## Koorie Education Calendar 2016

**January 26**

### Survival Day

**National Day of Mourning 1938**

A day off, a barbecue and fireworks? A celebration of who we are as a nation? A day of mourning and invasion? A celebration of survival?

Australians hold many different views on what 26 January means to them. Consider why there is continuing debate and conflicting emotions about our national day. For an Aboriginal perspective read the *communique* from the National Peak body of Aboriginal Health organisations.

Research the first *Day of Mourning*, involving Victorian Yorta Yorta leaders William Cooper and Sir Doug Nicholls and its connection to NAIDOC week held later in July.

How many Aboriginal Australians of the Year have there been? Who are they and where are they from?

### VAEAI website:


Protocols for Koorie Education in Victorian Primary and Secondary Schools:


### Tuckerbag Teacher resource (KHT):


### ONLINE RESOURCES in full

1st National Day of Mourning:


http://www.creativespirits.info/aboriginal-culture/history/australia-day/invasion-day

NACCHO communiqué:


Lionel Rose

http://www.australianoftheyear.org.au/honour-roll/?view=fullView&recipientID=68

### Did you know that Gunditjmara man and world champion boxer Lionel Rose was the first Aboriginal person to be named Australian of the Year back in 1968?

Wherever possible consult with Aboriginal people and Aboriginal sources for information. Your local LAEG is a good first point of contact and VAEAI can assist. Try to work with local community people and Elders, and always respect their intellectual and cultural property rights.

The Victorian Aboriginal Education Association Inc. (VAEAI) was first established in 1976 as the Victorian Aboriginal Education Consultative Group (VAECG). The shared aim of the VAECG was to increase the presence and voice of Koorie people in education decision making.

Today VAEAI represents the Koorie Community in relation to education policy development and strategic programming at the local, state and national levels. VAEAI supports the provision of education and training that reinforces the Koorie community’s cultural identity and increases awareness in the wider community of Koorie culture and aspirations in education and training.

The 26th of January aka Australia Day, Survival Day, Invasion Day, Sovereignty Day and National Day of Mourning marks an important time for Aboriginal and Torres Strait Islander people and for non-Indigenous Australians alike. For the first Australians the day essentially marks the survival of Aboriginal and Torres Strait Islander people and their cultures. For non-Indigenous Australians it marks the landing of the First Fleet, a group of eleven ships from Britain that landed on the shores of Botany Bay where the clash of two cultures and the fight for one land began.

From 1940 until 1955, the **National 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 and survival.
With older students watch the DVD The Legacy of a People about the Shepparton Koorie community and Cummeragunja Reserve, and investigate the reasons for the Cummeragunja Walk-off of 1939.

Listen to Bangerang Elder Uncle Sandy Atkinson and other descendants of Cummeragunja discuss life in the day, belonging and connection to place.

With younger students (years 5-8) explore the Voices of Cummerangunja links and read or listen to Bangerang Elder Uncle Sandy Atkinson talk about conservation practices. What evidence is there that people lived in harmony with their land? Provide at least one specific example of their conservation practices.

With students research the opera Pecan Summer by Yorta Yorta woman Deborah Cheetham – the first opera written by an Indigenous Australian and involving an Indigenous caste – which is based on the Cummeragunja Walk-off. Further explore the life of Deborah Cheetham and her journey to be an opera singer and author.

Read the interview with ABC’s Messagestick about Pecan Summer.

Murray River focus: Focus some learning activities around Koorie peoples, languages and stories of the Murray River region, such as the famous Bunyip story. Numerous tales of the bunyip in the Murray River region?

Try to embed real life stories and perspectives of your local Aboriginal and Torres Strait Islander community members across your curriculum throughout the year.

Did you know that the legendary Bunyip is said to get its name from the Wemba Wemba and Wergaia languages of the Murray River Region?

0000/www.abc.net.au/missionvoices/cummeragunja/voices_of_cummeragunja/default.html

Legacy of a People DVD


Cummeragunja lies on the New South Wales side of Dhungolo – the Murray River – on the traditional lands of the Bangerang and Yorta Yorta peoples. The river is hugely important to the people and sustained them for thousands of years.

On the 4th February 1939, over 200 residents of the Cummeragunja Mission walked off the mission station in protest against conditions at the station, and crossed the Murray River into Victoria, leaving the state of New South Wales. At the time, this was in contravention of rules set by the New South Wales Aboriginal Protection Board restricting the movement of Aboriginal people. Many settled in Barmah, Echuca, Shepparton, Mooroopna and Fitzroy (Melbourne).
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 February</td>
<td>National Apology Anniversary</td>
<td>Where were you when the Apology was made? Download the National Sorry Day Committee’s excellent resource Learning about the Stolen Generation: the NSDC’s school resource for great classroom and whole-of-school activities. The speech that stopped the Nation: Listen to or play footage from the Apology and discuss with students. Invite a Stolen Generations member or another Aboriginal or Torres Strait Islander parent, elder or community member to speak with your students about the Stolen Generations and the importance of celebrating the Apology Anniversary. Some questions you might want to consider with your students as part of a lesson: How did your family members feel when the Australian Parliament said ‘sorry’ in 2008? Why was it so important for Parliament to make an Apology?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NSDC: <a href="http://www.nsdc.org.au/">http://www.nsdc.org.au/</a> Learning About the Stolen Generations Resource: <a href="http://vaeai.org.au/support/dsp/default.cfm?id=126">http://vaeai.org.au/support/dsp/default.cfm?id=126</a> The Apology speech: <a href="http://www.youtube.com/watch?v=xitnSfVbVQg">http://www.youtube.com/watch?v=xitnSfVbVQg</a> With sensitivity, honouring the Apology Anniversary and National Sorry Day builds understanding and respect between school and community, teachers and students. Discuss with your guest speaker prior to the lesson what they are willing to talk about, especially relating to potentially sensitive issues. Remember that across Victoria and the rest of the nation almost every, if not all Aboriginal families have been negatively affected by the policies and practices that have led to dispossession and what we now call the Stolen Generations. For some, this is still very difficult to reconcile and talk about.</td>
</tr>
</tbody>
</table>

Image source: [https://www.flickr.com/photos/25792994@N04/5424377328/](https://www.flickr.com/photos/25792994@N04/5424377328/)
### Koorie Education Calendar 2016

<table>
<thead>
<tr>
<th><strong>21 February</strong></th>
<th><strong>International Day of Mother Language</strong></th>
</tr>
</thead>
</table>
| **Explore Australian Languages**<br>with the magnifying glass on the language map link. <br>With your students identify the language group associated with your school and research the language and its traditional speakers. <br>Download a range of Koorie interactive digital story apps made for iPads and iPhones featuring Koorie languages and English versions, by searching for VACL at the iTunes store. <br>Work with Traditional Owners, the Victorian Corporation for Aboriginal Languages (VACL) and local Koorie community members to introduce the local Koorie language to your school in a variety of ways, such as through a school signage project. | **International Day of Mother Language:**<br>http://www.forteachersforstudents.com.au/Events/mother-language-day.php<br>http://www.un.org/en/events/motherlanguage/
| **Did you know that there are approximately 250 Aboriginal languages (around 500 including dialects) in Australia, and around 40 Aboriginal languages in Victoria?** | **International Mother Language Day** held on February 21 is a great day to learn about other cultures and languages, as well as to highlight the importance of preserving linguistic diversity inside and outside of the classroom. |

