leadership and the team of contributors in creating the NAIDOC 2024 resources.

DAVID ANDERSON

Managing Director, ABC

As the official media partner for NAIDOC Week 2024, we are delighted to have been asked by Committee Co-Chair, Aunty (Dr) Lynette Riley AO, to support the creation of the NAIDOC education resources under her supervision.

The ABC has drawn once again on the expert educators from Culture is Life, an Aboriginal-led, not-for-profit organisation that focuses on strengthening cultural ties of young Aboriginal and Torres Strait Islander people.

I would like to thank all those at Culture is Life for the invaluable work they have undertaken to produce resources that reflect this year’s theme – “Keep the Fire Burning! Blak, Loud and Proud”.

HAKON DYRTING

**(Garrawa, Djugun and Yawuru)
Fullaship Program 2023, Culture is Life**

“Keep the Fire Burning! Blak, Loud and Proud.” This year’s NAIDOC theme signifies to me how proud we should feel from the countless years of rich history and culture that we have as a people – and how we have overcome so much and, over time, continue to demonstrate our strength and resilience as Aboriginal and Torres Strait Islander peoples. We have a responsibility to keep the fire burning and a duty of care to keep fighting, so generations after ourselves carry on our ancestors’ wills, cultural knowledge and stories passed down through generations.

“Blak, Loud and Proud” tells me that our heritage is not one to feel shame about, but one to embrace and share with others. As individuals, we have our own knowledge, stories, strengths, talents and more – through our life experiences with family and culture. Each person traverses different paths, but what makes us special is that we come together to share and empower one another and our communities. We do things unapologetically our way, we understand the dynamics and embrace the sense of home we get from one another.

We are strong as a people; we are strong as a community.

SHAYLEN WILSON

**(Ngarrindjeri)
Fullaship Program 2023, Culture is Life**

This year’s NAIDOC theme is a reminder to always be unapologetically Blak. To me, it symbolises the unwavering resilience of our people throughout the past 236 years and that despite relentless attempts to undermine and weaken our culture, we are still Blak, loud and proud. We will keep the fire burning with sparks of dedication and the enduring flame of our cultural legacy.

EARLY YEARS FOUNDATION TO YEAR 2

OUR HOME, OUR HEARTBEAT

Aboriginal people believe in the spiritual rhythm of Country, our heartbeat. All living and non-living things have spirit and strengths, which form pride in a connection of 65,000 years. How do we create the spirit of the 2024 theme, “Keep the Fire Burning! Blak, Loud and Proud”?

Adam Briggs’s book “Our Home, Our Heartbeat” is a celebration of past and present Indigenous legends, as well as emerging generations. At its heart, it honours the oldest continuous culture on Earth.

Adam’s song “The Children Came Back”, written in collaboration with Geoffrey Gurrumul Yunupingu, Archie Roach and Corey McGregor, reflects on the sad and traumatic truth of the Stolen Generations.

This year’s NAIDOC Week theme allows early childhood and early primary educators to imagine a freedom of spirit and Country

where possibilities to create space — through the imagination of children — can foster the strength of children. There is a way to ignite a fire and create collective yarning circles around this fire, sharing Aboriginal stories, songs, dance, knowledge and wisdom.

Let’s make some noise and be loud, using clapsticks, stomping our feet or beating our palms to our thighs, all together beating the heartbeat of Country with Adam Briggs and allies!

Listen to Adam Briggs reading to children, sharing insights into his family and friends. There are many Aboriginal people who have been a part of our nation, but their stories are not fully told.

Then, foster Elders’ stories in your community, highlighting their strengths and gifts, and how they share their knowledge and voice.



Image: Children’s activity. (Credit: Arkeria Armstrong)



Image: Our Home, Our Heartbeat. (Credit: Hardie Grant)

ACTIVITY: CAMPFIRE

Creating a campfire/yarning circle space. What does it look like, feel like and sound like?

Children can bring something to be a part of the circle, e.g. a gift from nature. Make a fire area either inside or outside. This is the space to bring in story, song, dance or shared art.

Children may wish to add handprints or footprints to a big sheet of paper to make a class mural: have the campfire in the centre, with children then adding their messages, drawings, paintings and collage ideas to form the igniting of fire, and spend time together to investigate and learn about Australia’s Blak history, knowledge and wisdom from both Country and its First Peoples.

ACTIVITY: ACKNOWLEDGING COUNTRY

Once your campfire is created, create your own Acknowledgement of Country with this year’s theme in mind: “Keep the Fire Burning! Blak, Loud and Proud”.

This can be a part of your week by asking students to also share an Acknowledgement of Country before moving through activities.

RESOURCES

1. “Our Home, Our Heartbeat” by Adam Briggs, illustrated by Kate Moon and Rachael Sarra. (Hardie Grant)
2. Adam Briggs reading “Our Home, Our Heartbeat”. (YouTube: [youtube.com/watch?v=UKc7pZx5cXg](https://www.youtube.com/watch?v=UKc7pZx5cXg))
3. ‘The Children Came Back’ (YouTube: [youtube.com/watch?v=3-wMbFntrTo](https://www.youtube.com/watch?v=3-wMbFntrTo))
4. “Took The Children Away” by Archie Roach, illustrated by Ruby Hunter. (Simon & Schuster)
5. Archie Roach reading “Took The Children Away”. (ABC Education: [abc.net.au/education/archie-roach-took-the-children-away/13680018](https://www.abc.net.au/education/archie-roach-took-the-children-away/13680018))

ACTIVITY: SENSES AND SPIRIT

Look at our five senses and spirit, and consider the many ways to activate the senses.

Sound - Listen to the sounds of Country. Create sounds and rhythms of rain on the rooftop, the crackling of a fire, leaves blowing in the wind or a kangaroo hopping. Students can create these sounds and rhythms by clapping their hands or clapsticks, stomping their feet, or rubbing their hands together.

Smell - What elements of smell can you bring into the classroom to connect to Country? Gumleaves or other native plants, diffusers and candles from First Nations businesses and oil rollers can be used to roll onto hands for deep breathing.

Sight - Set up your classroom space to bring the pride and strength of First Nations culture. This can be explored through books, toys or posters showcasing local language, the seasons for example.

Touch - Use elements of Country (e.g. wood, leaves and stones) or toys that explore our animals and culture.

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.

RESOURCES: SENSES AND SPIRIT

1. Dadirri, a gift to the nation. 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. To be able to listen deeply is an important understanding within the ideas around voice, not being heard and advocacy. (Miriam Rose Foundation: miriamrosefoundation.org.au/about-miriam-rose-foundation)
2. Learn about teacher, linguist and community leader Yalmay Yunupinu, who has been named the 2024 Senior Australian of the Year. Yalmay speaks of language and culture. She refused to stop speaking her language and only teach English. Encourage Aboriginal languages and all languages. (Australian of the Year: cms.australianoftheyear.org.au/recipients/yalmay-yunupinu)
3. Little Yarns podcast (ABC Education) - Each episode 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: abc.net.au/education/little-yarns/103560300)
4. Find the items for these activities by searching online for First Nations suppliers and businesses. Alternatively, search Supply Nation for verified Indigenous businesses. (Supply Nation: supplynation.org.au)

ACTIVITY: LOCAL STORIES

Referencing Adam Briggs' book, and the Aboriginal people and stories in it, students can create their own story book, posters or flashcards. Discover local stories of Aboriginal and Torres Strait Islander community members and Elders whose image and story you can share with permission.

ACTIVITY: THIS IS ME! I AM HERE!

The final action may be for students to create their own identity on a peg doll to encourage colour, pattern and shapes that connect to them. What are their strengths, and what makes them who they are?

Once they are completed, come together as a group and place them in the campfire space, maybe on a rock or felt mat. This process is to signify a commitment to listen and learn - and how it is important to know ourselves and see the strength in our own identities. An understanding and commitment to First Nations identity needs to be seen and heard.

To conclude this process, read Aunty (Dr) Lynette Riley AO's message:

"We honour the flame of the fire, kindling the sparks of pride and unity, igniting a renewed commitment to acknowledging, preserving and sharing the cultural heritage that enriches our nation." - Aunty (Dr) Lynette Riley AO (Wiradjuri/Gamilaroi) Co-Chair, National NAIDOC Committee

QUESTIONS: STORYTELLING

1. What is the song/story about?
2. What are some of the talents/gifts of the Aboriginal people in the song/story?
3. Are there people in your community with these gifts or talents?
4. What are your gifts, talents and strengths?



Image: Children's activity. (Credit: Arkeria Armstrong)

QUESTIONS: STORYTELLING

1. "Language and Me": A look at the role that language plays for Aboriginal and Torres Strait Islander people, highlighting the work done by language custodians to preserve this important aspect of our cultural and social lives. (YouTube: youtube.com/playlist?list=PL7HSPnTFVAuFcraoZkMI5adr3dlniUU1o)
2. Why, when and how to use "Talking Up Our Strengths" cards. (SNAICC: snaicc.org.au/wp-content/uploads/2016/03/Talking-Up-Our-Strengths.pdf)
3. Friends Igniting Reconciliation through Education (FIRE) carrier program and covenant. (FIRE Carrier Program: ceosand.catholic.edu.au/catholicidentity/kalik/fire-carrier)
4. "Finding Our Heart: A Story About the Uluru Statement for Young Australians" by Thomas Mayo, Illustrated by Blak Douglas. (Hardie Grant)
5. "Come Together: Things Every Aussie Kid Should Know About the First Peoples" by Isaiah Firebrace, illustrated by Jaelyn Biunaiwai. (Hardie Grant)

TRAILBLAZERS AND CHANGE MAKERS

The 2024 NAIDOC Week theme is “Keep the Fire Burning! Blak, Loud and Proud”.

In honour of the Elders and senior Aboriginal and Torres Strait Islander people who have blazed the way, read the short biographies below with your class. You can also print these and display them in your classroom considering local protocol and appropriate permission for any photographs of people who are deceased.

While reading through their stories, reflect on the discussion questions to guide conversations about how each individual kept their own fire burning within themselves and their community, and how they advocated for change across the country in various areas.

DISCUSSION QUESTIONS

- What gave each person the “fire” in them to dedicate their lifetime to the advancement of Aboriginal and Torres Strait Islander people?
- Name the cultural groups that each person has connections to. Identify where they are from on the Gambay – First Languages Map. (Gambay: gambay.com.au)
- What does it mean to be a leader, role model, trailblazer or change maker?
- Do you have any leadership skills that are similar to the leaders profiled below (e.g. public speaking, collaboration, teamwork or passion)?
- How do the four Aboriginal and Torres Strait Islander leaders show pride in their identity?



Image: Dr Alice (Alitya) Rigney (Credit: Courtesy Professor Lester-Irabinna Rigney PhD.)