<table>
<thead>
<tr>
<th><strong>MARCH</strong></th>
<th><strong>21 March</strong></th>
<th><strong>International Day for the Elimination of Racial Discrimination</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Did you know that in 1938, prior to WWII, an Aboriginal delegation headed by Yorta Yorta man William Cooper, protested against the treatment of Jewish People in Germany and tried to hand a resolution to the German consul-general condemning the Nazis' persecution of Jewish people?</strong></td>
<td><strong>The International Day for the Elimination of Racial Discrimination</strong> is observed annually on 21 March. On that day, in 1960, police opened fire and killed 69 people at a peaceful demonstration in Sharpeville, South Africa, against the apartheid pass laws. Proclaiming the day in 1966, the United Nations General Assembly called on the international community to redouble its efforts to eliminate all forms of racial discrimination. <strong>1965 Freedom Rides:</strong>&lt;br&gt;In February 1965 a group of Sydney University students called &quot;Students for Aboriginal Rights&quot; (SAFA), led by Aboriginal students Charles Perkins and Gary Williams, began a trip that would change Australian history. Their journey was both an attempt to emulate the US Civil Rights Movement action in the early 1960s, and designed to expose the racist underbelly of Australian society in rural NSW. The book &quot;Freedom Ride: a freedom rider remembers&quot; by Ann Curthoys, relives the experience of the Freedom Ride, drawing largely upon a...</td>
<td></td>
</tr>
</tbody>
</table>
## Koorie Education Calendar 2016

### 30 March

**Anniversary of Gunditjmara native title recognition and settlement**

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>With your students research Gunditjmara, Country, people history and culture. If able, invite Gunditjmara community members to come to the class or school and speak about Gunditjmara.</td>
<td>With older students research the Gunditjmara battle for Native Title recognition.</td>
</tr>
<tr>
<td>Lake Condah, extremely significant to Gunditjmara People, is an Indigenous Protected Area. Visit or learn about Victorian Indigenous Protected Areas (IPA) in Victoria, such as Kurtonitj or Lake Condah in the South-west of Victoria.</td>
<td>The Gunditjmara Land Justice Story: <a href="http://www.aiatsis.gov.au/_files/ntru/publications/monographs/MonographGunditjmara.pdf">http://www.aiatsis.gov.au/_files/ntru/publications/monographs/MonographGunditjmara.pdf</a></td>
</tr>
</tbody>
</table>

Celebrations were held on Gunditjmara country in south-western Victoria to celebrate a native title consent determination – a determination that reached through the consent of all parties, rather than litigation. The celebrations were at the base of the volcanic mountain Budj Bim, also known as Mount Eccles National Park, and followed a special hearing of the Federal Court of Australia on Country. On this day, the Gunditjmara people spoke about how the native title determination was the end of a long struggle for recognition of their status as the first peoples of their country. They also talked about their future work to protect their native title rights and interests, and how the business of land justice continues. See: [http://www.aiatsis.gov.au/_files/ntru/publications/monographs/MonographGunditjmara.pdf](http://www.aiatsis.gov.au/_files/ntru/publications/monographs/MonographGunditjmara.pdf)

### 2015 Freedom Rides Film

By Aboriginal students Charles Perkins and Gary Williams. Watch the 2015 anniversary of the Freedom Rides film on Living Black program about the Freedom Rides. Discuss how things were then and how the freedom riders feel about that time, and their historic action. Alternatively, students, especially primary school students might prefer to watch the BTN program on the Freedom Rides anniversary and discuss similarly. Why were students compelled to take this action? What do these types of actions achieve? See: [International Day for the Elimination of Racial Discrimination](http://www.un.org/en/events/racialdiscriminationday/)


Freedom Rides: [http://www.abc.net.au/archives/80days/stories/2012/01/19/3414788.htm](http://www.abc.net.au/archives/80days/stories/2012/01/19/3414788.htm)

Freedom Rides: [https://www.youtube.com/watch?v=JS3YN3WED4](https://www.youtube.com/watch?v=JS3YN3WED4)


**Koorie Education Calendar 2016**

Watch the **video** with Gunditjmara Elder Ken Saunders about Museum Victoria's Bush Blitz program, working with the Gunditjmara Traditional Owners to survey biodiversity in Indigenous Protected Areas and investigate the program and some of the flora and fauna surveyed. Where else is bush Blitz Working?


Research the lives of Gunditjmara Elders and community members who have been strong advocates for their communities such as Indigenous Honour Roll inductees Edna Brown and William Rawlings, the Lovett Brothers, Laura Bell and Young Australian of the Year state finalist, Gunditjmara and Wamba Wamba descendant Benson Saulo, world famous singer Archie Roach, playwright, author and musician Richard Frankland and first commissioned Aboriginal officer Reg Saunders for starters.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
</table>
| 25 Apr | **ANZAC DAY**          | **Acknowledging Aboriginal Soldiers at War**  

*Unable to vote but eligible to die* - explore Indigenous Australians’ war service.  

Download the Shrine of Remembrance Indigenous Service Publication for Primary Schools and Secondary Schools for background and suggested inquiry activities.  

**Contact** the Australian War Museum to borrow Memorial Box 03: Too Dark for the Light Horse.  

Using the Australian War Memorial’s online databases, investigate the war service of Aboriginal servicemen and women.  

Consider participating in the Shrine of Remembrance Poster Competition highlighting the participation of Aboriginal service men and women as a class or whole-school activity.  

Over 1000 Aboriginal and Torres Strait Islanders fought for Australia in World War I despite profound barriers to enlistig. Watch Bush TV’s Untold Stories about WW1 Aboriginal service men and research the lives of Victorian Koories such as Brabuwooloong private Harry Thorpe. Why were there such barriers and how did some overcome them?  

Watch a range of videos such as Living Black’s Unidentified Soldier, Indigenous Servicemen through the Years and ABC Military Service videos:  

- [https://www.youtube.com/watch?v=9hCByA5Uq4o](https://www.youtube.com/watch?v=9hCByA5Uq4o)  
- [https://www.youtube.com/watch?v=Vs39p6fCvEc](https://www.youtube.com/watch?v=Vs39p6fCvEc)  
- [https://www.youtube.com/watch?v=2USSmGnM](https://www.youtube.com/watch?v=2USSmGnM)  
- [https://www.youtube.com/watch?v=AXN3hJWvn8](https://www.youtube.com/watch?v=AXN3hJWvn8)  
- [https://www.youtube.com/watch?v=Hm7sYNvCt](https://www.youtube.com/watch?v=Hm7sYNvCt)

**WW II**  

- [http://www.shrine.org.au/Education/Poster-Competition#sthash.5hYOEApZ.dpuf](http://www.shrine.org.au/Education/Poster-Competition#sthash.5hYOEApZ.dpuf)  
- [http://www.shrine.org.au/Education/Poster-Competition#sthash.5hYOEApZ.dpuf](http://www.shrine.org.au/Education/Poster-Competition#sthash.5hYOEApZ.dpuf)

**Shrine of Remembrance Poster Comp:**  

*When my uncle came back from serving in Korea he couldn’t even get a beer in a pub let alone a pension, and he wasn’t permitted to become a citizen until 1968*  

John Kinsella, nephew of Australia’s most famous Aboriginal soldier, Captain Reg Saunders MBE

**Australian War Museum Memorial Box:**  

Each memorial box contains artefacts that students can handle, as well as photographs, case studies, uniforms, a video, oral histories, teacher’s notes, and more. Memorial boxes can be adapted for use across many areas of study and are accessible to a wide range of students, from lower primary to senior secondary.