DR ALICE (ALITYA) RIGNEY

Dr Alice (Alitya) Rigney AO PSM DUniv was a proud Kurna and Narungga Elder and matriarch who passed away in 2017. She was a trailblazing education advocate. She devoted her life to education, teaching more than 5,000 Aboriginal students, and she established the first urban Aboriginal school in Australia: Kurna Plains School in Adelaide.

Dr Rigney was the first female Aboriginal school principal in Australia and held numerous leadership positions across the Department for Education in South Australia. She ensured that the Kurna language was taught at the school and committed to the preservation of Aboriginal languages. She played an integral role in the implementation of the Kurna language curriculum in South Australia.

Dr Rigney received numerous honours in recognition of her work, including a Public Service Medal for her outstanding contribution to education and an honorary doctorate from the University of South Australia.

- Learn more about Dr Alice (Alitya) Rigney. (University of South Australia: unisa.edu.au/connect/alumni-network/alumni-networks/aboriginal-and-torres-strait-islander-alumni-chapter/alice-rigney)



Image: Dr Lowitja O'Donoghue. (Credit: Leanne King.)

DR LOWITJA O'DONOGHUE

Dr Lowitja O'Donoghue AC CBE DSG was a proud Yankunytjatjara woman and one of Australia's most recognised Aboriginal woman who passed away in 2024. A powerful and unrelenting advocate for her people and an inspiration to many, she dedicated her life to the advancement of Aboriginal and Torres Strait Islander rights, producing significant outcomes in health, education, political representation, land rights and reconciliation.

Dr O'Donoghue's passion for change was evident in all that she did and with every word she spoke. Her people and her community were always front of mind, and it was where her drive to advance change stemmed from.

In August 2022, the Lowitja O'Donoghue Foundation was created in honour of the extraordinary legacy of the dedicated lifetime of work by Dr O'Donoghue.

- Read more about Dr Lowitja O'Donoghue. (Lowitja O'Donoghue Foundation: lowitja.org.au/lowitja-foundation)
- Watch a video about Dr Lowitja O'Donoghue's life (ABC: abc.net.au/news/2024-02-05/indigenous-trailblazer-lowitja-odonoghue-dies-aged-91/103430038)



Image: Galarwuy Yunupingu AM. (Credit: Peter Eve/Yothu Yindi Foundation)

EDDIE KOIKI MABO

Eddie Koiki Mabo was a proud Meriam man from the Torres Strait Islands who fought for years to overturn the myth of Terra Nullius (“land belonging to no-one”). In 1992, six of seven High Court judges found the Meriam people had traditional rights to their land – and in doing so, the court found that native title existed for all Indigenous people.

The historic case set the benchmark for Aboriginal and Torres Strait Islander peoples across the nation to start to regain control and ownership over their lands.

Eddie Mabo’s legacy lives to this very day and will continue into the future. Mabo Day is celebrated each year on 3 June to celebrate this momentous event in our history.

- Read more about how Eddie Mabo changed Australia. (ABC: [abc.net.au/news/2022-06-03/how-eddie-mabo-took-on-australian-government-and-won/101120100](https://www.abc.net.au/news/2022-06-03/how-eddie-mabo-took-on-australian-government-and-won/101120100))
- Watch a video about Eddie Mabo and his legacy. (ABC Behind The News: [abc.net.au/btn/classroom/mabo-legacy/11143302](https://www.abc.net.au/btn/classroom/mabo-legacy/11143302))

YUNUPINGU

Proud Gumatj clan leader Galarwuy Yunupingu AM was one of Australia’s most influential Aboriginal leaders and a trailblazing land rights fighter. In 1978, he was named Australian of the Year for his work relating to negotiations over the Ranger Uranium Mine and Kakadu National Park. He chaired the Gumatj Corporation and the Yothu Yindi Foundation, which runs the annual Garma Festival at Gulkula in Arnhem Land.

A strong advocate for local employment and self-determination, Yunupingu set up a local cattle station, timber mill and nursery in Arnhem Land, and he established the first Aboriginal-owned and operated mine in the country: the Gumatj-owned Gulkula Bauxite Mine.

The Youth Yindi Foundation said, “He was first and foremost a leader of his people, whose welfare was his most pressing concern and responsibility.”

- Learn more about the legacy of Aboriginal land rights champion Yunupingu (ABC: [abc.net.au/news/2023-04-03/yunupingu-nt-aboriginal-land-rights-trailblazer-dies-age-74/102113102](https://www.abc.net.au/news/2023-04-03/yunupingu-nt-aboriginal-land-rights-trailblazer-dies-age-74/102113102))
- Read about Yunupingu (Indigenous Australia: ia.anu.edu.au/biography/yunupingu-333260)

ACTIVITIES

- Write a letter to one of the four Aboriginal and Torres Strait Islander leaders, and tell them why they have inspired you and what you will do to continue their legacy.
- Read the book *This Book Thinks Ya Deadly! A Celebration of Blak Excellence* by Kamilaroi man Corey Tutt, and explore the many Aboriginal and Torres Strait Islander biographies.
- What does “deadly” mean? Can you list other Aboriginal and Torres Strait Islander people who are “deadly” in your life or who you might know of?
- Make a “deadly” wall of Aboriginal and Torres Strait Islander people in your own school and local community.
- Invite a local Aboriginal or Torres Strait Islander Elder/community member to your classroom or school to share their story, journey and what this year’s NAIDOC theme means to them. You also might like to invite these people in to see your deadly wall creation!
- Listen to the song *From Little Things Big Things Grow* (YouTube: [youtube.com/watch?v=dAONIfonVuY](https://www.youtube.com/watch?v=dAONIfonVuY)) by Paul Kelly and Kev Carmody. Why do you think this song resonates particularly with Aboriginal and Torres Strait Islander people across Australia?