**Shrine of Remembrance Poster Competition:**  

The winning poster will become the official Remembrance Day 2016 poster for the Shrine of Remembrance and will appear on banners and posters around the City of Melbourne.

Schools awarded prizes to the winning and highly commended artworks will receive a selection of books from Department of Veterans’ Affairs, a personalised visit to the Shrine and will be invited to place a flower in the Field of Poppies whilst attending the Official Remembrance Day Service on 11 November, 2016. Winning entries and highly commended artworks will be displayed in an exhibition at the Shrine to coincide with Remembrance Day 2016.  

Entry closes, September 2016 (date TBC).  

See more at: [http://www.shrine.org.au/Education/Poster-Competition#sthash.5hYOEApZ.dpuf](http://www.shrine.org.au/Education/Poster-Competition#sthash.5hYOEApZ.dpuf)
**Message Stick’s ANZAC**

Discuss issues of equality, identity, recognition and life after service raised.

**MA Y**

<table>
<thead>
<tr>
<th>26 May</th>
<th>National Sorry Day</th>
</tr>
</thead>
</table>
| **Download the National Sorry Day Committee’s excellent resource** | **Stolen Generations:**
| **Learning about the Stolen Generation:** the NSDC’s school resource for great classroom and whole-of-school activities. | http://www.australianstogether.org.au/stories/detail/the-stolen-generations
http://www.stolengenerationtestimonies.com/ |
| **With other parents and Koorie community members, organise a school National Sorry Day event, such as an assembly, ceremony, concert, or oral history/story sessions.** | **NSDC:**
http://www.nsdc.org.au/ |
| **Make a Sorry Book** signed by students, staff, and parents; draw pictures, write letters or make a short video with a message of support and commitment to healing for the Stolen Generations, and send a copy or email a link to the National Sorry Day Committee. | **Learning About the Stolen Generations Resource:**
| **With students explore the deeply personal Stolen Generations’ Testimonies site featuring the stories of those taken from their homes and communities and** | **Native XI & Unaarrimin aka Johnny Mullagh:**
| **Did you know** that a Victorian Aboriginal team, led by Wotjbaluk man and star all-rounder Unaarrimin aka Johnny Mullagh, was the first sports team to represent Australia overseas and began a 6-month tour of England in May 1868? | **Sporting Life** reported that “No eleven in one season ever played so many matches so successfully.” |

**National Sorry Day**

Is a day of commemoration and remembrance for the Stolen Generations - the Aboriginal and Torres Strait Islander children forcibly removed from their families, communities and cultures between the 1800s and the 1970s.

The first Sorry Day was held in Sydney on 26 May 1998, and has been commemorated nationally on 26 May each year since then, with thousands of Australians from all walks of life participating in memorial services, commemorative meetings, survival celebrations and community gatherings, in honour of the Stolen Generations.

National Sorry Day was born out of a key recommendation made by the National Inquiry into the Separation of Aboriginal and Torres Strait Islander children from their families in the Bringing them home Report that was tabled in Federal Parliament on 26 May 1997.
## Koorie Education Calendar 2016

### Koorie Education Calendar 2016

<table>
<thead>
<tr>
<th>Referendum which officially counted Aboriginal people in Australia as citizens in the eyes of the Federal Government.</th>
</tr>
</thead>
<tbody>
<tr>
<td>With your students watch Vote Yes for Aborigines (2007) directed by Yorta Yorta woman Frances Peters-Little about the 1967 referendum and the campaign for Aboriginal citizenship rights that led up to it. Download the teachers’ study guide to Vote Yes for Aborigines and design some lessons and activities suitable for your students.</td>
</tr>
<tr>
<td>Investigate the role of the Victorian-based Aborigines Advancement League in the ’67 referendum.</td>
</tr>
<tr>
<td>With secondary students explore the excellent ’67 Referendum site Collaborating for Indigenous Rights and teaching resources and incorporate suggested activities into your lessons.</td>
</tr>
<tr>
<td>With upper primary school students set up a school referendum around issues relevant to your school or local community and involve students in electoral processes as a prelude to discussions about the 1967 Referendum. Explain that each issue must only have a yes/no response as preferential voting is not allowed in a referendum.</td>
</tr>
<tr>
<td>Watch the short video with Faith Bandler, former Secretary of the Federal Council for the Advancement of Aboriginal and Torres Strait Islanders talking about why it was so important to From 1967, Indigenous peoples were counted in the census and included in base figures for Commonwealth funding granted to the states and territories on a per capita basis.</td>
</tr>
<tr>
<td>Contrary to popular thinking the 1967 Referendum did NOT</td>
</tr>
<tr>
<td>– give Aboriginal peoples the right to vote</td>
</tr>
<tr>
<td>– give Aboriginal peoples citizenship rights</td>
</tr>
<tr>
<td>– give Aboriginal peoples the right to be counted in the census.</td>
</tr>
</tbody>
</table>

### Resources

- [School referendum:](http://geckos.ceo.wa.edu.au/primary/social-political/Pages/1967-referendum.aspx)
<table>
<thead>
<tr>
<th>27 May - 3 June</th>
<th>National Reconciliation Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your school does not already have one, consider developing a Reconciliation Action Plan and include activities linking National Sorry Day and reconciliation Action Week, so that colleagues and students see how these days are inter-connected. Include students, colleagues and your LAECG where possible in its development. To find out more about Reconciliation Action Plans (RAPs), and about planning events to celebrate National Reconciliation Week, contact Reconciliation Australia.</td>
<td></td>
</tr>
<tr>
<td>With younger students read stories to encourage thinking about reconciliation such as the Broome-set Two Mates by Melanie Prewett (teaching resources available). With local Koorie community members and colleagues organise a week of cultural activities such as performances, films, stories, workshops. Focus on the contribution that Aboriginal people have and continue to make to Australian society, and have a referendum and discuss with students. Additional classroom activities aimed at Years 9 and 10. With senior students download the Recognising Aboriginal and Torres Strait Islander people in the Constitution - school learning guide (2014), work through the activities and discuss the case for recognition of Aboriginal and Torres Strait Islander people in our Constitution.</td>
<td></td>
</tr>
<tr>
<td>What is Reconciliation week? National Reconciliation Week celebrates the relationship between Aboriginal and Torres Strait Islanders and all other Australians. Every year, the week is held between the same dates, 27 May to 3 June. The dates draw attention to significant historical events. The 27 May marks the day in 1967 when the referendum was passed for the Australian Government to make laws for Aboriginal and Torres Strait Islanders and to allow them to be recognised in the census. The 3rd of June marks the day in 1992 that led the Australian Government to recognise native title and acknowledge Indigenous Australians as the original occupants of Australia. Reconciliation resource (NSW - DET) This resource is a one-page guide to the people, processes, information and events around reconciliation between Aboriginal and Torres Strait Islanders and other Australians, with links to music, video and digital resources and activities. Levels: Stage 3, Year 5, Year 6, Stage 4, Year 7, Year 8, Stage 5, Year 9, Year 10, Stage 6, Year 11, Year 12.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 31 May | Annual Shrine of Remembrance Indigenous Commemorative Service        | Download the Shrine of Remembrance Indigenous Service Publication for Primary Schools and Secondary Schools for background and suggested inquiry activities. Consider attending the annual commemorative service at the Shrine of Remembrance, 11am with your students. Enter the Shrine of Remembrance Poster Competition and design posters highlighting the participation of Aboriginal service men and women as a class or whole-school activity. | VAEAI LAECGs: [http://vaeai.org.au/contacts/dsp-default.cfm?loadref=41](http://vaeai.org.au/contacts/dsp-default.cfm?loadref=41)  
Poster Competition: [http://www.shrine.org.au/Education/PosterCompetition#sthash.5hYOEApZ.dpuf](http://www.shrine.org.au/Education/PosterCompetition#sthash.5hYOEApZ.dpuf)  
http://www.shrine.org.au/Education/PosterCompetition  
Flyer: [http://www.shrine.org.au/Shrine/Files/95/052012ac-80ba-4068-91f6-423f9e3b5f0.pdf](http://www.shrine.org.au/Shrine/Files/95/052012ac-80ba-4068-91f6-423f9e3b5f0.pdf)  
2015 Shrine of Remembrance Poster Competition winning entry: [http://www.shrine.org.au/Education/PosterCompetition#sthash.5hYOEApZ.dpuf](http://www.shrine.org.au/Education/PosterCompetition#sthash.5hYOEApZ.dpuf) |
<table>
<thead>
<tr>
<th>JUNE</th>
<th>3 June</th>
<th>Mabo Day</th>
</tr>
</thead>
</table>
|       |        | Suitable for Years 3 – 6: watch the short [video](http://www.crackerjackeducation.com.au/resources/mabo-day/) showing how Torres Strait Islander people celebrate the achievements of one of their greatest heroes, Eddie Koiki Mabo. Held on June 3rd each year, feasts, dance and celebrations can be found not only in the Torres Strait but all over the Australian mainland to honour an amazing man. Watch the [BTN report](http://www.abc.net.au/btn/story/s376572.htm) about the life of Eddie Mabo and why he is such a significant Australian.