RESOURCES

1. Respected Aboriginal elder Alice Rigney remembered as pioneering educator and cultural warrior (ABC: [abc.net.au/news/2017-05-18/aboriginal-elder-alice-rigney-remembered-as-pioneering-educator/8534892](https://www.abc.net.au/news/2017-05-18/aboriginal-elder-alice-rigney-remembered-as-pioneering-educator/8534892))
2. “This Book Thinks Ya Deadly! A Celebration of Blak Excellence” by Corey Tutt, illustrated by Molly Hunt (Published by Hardie Grant Explore)
3. DeadlyScience (Deadly Science: deadlyscience.org.au)
4. “From Little Things Big Things Grow” by Paul Kelly and Kev Carmody (YouTube: [youtube.com/watch?v=dAONIfonVuY](https://www.youtube.com/watch?v=dAONIfonVuY))
5. “My People” by Eddie Betts (YouTube: [youtube.com/watch?v=xhGEuiD0cPw](https://www.youtube.com/watch?v=xhGEuiD0cPw))

DEADLY

HEROES, REBELS AND INNOVATORS

Proud Martu woman Karen Wyld is the author of the non-fiction book "Heroes, Rebels and Innovators" (Hachette Australia), which captures the lives and achievements of seven significant Aboriginal and Torres Strait Islander people. Illustrated by Jaelyn Biumaiwai, the book allows young Indigenous children to see themselves, their ancestors and their futures reflected in a children's book.



Image: Patty Mills. (Credit: ABC RN: Jeremy Story Carter)

RESOURCES

1. Heroes, rebels and innovators inspire a new generation of First Nations readers. (ABC: abc.net.au/news/2021-09-05/first-nations-heroes-rebels-innovators-inspire-next-gen-readers/100433150)
2. Heroes, Rebels and Innovators. (YouTube: youtube.com/watch?v=0Tt8S928928)

ACTIVITIES

- Add these significant individuals to your "deadly wall" (mentioned above) in your classroom or in your school. You may also like to share what you've learned about these inspiring individuals with your buddy, class or at your school assembly.
- Research further about the Aboriginal and Torres Strait Islander people in the book, and discuss how we need to continue sharing stories about "truth-telling".
- What did being "Blak, loud and proud" look and feel like to the individuals in the book?
- Have a conversation about how each of these individuals have shaped our history.

DEADLY STORY: PATTY MILLS

Patty Mills is a proud Kokatha, Naghiralgal and Dauareb-Meriam man who grew up in Canberra. He is the only Aboriginal and Torres Strait Islander person to win a National Basketball Association (NBA) championship, and he was the youngest man to represent Australia in basketball. This year, he will play in the Olympic Games for the fourth time.

Patty was destined to be a great basketballer and started playing at age four when his parents started an Indigenous basketball team. Patty has a range of accolades to his name, including the 2017 NAIDOC Person of the Year award.

Patty has used his international profile to advocate for and promote awareness of Aboriginal and Torres Strait Islander culture, history, peoples and communities. He also founded Indigenous Basketball Australia (IBA), a program designed to inspire future Indigenous basketball players from across the country to excel at basketball and in their communities.

ACTIVITIES

1. Patty Mills talks about the Boomers' historic bronze medal victory at the Tokyo Olympics (ABC News on YouTube: youtube.com/watch?v=LAGJOX4i_3M)
2. Patty Mills talks about Indigenous Basketball Australia (NITV on YouTube: youtube.com/watch?v=BHHT0kHLCQs)
3. The Patty Mills story (YouTube: youtube.com/watch?v=AumwDWZGyaU)

DISCUSSION QUESTIONS

- Patty encompasses this year's NAIDOC theme "Keep the Fire Burning! Black, Loud and Proud" through his basketball career, community involvement and in his everyday life.. Discuss why you think it is important to Patty to share about his culture, family and community each day.
- How does Patty stay strong in Culture even when living overseas?
- Why was it important for Patty to establish Indigenous Basketball Australia? What effect do you think this will have on the next generation of young Aboriginal and Torres Strait Islander basketballers and young people?

COME TOGETHER: ISAIAH FIREBRACE

Pop artist Isaiah Firebrace is a proud Yorta Yorta and Gunditjmara man who grew up on the banks of the Murray River. Isaiah's life changed completely after winning The X Factor in 2016 on his seventeenth birthday. He now has a multi-platinum single, he has represented Australia at Eurovision and he is a regular across Australian television.

"Come Together" is Isaiah's heartwarming picture book for children aged five and over. It is inspired by Isaiah's petition to the Australian Government calling for Aboriginal history to be taught in every classroom.

"Come Together" will make Australian children proud that we are home to the longest continuing culture on Earth!

You can read the pages separately as a class and then use the discussion questions.

DISCUSSION QUESTIONS

- **Acknowledgement of Country:**
The book opens with an Acknowledgement of Country. Why is this an important and respectful practice? Write an Acknowledgement of Country as a class and share it in your classroom.
- **Oldest continuous culture:**
How do you feel after reading that we are on the lands of the oldest continuous culture? What does the story of Mungo Man and Mungo Lady teach us?
- **First inventors:**
Aboriginal people were the first inventors! Learn more about their advanced tools, weapons and knowledge systems by watching the "First Weapons" series and accessing the accompanying resources (ABC: abc.net.au/education/digibooks/first-weapons/102398250).

ACTIVITIES

1. **Clans and languages:** Find the traditional owners of the lands that your school is on. Then, find the language of your local area (First Languages Australia: gambay.com.au). Learn some words in the local language and display these in your classroom.
2. **Music and dance:** Play some songs and learn the stories of some First Nations musicians, including those that Isaiah admires, such as Jessica Mauboy, Yothu Yindi, Yung Warriors, Uncle Archie Roach and others. Find the lyrics to a song that resonates with the students in your classroom and learn the chorus as a class. You can listen with your eyes closed as a relaxation or even make a dance! Baker Boy's song Move is a great one to dance to!



Image: Come Together by Isaiah Firebrace. (Credit: Hardie Grant)

SENIOR YEARS 7 TO 10

KEEP THE FIRE BURNING: OUR FUTURES

All secondary schools are encouraged to learn and participate in NAIDOC Week. Your school's NAIDOC focus may be at the end of Term 2 or the start of Term 3, however a kind reminder that Aboriginal and Torres Strait Islander histories, cultures and stories can be taught and celebrated throughout the entire year and across all learning areas!

Aunty (Dr) Lynette Riley AO is a proud Wiradjuri and Gamilaroi woman from Dubbo and Moree. She is a senior lecturer at the University of Sydney with more than 40 years working experience as a teacher and in Aboriginal education and administration.



Image: Aunty (Dr) Lynette Riley AO. (Credit: Sydney University)

"The NAIDOC theme for 2024, "KEEP THE FIRE BURNING! BLAK, LOUD AND PROUD", is a remembrance and reminder of the constant fights for equity, in this our own land, since Cook illegally staked a claim in Australia as being Terra Nullius. Our fight for equity continued with the arrival of colonists, who only saw their own needs as superseding our existence and rights, and who sought to wipe our cultures and ways of co-existing with our Countries. We, as multiple Nations across Aboriginal Australia and in the Torres Strait Islands, have much to celebrate as survivors and high achievers who are fighting for our rights, and providing ongoing teachings about what is needed to ensure endurance in this country of ours, Australia. We are proudly loud as we celebrate all our peoples in their continuance, as we weave our way through a Western system and support our children and their children to stay strong in their culture and in their journeys to strengthen this country. Much like a controlled fire, done the right way, we and our Country thrive and survive."
- Aunty (Dr) Lynette Riley AO (Wiradjuri and Gamilaroi) Co-Chair, National NAIDOC Committee

DISCUSSION QUESTIONS

Read Aunty Lynette's reflections on this year's NAIDOC theme, and then draw on the discussion points below to discuss as a class.

- What is meant by the "constant fights for equity, in this our own land"? What aspect of life significantly changed for First Nations peoples after Captain Cook's arrival?
- Discuss "the arrival of colonists, who only saw their own needs as superseding our existence and rights". How did Imperialist mentality and British law impact First Peoples of this continent and peoples of lands globally?
- Refer to the AIATSIS Map of Indigenous Australia (AIATSIS: aiatsis.gov.au/explore/map-indigenous-australia) and discuss the "multiple Nations across Aboriginal Australia and in the Torres Strait Islands" and what it means to "have much to celebrate as survivors and high achievers fighting for our rights".
- Discuss what it is to be proud of being a part of the longest continuous culture in the world. Consider what the people of these lands would have had to endure through tens of thousands of years of survival, and the past 236 years since European invasion.
- What aspects of First Nations history and culture make you proud of being connected to the lands and peoples of the longest continuing culture in the world?

EXPLORE FURTHER

- The Australian Wars (Blackfella Films: sbs.com.au/ondemand/tv-series/the-australian-wars) The Australian Wars - Frontier Wars history series and education resources (SBS). Further research the global domination of the British and other empires and their impacts on First Peoples' lands, cultures and survival.
- Research Aboriginal and Torres Strait Islander leaders who have fought for First Peoples' rights. Refer to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) to understand the aspects of Indigenous Peoples' rights to land, culture, community and cultural practices.

ACTIVITY: INDIGENOUS RIGHTS

The United Nations Declaration on the Rights of Indigenous Peoples (Australian Human Rights Commission: humanrights.gov.au/our-work/un-declaration-rights-indigenous-people) is the most comprehensive international instrument on the rights of Indigenous peoples. It establishes a universal framework of minimum standards for the survival, dignity and wellbeing of the Indigenous peoples of the world, and it elaborates on existing human rights standards and fundamental freedoms as they apply to Indigenous peoples.

- Select an article from the Declaration and apply real-world examples of how this Declaration both has and hasn't been adopted in Australia to date. For example, Article 2 states: "Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity."

BLACK, LOUD AND PROUD

"Keep the Fire Burning!' is a nod to the vitality and endurance of culture, and a nod to connection with Country and community." - National NAIDOC Committee. (SBS: sbs.com.au/nitv/article/the-2024-naidoc-theme-has-been-announced-heres-what-you-need-to-know/jwy430k5t)



Image: The first Day of Mourning. (Credit: AIATSIS Collection)



Image: Group of Aborigines with protest sign. (Credit: AIATSIS Collection)

BLAK: IDENTITY AND HISTORY

We acknowledge the recent passing of award-winning multimedia artist Destiny Deacon, who was the creative force behind the now commonly used spelling of the word "Blak".