In 2010 a [campaign](http://www.abc.net.au/tv/mabo/videos/1/play=messages=stick_2012_ep17.mp4) was launched to make Mabo Day a national holiday in Australia. With your students develop a proposal for making Mabo Day a national public holiday, and consider sending it to your local member.

Explore the excellent [ABC Mabo website](http://www.abc.net.au/tv/mabo/timeline/) learning resources, and [Native Title timeline](http://www.yarrahealing.catholic.edu.au/kulin-nation/index_wide.cfm?loadref=32) and discuss the importance of Native Title with your students. Significant in Victoria is the rejection of the Yorta Yorta Native Title case in 1998 in the High Court - a decision upheld again in 2002. With senior secondary students, discuss: to what extent does the concept of justice correlate with courts upholding laws; and to what extent is the law adequate in addressing issues of justice, under current Native Title legislation?

**Eddie Koiki Mabo:**
- [http://www.abc.net.au/tv/mabo/welcome/](http://www.abc.net.au/tv/mabo/welcome/)

**Behind the News report:**
- [http://www.abc.net.au/btn/story/s376572.htm](http://www.abc.net.au/btn/story/s376572.htm)

**ABC Mabo Classroom:**

---

**Did you know** that when Europeans first settled the Port Phillip region it was already occupied by five Aboriginal language groups? These groups spoke a related language and were part of what is commonly called the KULIN (koo-lin) nation of peoples from their common word for ‘man’ - kuliny. The five language groups are: Wathaurong, Woiwurrung, Taungerong, Dja Dja Wurrung and Boon Wurrung.

**Mabo Day Celebrations in Townsville, QLD 2011** see: [http://www.abc.net.au/local/videos/2011/06/03/3235188.htm](http://www.abc.net.au/local/videos/2011/06/03/3235188.htm)

**Mabo Day** occurs annually on 3 June. It commemorates Eddie Koiki Mabo (c. 29 June 1936–21 January 1992) a [Torres Strait Islander](http://en.wikipedia.org/wiki/Torres_Strait_Islander) whose campaign for Indigenous land rights led to a landmark decision of the High Court of Australia that, on 3 June 1992, overturned the legal fiction of *terra nullius*, which had characterised Australian law with regards to land and title since the voyage of James Cook in 1770.

**MABO Classroom** is an interactive curriculum relevant for studies in History and The Arts. This dynamic multiplatform site is a comprehensive resource for the teaching and learning about Eddie Koiki Mabo - his personal life, his exceptional attributes and the extraordinary achievement he determined for Indigenous Australians.

**The Mabo decision** was a legal case held in 1992. It is short for Mabo and others v Queensland (No 2) (1992). The legal decision was made by the High Court on 3 June 1992. The High Court is the highest court in Australia’s judicial system. The Mabo decision was named after Eddie Mabo, the man who challenged the Australian legal system and fought for recognition of the rights of Aboriginal and Torres Strait Islander peoples as the traditional owners of their land.

**Mabo Day** is named after Eddie Mabo, the man who challenged the Australian legal system and fought for recognition of the rights of Aboriginal and Torres Strait Islander peoples as the traditional owners of their land.
**Koorie Education Calendar 2016**

<table>
<thead>
<tr>
<th>5 June</th>
<th>World Environment Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit or learn about Victorian Indigenous Protected Areas (IPA) in Victoria, such as Kurtonitji or Lake Condah in the South-west of Victoria.</td>
<td></td>
</tr>
<tr>
<td>Watch the video with Gunditjmara Elder Ken Saunders about Museum Victoria’s Bush Blitz program, working with the Gunditjmara Traditional Owners to survey biodiversity in Indigenous Protected Areas and investigate the program and some of the flora and fauna surveyed. Where else is bush Blitz Working?</td>
<td></td>
</tr>
<tr>
<td>Download the Bush Blitz teaching resource and work with local community members and Koorie educators to include some of the activities, such as inviting local Koorie Community members to talk to your students and tell them what they know about the movement and interactions among animals in the local area.</td>
<td></td>
</tr>
<tr>
<td>Do you have a ‘Bush Tucker’ expert in your region? Learning about bush tucker is a great introduction to Australian plant species.</td>
<td></td>
</tr>
<tr>
<td>Teachers might want to investigate the pilot educational program - bush blitz teachlive.</td>
<td></td>
</tr>
</tbody>
</table>

**IPA:**

**Bush Blitz and Lake Condah:**

**Bush Tucker:**
- Koorie plants, Koorie people: traditional Aboriginal food, fibre and healing plants of Victoria by Nelly Zola and Beth Gott

Note that this book is out of print currently, but available in many lending libraries – click on the link below for holding libraries:

---

**World Environment Day** is celebrated every year on June 5 to raise global awareness to take positive environmental action to protect nature and the planet Earth.

Indigenous Australians have managed their country for tens of thousands of years. An **Indigenous Protected Area** is an area of Indigenous-owned land or sea where traditional owners have entered into an agreement with the Australian Government to promote biodiversity and cultural resource conservation. Indigenous Protected Areas make a significant contribution to Australian biodiversity conservation - making up over a third of Australia’s National Reserve System.

**Bush Blitz**
The overall thrust of the Bush Blitz activities provides opportunities for students to develop their knowledge and understanding about:
- the meaning of biodiversity in the context of Australian ecosystems
- the classification processes used in describing organisms and how these processes may lead to the identification of previously unknown species
- species that are threatened within Australian ecosystems.

**TeachLive** is an educational program developed by Earthwatch Australia in 2003. Since its inception, the program has seen Primary and Secondary teachers teach ‘live’ back to their classrooms from some of the most rich and diverse ecosystems around the world. From calling classrooms via satellite phone in the dark rainforests of Brazil’s Pantanal, to skype sessions from Australia’s Outback, teachers who partake in the program not only experience scientific research at its best, but are given the opportunity to bring a unique learning experience to their students and schools. It is through education that we gain the understanding necessary to enact change and continue to strive for innovative and effective strategies for conserving our environment.
6 June

**Anniversary of Batman’s Treaty, signed in 1835**

With students explore the National Museum Australia’s educational resources focused on Batman’s treaty.

Visit State Library Victoria’s teachers page which examines, through primary source analysis and stimulating discussion questions, some of the problems historians have with John Batman’s ‘treaty’.

View a graphic of Batman’s Treaty including a transcript of the Batman Land Deed.

After researching Batman’s Treaty, discuss mutual (mis)understandings, alternate world views and the terms of this original transaction.

With your students learn as much as you can about the Kulin Nations.

For a great description of the Kulin including the signing of the treaty and daily life in days gone by, purchase copies of or borrow *First People: The Eastern Kulin of Melbourne, Port Phillip & Central Victoria* (Presland G. MV)

**Treaty:**

**Batman’s Treaty:** Today we acknowledge the anniversary of the signing of Batman’s Treaty in 1835 by a group of 8 Kulin Elders— including Wurundjeri Ngurungaetas (most senior leaders) Bebejan (Babajen) and three brothers with the same name, Jika Jika (Jaga Jaga) or Billibellary – and John Batman, an Australian born grazier, businessman and explorer, for the purchase of land around Port Phillip, near the present site of the city of Melbourne.

John Batman believed he was purchasing 600,000 acres, and paid 40 pairs of blankets, 42 tomahawks, 130 knives, 62 pairs of scissors, 40 looking glasses, 250 handkerchiefs, 18 shirts, 4 flannel jackets, 4 suits of clothes and 150 lb. of flour.

Batman’s Treaty is significant, as it was the first and only documented time when Europeans negotiated their presence and occupation of Aboriginal lands directly with the traditional owners, in accordance with English Common Law. However the treaty was declared void by the Governor of New South Wales, Richard Bourke on the basis that the Kulin people did not have a right to deal with the land, which “belonged” to the Crown.
Visit the Minutes of Evidence project website and learn more about Coranderrk and its significance to Victorian Koories. Watch this space for current developments around a Teacher Resource Package to be launched during 2016. If able, visit Coranderrk in Healesville, or attend the annual festival (in hiatus during 2016).

Explore the excellent Mission Voices website and teaching resources around the Coranderrk reserve. This site is dedicated to all the Aboriginal missions and reserves in Victoria, once used to control the movements and activities of Victorian Koories.

Purchase or borrow Coranderrk: We Will Show The Country (2013) about Coranderrk and the 1881 Parliamentary Enquiry into living conditions.

Did you know that Coranderrk gets its name from the Woiwurrung name of the plant known in English as the Victorian Xmas Mint Bush?

On the 30th June 1836, the Victorian Government Gazette reported that 2,300 acres of land around Badger’s Creek in what is now Healesville, had been temporarily reserved “for the use of Aborigines (in lieu of the land at Watt’s Creek) by Order of the 22nd June 1863”, following a deputation to Queen Victoria during her visit in the same year, by 15 Wurundjeri (Woiwurrung), Boon Wurrung and Taungurung people.


Coranderrk gets its name from the Woiwurrung name of the plant known in English as the Victorian Xmas Mint Bush?


Did you know that Coranderrk gets its name from the Woiwurrung name of the plant known in English as the Victorian Xmas Mint Bush?


There are many heroes surrounding Coranderrk and many stories of success, resilience, survival and injustice. With your students explore the lives of Wurundjeri, Taungurung and Dja Dja Wurrung heroes: William Barak, John Green, Thomas Bamfield, Robert Wandoon, Thomas Dunolly and Caroline Morgan and their involvement in the Coranderrk Parliamentary Inquiry of 1888.

Coranderrk and Minutes of Evidence: Did you know that Coranderrk gets its name from the Woiwurrung name of the plant known in English as the Victorian Xmas Mint Bush?
**JULY**

<table>
<thead>
<tr>
<th>6-13 July</th>
<th>NAIDOC week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JULY</strong></td>
<td><strong>6-13 July</strong></td>
</tr>
<tr>
<td><strong>JULY</strong></td>
<td><strong>6-13 July</strong></td>
</tr>
</tbody>
</table>

**Learn more about the Koorie Flag here.**

Immerse your students in *Meerreeng-an Here Is My Country: The Story of Aboriginal Victoria Told Through Art*

Dedicate a week to whole-of-school and class activities celebrating our Aboriginal and Torres Strait communities and heritage. NAIDOC week can be recognised in schools at any time of the year, but holding events close to the actual week makes it more relevant. With local Koorie community members and colleagues organise a range of cultural activities such as performances, films, stories, and workshops.

Contact the NAIDOC Committee for posters and local events.

**Aboriginal Flag:**

http://www.creativespirits.info/aboriginal-culture/history/aboriginal-calendar#toc9#ixzz2rbXxUloE

NAIDOC:

http://www.naidoc.org.au/about/naidoc-history/


**Victorian Koorie Art:**


http://www.koorieheritagetrust.com/collections/publications_1

**Did you know** that the Australian Aboriginal Flag was designed by artist Harold Thomas and first flown at Victoria Square in Adelaide, South Australia, on National Aborigines Day, 12 July 1971?

**Did you know** that the Australian Aboriginal Flag was designed by artist Harold Thomas and first flown at Victoria Square in Adelaide, South Australia, on National Aborigines Day, 12 July 1971?

**NAIDOC WEEK** celebrations are held around Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The week is celebrated not just in the Indigenous communities but also in increasing numbers of government agencies, schools, local councils and workplaces. As NAIDOC week generally falls during term holidays in Victoria, schools are encouraged to celebrate NAIDOC as fits their school calendar, although holding this event close to the official week makes it more relevant,

*Meerreeng-an Here Is My Country: The Story of Aboriginal Victoria Told Through Art*, portrays the richness and diversity of Victorian Aboriginal culture through artworks and stories from the early 19th century to the present day.

Over 340 artworks and artefacts are featured, from shields, baskets and possum skin cloaks to contemporary artworks dealing with the Stolen Generations, land rights and reconciliation. Old and new are woven together, demonstrating the continuation of culture, and words and phrases from Victorian Aboriginal languages are used throughout. Artists describe their own artworks, and stories and quotes from Elders and other community members provide cultural and historical context, telling of the importance of Country, of life before Europeans arrival, of invasion and dramatic change, of dislocation and missions, and of the survival and strength of the living culture.

**NAIDOC DAY concert at Thornbury Primary School (2015)**

*with Robert Bundle, photo: Vaso Eleftheriadis*
<table>
<thead>
<tr>
<th>NAIDOC &amp; OTHER KOORIE LEARNING BRAINSTORMING &amp; PLANNING PAGE</th>
</tr>
</thead>
</table>

NAIDOC March, Melbourne 2010, photo: Vaso Eleftheriades
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
</table>

**Framlingham** was an Aboriginal reserve established by the Board for the Protection of Aborigines in Victoria, in 1861. It is located beside the Hopkins River in the territory of the Kirrae wurrung near the boundary with the Gunditjmara, not too far from Warrnambool on the south-west coast of the state. The reserve operated until it was closed in 1916, with Aboriginal community members continuing to reside there today.