Read "Why Blak not Black" (SBS: sbs.com.au/nitv/article/why-blak-not-black-artist-destiny-deacon-and-the-origins-of-this-word/7gv3mykzv): to understand more.

First Nations people since European arrival have and still do face racism in this Country. It is important that we challenge stereotypes and teach diversity in the colour of our skins and cultural practices and ways. This includes listening and valuing the lived experience of Aboriginal and Torres Strait Islander people.

"We honour the flame of the fire, kindling the sparks of pride and unity, igniting a renewed commitment to acknowledging, preserving and sharing the cultural heritage that enriches our nation."
- Aunty (Dr) Lynette Riley AO (Wiradjuri and Gamilaroi) Co-Chair, National NAIDOC Committee.

ACTIVITY

Watch "How Aboriginal are you?" defending place in culture (ABC: youtube.com/watch?v=piykIPZ2dP8). In what should have been a routine trip to the doctor, Matika Little finds herself defending her place in her culture. And this wasn't the first time it's happened. Reflect on and discuss Matika's lived experience.

HISTORY OF NAIDOC

Day of Mourning

In 1938, the Australian Aboriginal Progressive Association declared 26 January the Day of Mourning. With the support of the Australian Aborigines' League from Victoria, they organised a protest march and congress in Sydney.

ACTIVITY: LISTEN

Listen to Alick Jackomos interviewed by Barry York (1998) (ABC: abc.net.au/rightwrongs/story/day-of-mourning) and respond to the questions below:

- In 1938, where did the group of Victorian and NSW Aboriginal people meet?
- What fuelled them to come together, and what was their purpose for meeting on this date?
- What were the outcomes of this gathering?
- Why is 26 January significant for First Nations people? What does this day represent?

ACTIVITY: WILLIAM COOPER

William Cooper asked for the Sunday before Australia Day to be called “Aboriginal Day”. In the 1950s, this day was moved to July and eventually became NAIDOC.

- What does NAIDOC stand for?

ACTIVITY: HISTORY

Read more about the history of NAIDOC (NAIDOC: naidoc.org.au/about/history) and watch this year’s video on the theme.

- Who do you see in the video, and what messages are they sharing?

ACTIVITY: LEADERSHIP

In his interview, Alick Jackomos talks about members of the Australian Aborigines’ League and the Australian Aboriginal Progressive Association. Research the stories of these significant Aboriginal leaders (below). You can create profiles and display these in your classroom. In any classroom presentation, please consider cultural protocol and warnings of people who have passed.

- William Cooper
- Doug Nicholls
- Jack Patten
- Margaret Tucker
- Helen Bailey (non-Indigenous)
- William Ferguson
- Pearl Gibbs

LOUD: ADVOCACY, CULTURE AND COMMUNITY

There are many different ways to educate; share your truths and lived experiences; advocate; lead; stand up for yourself and others; and create change.

Teachers can invite local First Nations leaders and change-makers in your school community to speak to your class about their work and how they create change.

Students can research some of the many inspiring Aboriginal and Torres Strait Islander leaders. Some are listed below. Learn about how they have advocated and fought for change, and their methods in doing this, for example, protests, petitions, community conversations, campaigning and so on.

- Alitya Rigney (Aunty Alice)
- Lowitja O’Donoghue
- Vincent Lingiari
- Lyall Munro Senior
- Lyall Munro Junior
- Gary Foley
- Linda Burney
- Michael Mansell
- Vonda Malone
- Fanny Balbuk Yooreel
- Jim Everett
- June Oscar
- Jackie Huggins
- Adam Goodes
- Cathy Freeman
- Archie Roach
- Evonne Goolagong Cawley
- Neville Bonner
- Arnold “Puggy” Hunter
- Ida West
- Charles Perkins