The people of Framlingham have fought hard for their country, from the sustained guerrilla warfare waged by the Gunditjmara, Kerrupjmara and Kirrae wurrung to the activism of residents in the later part of the twentieth century. Since invasion times Framlingham has been a place of struggle. In the early days of its existence control of the station continuously shifted between the Board and the missionaries. The Board attempted to shut Framlingham down a number of times but were met with great resistance by the people of the mission and non-Aboriginal people in nearby townships. The people of Framlingham eventually won ownership of the place that had become home. In 1970, 586 acres were handed over by the government in what was, along with Lake Tyers, the first Aboriginal land rights victory in Australia. The handover was formalised on the 24th July 1971. See [http://www.atns.net.au/agreement.asp?EntityID=3461](http://www.atns.net.au/agreement.asp?EntityID=3461).
<table>
<thead>
<tr>
<th>24 July</th>
<th>Anniversary of Lake Tyers (1971) handover</th>
</tr>
</thead>
</table>

**Listen** to the 'Voice of Lake Tyers', the experiences of several who were part of the Lake Tyers mission.  

**Watch** the Culture Victoria video featuring Gunai/Kurnai elders Murray Bull, and Elvie and Elaine Mullett about growing up at Lake Tyers and discuss life on the mission and in the bush and the significance of the handover with students. Students can prepare a presentation using a range of media (drawings, animation, IT, narrative, oral history recordings, drama etc) depicting aspects of life at Lake Tyers.  

With your secondary students read **The Black Swan: A Koorie Woman’s Life** by Gunai/Kurnai author and artist Eileen Harrison. **The Black Swan** charts the way the policy of assimilation impacted on Eileen’s family at Lake Tyers and her emerging talent as a painter.  

**Lake Tyers and Mission Voices:**

**Lake Tyers video:**

**Lake Tyers in the news:**

**The Black Swan:**

'Bung Yarnda' is the true name of the mission known as Lake Tyers in Victoria’s Gippsland region. Originally the land of the Gunai/Kurnai people, it became home to Aboriginal people from all over the state who were forcibly removed from their homelands. Many years later, some of these same families were forced to leave the mission and ‘assimilate’ into townships.

The people of Lake Tyers have been strong and vocal in their struggle to retain their land. In 1971 this fight was rewarded with the handing back of Bung Yarnda to the people. The mission is surrounded by beautiful waterways and coastal bushland that has been a magnet for tourists since the 1870s. Many of these tourists have incorporated a visit to the local Aboriginal people at Lake Tyers as part of their holiday.
## Koorie Education Calendar 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 July</td>
<td>Schools National Tree Day</td>
<td>Consider holding a whole-of-school event planting local Indigenous plants. Investigate the local Koorie language names and uses for the plants – cultivate species that have known uses and initiate a school signage project incorporating names from the local Koorie language and uses. Visit the Planet Ark website for more suggestions and resources about holding events at school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Each year, around 2500 preschools, kindergartens, primary and high schools across Australia take part in <em>Schools Tree Day</em>. Students nation-wide have learnt how to plant, and care for the seedlings they grow. <em>Schools Tree Day 2016</em> is on Friday 29th July, although events can be held at any time during the year.</td>
</tr>
<tr>
<td>AUGUST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 August</td>
<td>National Aboriginal &amp; Torres Strait Islander Children’s Day</td>
<td>National Aboriginal and Islander Children’s Day (NAICD) is a celebration of Aboriginal and Torres Strait Islander children. Each year SNAICC produces and sends out resources to help you celebrate NAICD. Visit the SNAICC website for suggested activities and resources to help celebrate the day within the school with the support of Koorie parents and local Koorie community members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did you know that Yorta Yorta/Yuin musician Jimmy Little is said to be the first Aboriginal ‘pop star’ with the gospel song ‘Royal Telephone’ rising to the top of the charts in 1963? &lt;br&gt;<a href="http://en.wikipedia.org/wiki/Jimmy_Little">See:</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Aboriginal and Islander Children’s Day (NAICD) is held on 4 August each year to honour and celebrate the importance of Aboriginal and Torres Strait Islander children within family and community. First held in 1988, the Secretariat of National Aboriginal and Islander Child Care (SNAICC) also uses the day to increase awareness in the wider community of important issues impacting on Aboriginal and Torres Strait Islander children.</td>
</tr>
</tbody>
</table>
| 9 August | International Day of the World’s Indigenous People. Consider a whole-of-school event that could include an educational forum, performances by Indigenous artists, a panel discussion on reconciliation or other classroom activities. | IDWIP: [http://www.un.org/en/events/indigenous-day/second.shtml](http://www.un.org/en/events/indigenous-day/second.shtml)  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did you know that the largest Aboriginal populations are in the cities? Of the total Aboriginal population, 31% live in major cities, 22% in inner regional Australia, 23% in outer regional, 8% in remote and 16% in very remote. Click on map to enlarge:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The International Day of the World’s Indigenous People is observed on August 9 each year to recognise the first UN Working Group on Indigenous Populations meeting in Geneva in 1982. On December 23, 1994, the UN General Assembly decided that the International Day of the World’s Indigenous People should be observed on August 9 annually during the International Decade of the World’s Indigenous People. The International Day of the World’s Indigenous People aims to promote and protect the rights of the world’s indigenous population.</td>
<td></td>
</tr>
<tr>
<td>15 August</td>
<td>Anniversary of William Barak’s (Beruk, Barak) death in 1903</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn about Wurundjeri hero activist and leader William Barak’s life, political involvement, art, homeland language and mob (people).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Download the rich interview of Wurundjeri Elder Aunty Joy Wandin-Murphy by Yorta Yorta Jaara artist Lou Bennet and study with your students. Consider how interviews of Aboriginal people by Aboriginal draw out particular personal reflections and cultural information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.peterschipperheyn.com/scans/im_heyer01.jpeg">http://www.peterschipperheyn.com/scans/im_heyer01.jpeg</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.abc.net.au/missionvoices/content/download/256/812/file/Aunty%20Joy%20Murphy%20Interview.pdf">http://www.abc.net.au/missionvoices/content/download/256/812/file/Aunty%20Joy%20Murphy%20Interview.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEPT-EMBER</th>
<th>Indigenous Literacy Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Sept.</td>
<td>Check out the Indigenous Literacy Foundation website for events and activity suggestions to support Indigenous Literacy Day. Consider running a fundraiser leading up to or following Indigenous Literacy Day.</td>
</tr>
</tbody>
</table>

|               | Did you know that Aboriginal people generally prefer to tell their stories their way? Work with Aboriginal educators and Koorie community members for authentic Aboriginal perspectives. |


Indigenous Literacy Day is celebrated on the 1st Wednesday in September and aims to raise funds to raise literacy levels and improve the lives and opportunities of Indigenous Australians living in remote and isolated regions.
Indigenous Literacy Day and make a donation to the Indigenous Literacy Foundation – some inspiring examples can be found on their website.

Explore a range of Aboriginal literature with your students, from children’s stories like TomTom, to fiction, plays, poetry essays, and autobiographies such as The Black Swan: A Koorie Woman’s Life by Gunai/Kurnai author and artist Eileen Harrison.

With younger students, focus on stories such as those suggested on the Better Beginnings site: Deadly books for little kids, the range of Victorian children’s stories published by the Victorian Aboriginal Corporation for Languages (VACL) or The Adventures of the Little Black Trackas by Bangerang educator and author Esme Bamblett.

Source or download a free copy of Nyernila: Listen Continuously – Aboriginal Creation Stories of Victoria for a range of Victorian creation stories as told by Traditional Owners.

With older students study the highly readable novel Digger J. Jones by prominent Gunditjmara author Richard Franklin. Teaching notes offer a range of class discussion points. Told in diary form, Digger J. Jones tells the story of Digger – an Aboriginal boy caught up in the events of the 1960s and the lead up the 1967 Referendum which officially counted Aboriginal people in Australia as citizens in the eyes of the Federal Government.

The Black Swan by Gunai / Kurnai author and artist Eileen Harrison charts the way the policy of assimilation impacted on Eileen’s family at Lake Tyers and her emerging talent as a painter.
## OCTOBER

**True spring aka poorneet or tadpole season by Wurundjeri**

<table>
<thead>
<tr>
<th>Seasons: Kulin:</th>
<th>Wurundjeri seasons:</th>
</tr>
</thead>
</table>

Did you know that in Yeddonba, Victoria, and in Arnhem Land there is rock art showing Creation stories involving the Tasmanian Tiger - connecting the island to the mainland by stories, as well as at one time a land bridge?

**True spring**: From late September to early December, when seed-eating birds such as finches and parrots begin nesting, platypuses lay eggs, bush-peas and lilies start flowering, the Yarra rises, tadpoles and aquatic insect larvae abound in ponds and spectacular caper white butterfly migrations occur.

Traditionally, this was and is a time of plenty. Lilies, Orchids and Murnong flowered, and still provided root vegetables. Greens were consumed in large quantities. Flowers were everywhere - Wattles, Hop Goodenia, Burgen, Kangaroo Apple, as well as orchids and small lilies which had been building their tubers over the winter. Snakes and Lizards became active, young kangaroos came out of the pouch. Migrant birds - the Sacred Kingfisher for example, returned from the north. Tadpoles appeared in ponds, and the river, fed by melting snows from the mountains, flowed into the flood-plains and replenished billabongs. Water-plants put on green leaves. Nowadays this flooding is prevented.

**Bureau of Meteorology’s Indigenous Weather Knowledge website**: This project aims to record 50,000 years of weather observation, knowledge of weather phenomena, weather patterns and long-term environmental changes by Indigenous Australians.

Phenology is the science of the timing of natural cycles. Discuss with students how rising temperatures and shifting weather patterns due to climate change might cause these cycles to move. Record changes in wildlife or plants on [Climate Watch](#), a resource where you can help scientists understand what's happening with the behaviours of common species of birds, insects and plants.

Go nature spotting using the Koorie seasons calendar as a guide for the wildlife and plants you might see. Museum Victoria has a succinct [guide](#) on the flora and fauna found in the Kulin nation.

Find out more about Indigenous seasons in other Aboriginal and Torres Strait communities, using the Bureau of Meteorology's [Indigenous Weather Knowledge](#) website. This project aims to record 50,000 years of weather observation, knowledge of weather phenomena, weather patterns and long-term environmental changes by Indigenous Australians.

---

Emu egg time – image of painting used with permission of WA Wajarri/Ingidda artist Sonya Edney.
## Remembrance Day

### 11 Nov.

**Anniversary of the passing of the Aborigines Protection Act 1869**

Remember and acknowledge Aboriginal and Torres Strait Islander men and women who fought and died in the Australian Services without citizenship rights, proper wages and due recognition.

With older students read the article *Lest we forget a cruel act of dispossession*, by Gunditjmara activist, singer/songwriter, author and film director, Richard Franklin and Peter Lewis and discuss.


**Did you know** that on this day in 1869, the Victorian colonial government passed an act “To Provide for the Protection and Management of the Aboriginal Natives of Victoria”, more commonly known as the *Aborigines Protection Act 1869*. This gave the Victorian government control of where Aboriginal people could live, of how they would relate to Europeans, of their labour and earnings and of the “care, custody and education” of all Aboriginal children.

---

## Anniversary of the Long Walk to Canberra

### 21 Nov.

**Walk the Talk**

If you haven’t done so already, register your school with [The Walk the Talk Education Program](http://www.walkthetalk.org.au/) for free resources or a school visit and explore the interactive activity zone with students.

With middle years or older students read the letter presented to the then PM John Howard, and [media](http://www.theage.com.au/news/National/Howard-joins-the-Long-journey/2004/12/03/1101923335406.html) reports about the Long Walk and discuss the reasons behind it. Discuss with your students the powerful impact and effect of mass marches and walks,


**Media reports:**


---

**Remembrance Day (11 November)** marks the anniversary of the armistice which ended the First World War (1914-18). Each year Australians observe one minute silence at 11 am on 11 November, in memory of those who died or suffered in all wars and armed conflicts.

On this day in 1869, the Victorian colonial government passed an act “To Provide for the Protection and Management of the Aboriginal Natives of Victoria”, commonly known as the *Aborigines Protection Act 1869*. This gave the Victorian government control of where Aboriginal people could live, of how they would relate to Europeans, of their labour and earnings and of the “care, custody and education” of all Aboriginal children.

On 21 November 2004 Michael Long embarked an historic trek, walking from his home in the suburbs of Melbourne all the way to Parliament House in Canberra – more than 650 kilometres away.

After returning home from yet another Aboriginal funeral, Michael decided that something needed to be done about the plight of his people. He took it upon himself to get Aboriginal and Torres Strait Islander issues back on the national agenda and resolved to meet with Prime Minister John Howard to discuss his concerns... even if he had to walk all the way to Canberra to do it.

Michael was joined on the road by Aboriginal and non-Aboriginal supporters from all over Australia. Some walked in support for an hour, some for a day and some took the journey all the way to Canberra. As the walkers passed through the Victorian countryside, local people came out to meet them, offering encouragement, support and assistance.
|-------------------|------------------------------------------------------------------------------------------------------|

**Walk the Talk** tells the story of Michael Long's walk to Canberra to introduce Aboriginal & Torres Strait Islander Studies into schools and encourage students to create change; while assisting in meeting the Aboriginal and Torres Strait Islander history and cultures cross curriculum priority of the Australian National Curriculum.
### Koorie Education Calendar 2016

<table>
<thead>
<tr>
<th>DECEMBER</th>
<th>3 Dec.</th>
<th>107926</th>
<th>110680</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for Apology Anniversary 13th February. The Apology Anniversary generally falls within the first fortnight of school term so plan early for next year involving local Aboriginal and Torres Strait Islander community members.</strong></td>
<td><a href="http://www.nsdc.org.au/">http://www.nsdc.org.au/</a></td>
<td>The Apology Anniversary on 13th February, generally falls within the first fortnight of school term so plan early for next year involving local Aboriginal and Torres Strait Islander community members.</td>
<td></td>
</tr>
<tr>
<td><strong>The end of the school year is fast approaching with teachers and students looking forward to holidays. Use this time to plan a stimulating year of Koorie studies for all.</strong></td>
<td>Learning About the Stolen Generations Resource: <a href="http://vaeai.org.au/support/dsp-default.cfm?loadref=128">http://vaeai.org.au/support/dsp-default.cfm?loadref=128</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Eureka Stockade of 1854, which is celebrated on this day took place on Wathawurrung Country, in the Ballarat District. Aboriginal people played an important role in the daily life of the Victorian goldfields, heavily involved in trade, as labourers, occasional miners and according to oral history carers of non-Koorie children.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research the involvement of Koories on the Victorian goldfields – an area largely unacknowledged.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explore the Sovereign Hill Hidden Histories website, watch the short videos about traditional life for the Wathawurrung/Wadawurrung peoples and take part in the interactive quiz.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purchase copies of the Little Red Yellow Black Book: An introduction to Indigenous Australia, and explore the portal website, teaching resources and range of suggested activities and modify for use in Victorian schools if needed.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for Apology Anniversary 13th February. The Apology Anniversary generally falls within the first fortnight of school term so plan early for next year involving local Aboriginal and Torres Strait Islander community members.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The end of the school year is fast approaching with teachers and students looking forward to holidays. Use this time to plan a stimulating year of Koorie studies for all.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for Apology Anniversary 13th February. The Apology Anniversary generally falls within the first fortnight of school term so plan early for next year involving local Aboriginal and Torres Strait Islander community members.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Barter aka Aborigines met on the road to the diggings, and Natives chasing game, aka Aborigines met on the road to the diggings, both by Eugene von Guerard visually show us the involvement of Koories on the goldfields. What do Eugene von Guerard’s paintings tell us about life and connections at the time? Investigate the life and influences of goldfields artist Eugene von Guerard.