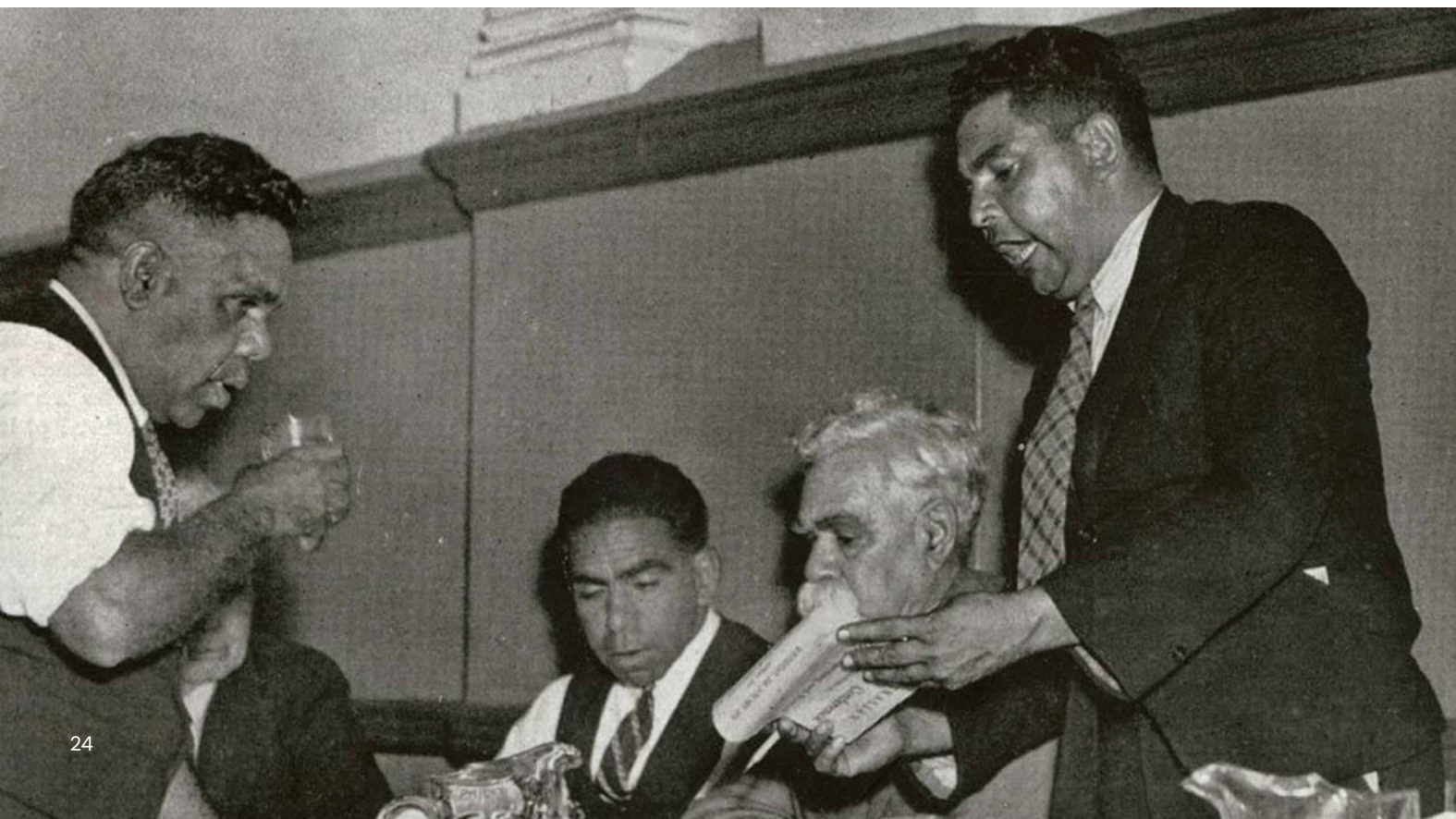
“No matter what happens we cannot undo the past. But to have the broader Tasmanian community stand with us to recognise us for who we are, to recognise our rights and aspirations – wouldn’t that be something?” – Rodney Gibbins, Tasmanian Aboriginal Elder

FIRST NATIONS LEADERSHIP

As First Nations peoples in Australia, we have had centuries of people speaking on behalf of our communities and making decisions without our inclusion.

- How have past and current governments, corporations and policies suppressed the voice and decision-making of First Nations peoples historically and to date?
- What are some examples of local, state and federal decision-making and truth-telling processes?
- What are some of the impacts of stories, history and cultures being silenced and suppressed, and what do all Australians have to gain from this knowledge?

Image: Aborigines day of mourning, 26 January 1938. (Credit: State Library of New South Wales)



“The loudest voice is Country. It’s screaming at us and we are not listening. How do we teach our kids to be the best listeners to listen to Country?” – Aunty Stephanie Armstrong (Gamilaraay and Bigambul), Teacher.



Image: Stephanie Armstrong, Teacher. Credit: Culture is Life.

ACTIVITY: COUNTRY

Research and discuss the following:

- Discuss this quote from Gamilaraay and Bigambul woman Stephanie Armstrong. How does Country speak to you? What are some signs nature gives us to tell us, for example, what is coming?
- Explore the Timeline of Resistance (from Original Power: originalpower.org.au/resistance_timeline). Select a significant moment in each decade to further research and share with the classroom. (Note: You will need to register to access the downloadable resources.)

ACTIVITY: LISTENING TO CULTURE

As a class, discover local examples of First Nations culture. We encourage you to visit places, invite people, read stories, watch films and attend events to learn more.

Some culture you can discover may include:

- Language place names: landmarks, street names and town names.
- Song: artists, musicians, sounds, artworks, birds, water and trees.
- Country: all living beings and their connection to place.
- Cultural protocols: Acknowledgement of Country, ceremonies and protection of sites.
- Art: dance, exhibitions, murals and paintings.

Can you discover any everyday words that we use that are Aboriginal language words?

PROUD: STRENGTH AND CELEBRATION

According to the Committee, “Blak, loud and proud” represents an unapologetic celebration of identity”.

“Pride actually comes from having a full and deep appreciation of strength in culture.” – Aunty (Dr) Lynette Riley (Wiradjuri/Gamilaroi) Co-Chair, National NAIDOC Committee.

DISCUSSION QUESTIONS

Discuss the following as a class:

- What is pride?
- What is the opposite of pride?
- Why is it important for our spirits to be strong in who we are and who we come from? Consider your own personal connections to family, kin (Reconciliation Australia: youtube.com/watch?v=mNtPcW4tIPY) and Country.
- How does the treatment of First Nations people teach them not to be proud? Reflect on biases and direct mistreatment based on race.
- Think of someone who makes you proud. What is it about them that gives you deep appreciation and admiration?
- Why do visitors from overseas often have more interest and pride in Aboriginal culture than non-Indigenous Australians?

ACTIVITY: IDENTITY AND WELLBEING

In understanding influences on health and wellbeing, read the Nine principles of Aboriginal and Torres Strait Islander social and emotional wellbeing (Transforming Indigenous Mental Health & Wellbeing: timhwb.org.au/wp-content/uploads/2021/04/SEWB-fact-sheet.pdf), drawn from the Ways Forward report, to emphasise the holistic and whole of life definition of health held by Aboriginal and Torres Strait Islander peoples.

Refer to the Social and Emotional Wellbeing (SEWB) diagram and discuss how the seven connections that surround the “Self” influence a person’s health and wellbeing, particularly First Nations people, i.e. connection to culture, Country and community.

ACTIVITY: LOCAL EXCURSION

Research what is happening in your local community and where you can go to learn about Aboriginal culture. Consider an excursion where you can have direct access to these stories and learnings while connected to place, and building relationships with local First Nations community members. Reflect on:

- What makes you proud of what you learnt about First Peoples’ culture?
- What does identity and culture mean? What does Aboriginal and Torres Strait Islander culture look like today?
- What stories and perhaps language did you learn? What were the key messages and values?



Image: 'Walking Our Songlines with Language' The Flashcards. (Credit: Coota Girls Aboriginal Corporation)

ACTIVITY: LANGUAGE

There are more than 250 Aboriginal languages, including 800 dialects. Many languages have always been here; some languages in some areas of the continent and its islands went to sleep as a result of colonisation.

There is some incredible work reviving and keeping language strong, which all people can learn from.

- What is the traditional language/s of the Country your school is on?
- Are there any local language names in your streets, towns and landmarks?
- What books or resources can you find in your local language/s?

ACTIVITY: LANGUAGES ALIVE

Connect with any local language-speakers that can come speak and share stories and song at your school.

Explore Languages Alive (AIATSIS: aiatsis.gov.au/explore/languages-alive). Watch the videos "Language is identity", "Ngunnawal acknowledgment" and "Wangka Maya Pilbara". Discuss the common messages on the

ACTIVITY: LANGUAGE LEGENDS

First Languages Australia's Language Legends project aims to record and share the motivations and work of Aboriginal and Torres Strait Islander language workers around Australia, from Elders through to young people.

- Watch the video of Diane Riley-McNaboe (Language Legends: vimeopro.com/firstlanguagesaustralia/language-legends/video/143704788). What is her message about languages, culture and identity?

ACTIVITY: WALKABOUT WICKETS

In 1868, an Aboriginal cricket team (National Museum of Australia: nma.gov.au/defining-moments/resources/aboriginal-cricket-team) journeyed to the United Kingdom. It was Australia's first sports team to tour overseas.

Belinda Duarte is a descendent of Yanggendyinyanyuk, also known as Dick-a-Dick, who was a member of the 1868 tour of England.

- Read Belinda Duarte: A family tradition of excellence (National Indigenous Times: nit.com.au/14-03-2023/5273/belinda-duarte-a-family-tradition-of-excellence).

ACTIVITY: STILL WE RISE

More than 50 years on, the Aboriginal Tent Embassy is the oldest continuing protest occupation site in the world. Taking a fresh lens, Still We Rise (ABC: iview.abc.net.au/show/still-we-rise iview) is a bold dive into a year of protest and revolutionary change for First Nations people in Australia..

Read more about the Aboriginal Tent Embassy:

- Still We Rise tracks the names and stories behind 50-year-old Aboriginal tent embassy protest in Canberra (ABC: abc.net.au/news/2022-12-08/still-we-rise-aboriginal-tent-embassy-film/101737868).
- How four men with a beach umbrella made history in the battle for Aboriginal sovereignty (The Guardian: theguardian.com/commentisfree/2022/jan/14/how-four-men-with-a-beach-umbrella-made-history-in-the-battle-for-aboriginal-sovereignty).



Image: Aboriginal Tent Embassy art installation. (Credit: Culture is Life)

THANK YOU

Thank you for accessing and sharing these resources, and for your commitment to embedding First Nations knowledges and perspectives into your school community and classrooms.

We would love to hear from you!

Email info@cultureislife.org with any questions or feedback.

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



TEACHER'S NOTES

RESPONSIBILITY

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 8.4).

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 – with a kind reminder to keep the fire burning and be proud to be connected to the oldest living culture in the world!

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 2024! 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 (Dr) Lynette Riley AO (Wiradjuri/Gamilaroi) for her guidance and passion, making this all possible!

AUTHORS

We would like to acknowledge the writers of this resource, Thara Brown (Yorta Yorta), Aunty Stephanie Armstrong OAM (Gamilaraay/Bigambui), Jasmine Miller (Wirangu/Kokatha) and Arkeria Armstrong (Gamilaraay/Bigambui), as well as the team at Culture is Life including CEO Belinda Duarte (Wotjobaluk/Dja Dja Wurrung), Madeline Wells (Palawa/Koori), Alex Shain and the education resource designer Sofii McKenzie-Kirkbright (Koori) for their valued contribution.

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 over 1000 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 of government, voluntary Committee, whose Members are the custodians of the National NAIDOC Week Award Ceremony on behalf of all First Nations people. To learn more about the National NAIDOC Committee visit our website.

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 which are mapped to the Australian Curriculum, it 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 that 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 together with others to create meaningful lives for all our young people with a special emphasis on those experiencing vulnerability and who are at risk of self-harm and suicide.

cultureislife.org