With your students investigate traditional and contemporary possum skin cloaks and rugs as well as their great usefulness in trading on the goldfields, using the online in this calendar for starters.


Sovereign Hill: Hidden Histories site: http://sovereignhill/hiddenhistories.com.au (paste address into browser)


On Thursday 5th December 2013, the National Trust handed over their freehold interests in the Ebenezer Mission, Antwerp to the Barengi Gadjin Land Council Aboriginal Corporation - Traditional Owners, Registered Aboriginal Party and Native Title holders. The Ebenezer Mission was gazetted in 1861 as the Lake Hindmarsh Aboriginal Reserve and was later closed in 1904. From 1968 until 1991, the National Trust managed the whole site of 0.8Ha, assuming committee of management status for the crown land reserve and freehold ownership of the rest of the site. The crown land reservation was revoked in 1991 and the crown allotment was sold as freehold land to Goolum Goolum Aboriginal Co-op Ltd., a health and welfare cooperative. In recent years the Barengi Gadjin Land...
where they had no spiritual and cultural connections.

Students can prepare a presentation using a range of media (drawings, animation, IT, narrative, oral history recordings, drama etc) depicting aspects of life at Ebenezer Mission.


Council have managed the site on the behalf of Goolum Goolum and the National Trust.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
</table>
| 10 Dec.| World Human Rights Day                     | Purchase a copy of the newly published and Victorian-based teacher resource - **Rights and Freedoms** with great background information, curriculum links and variety of activities. This is particularly relevant for upper secondary students.  

Explore the Indigenous Rights SLV website for an introduction into Native Title and the struggle for land, the history of Reconciliation in Australia, the impact of European settlement on Aboriginal communities in Victoria and how individuals spoke out for their right to fair treatment.  

With your students watch Vote Yes for Aborigines (2007) directed by Yorta Yorta woman Frances Peters-Little about the 1967 referendum and the campaign for Aboriginal citizenship rights that led up to it.  

Download the teachers’ study guide to Vote Yes for Aborigines and design some lessons and activities suitable for your students.  

With upper primary school students, explore the Talk about Rights unit website and teaching resources for a range of activities. Students are led into issues through famous Australian speeches.  


Vote Yes for Aborigines: [http://www.creativespirits.info/resources/movies/vote-yes-for-aborigines](http://www.creativespirits.info/resources/movies/vote-yes-for-aborigines)  


The UN General Assembly proclaimed 10 December as **Human Rights Day** in 1950, to bring to the attention of the peoples of the world the Universal Declaration of Human Rights as the common standard of achievement for all peoples and all nations.  

**Rights and Freedoms:**  
Produced by the MTAV in consultation with Koorie community members, this teacher resource examines Aboriginal and Torres Strait Islander rights and freedoms in Australia in the context of international declarations and movements. Written for the Australian Curriculum: History at Year 10, it includes summaries, curriculum links, sources, varied activities and an accompanying CD, relevant to both national and Victorian examples.  

**Vote Yes for Aborigines:**  
Vote Yes for Aborigines gives you the Aboriginal perspective on the 1967 Referendum.  

“Such a good resource for teaching kids (and adults!) about the incredible struggle which is still very relevant and ongoing today for Indigenous and Non-Indigenous people of Australia.” —Primary school teacher  

**Talk about Rights Unit:**  
This unit explores the changes to democratic and citizenship rights of Aboriginal and Torres Strait Islander peoples since 1900. Students are led into issues through famous Australian speeches. They will explore how authors use language in creative ways to persuade and describe, and how people use written and spoken language to suit social purposes and address particular audiences.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>With students locate Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagulk Country in the Wimmera region of western Victoria and learn as much as you can about their connection to Country, their language and culture.</td>
<td></td>
<td><a href="http://www.vaclang.org.au/item/aboriginal-languages-of-victoria.html">Aboriginal Languages of Victoria map</a></td>
</tr>
<tr>
<td></td>
<td>Read the age article about the native title recognition of the Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagulk Peoples. Discuss with students why this determination is so important.</td>
<td></td>
<td><a href="https://australianplays.org/script/CP-117">Blak Inside</a></td>
</tr>
<tr>
<td></td>
<td>Read about the life of Watjobaluk Elder Uncle William John Kennedy Snr acknowledged by the NT court, who sadly passed away before Native Title settlement was reached.</td>
<td></td>
<td><a href="http://www.eurekastreet.com.au/article.aspx?aeid=1355#.VCOeZfmSwrV">William John Kennedy Snr</a></td>
</tr>
<tr>
<td></td>
<td>Discuss the commonality between the first successful Native Title determination in Australia (hint aka Mabo decision) and the first successful determination in Victoria. What might it might be like to fight for years for Native Title recognition and to not live to see victory. How can we honour those activists?</td>
<td></td>
<td><a href="http://www.dramaaustralia.org.au/assets/files/A13iguidelinesfinalSept07.pdf">Aboriginal and Torres Strait Islander Guidelines for Drama/theatre Education</a></td>
</tr>
<tr>
<td></td>
<td>Learn about the works of Tracey Rigney - Wotjabaluk /Ngarrindjeri storyteller, actor and playwright - and study the play Belonging which follows the taunts and temptations of a school girl, and her personal struggle to remain true to her culture and herself. For advice and protocols around Aboriginal and Torres Strait Islander drama/theatre education, see the excellent guidelines published by Drama Australia.</td>
<td></td>
<td>[Tracey Rigney play - Belonging](<a href="http://www.realt">http://www.realt</a> imearts.net/article/issue48/6380)</td>
</tr>
</tbody>
</table>

On the 13th December 2005, the Federal Court of Australia ruled in favour of Native Title claimants the Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagulk Peoples of Western Victoria. This determination was particularly significant for the Jardwadjali and Wergaia peoples as it was the first successful native title claim in south-eastern Australia. 2015 marks the 10th anniversary of this historic settlement. See: [Aboriginal and Torres Strait Islander Guidelines for Drama/theatre Education](http://www.dramaaustralia.org.au/assets/files/A13iguidelinesfinalSept07.pdf)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><a href="https://s.yimg.com/ea/img/-100408/060410todbuckley1-15rq95u.jpg">https://s.yimg.com/ea/img/-100408/060410todbuckley1-15rq95u.jpg</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did you know that on Christmas Eve 1803, convict William Buckley escaped from Sullivan Bay settlement near Sorrento, travelled by foot along Port Phillip Bay and then lived with the Wathawurrung People for 32 years before returning to colonial settlements?</td>
</tr>
</tbody>
</table>