



STOLEN GENERATIONS LESSON PLAN

CURRICULUM LINKS

Curriculum links to support the
Foundation to Year 12 Lesson Plans
for Teachers and Students.



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While neither prescriptive nor exhaustive, included are suggestions of Australian Curriculum links to the activities within the Stolen Generations Resource Kit for Teachers and Students.

As with all lessons, the way they are taught and the unit these lessons fit into will dictate how well they fit with the curriculum alignments we've provided here. The unit may include more links, or you may steer away from some that take the lesson off topic. This document is a guide only, a starting point for where these lessons link to the Australian Curriculum version 9.

These links were done in conjunction with Narragunnawali using their [Curriculum Audit – Schools](#) resource.



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CURRICULUM LINKS:

Foundation

Foundation – Activity 1:

Curriculum links

ENGLISH

[AC9EFLA03](#) understand that texts can take many forms such as signs, books and digital texts.

- Understanding that many First Nations Australians' stories are oral narrations and cultural accounts, and may be represented as or with images.

[AC9EFLE01](#) share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Viewing stories by First Nations Australian storytellers from print, visual, digital and multimodal sources.

[AC9EFLE02](#) respond to stories and share feelings and thoughts about their events and characters.

- Discussing events and characters in texts, and connecting them to their own experiences.

[AC9EFLE03](#) recognise different types of literary texts and identify features including events, characters, and beginnings and endings.

- Exploring literature by First Nations Australian authors and their cultural patterns of storytelling.

[AC9EFLY02](#) interact in informal and structured situations by listening while others speak and using features of voice including volume levels.

- Exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas.

[AC9EFLY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently.

- Retelling events from First Nations Australians' stories and cultural accounts in sequence.

MATHS

[AC9MFN06](#) represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies.

- Exploring instructive games of First Nations Australians that involve sharing; for example, playing Yangamini of the Tiwi Peoples of Bathurst Island to investigate and discuss equal sharing.



LANGUAGES

Chinese – [AC9LCF03](#), French – [AC9LFF03](#), Italian – [AC9LITF03](#), Japanese – [AC9LJF03](#) explore connections between language and culture.

- Using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia.
- Noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians.

HEALTH & PHYSICAL EDUCATION

[AC9HPFP01](#) investigate who they are and the people in their world.

- Exploring similarities and differences in family structures in First Nations Australian communities and other cultures.

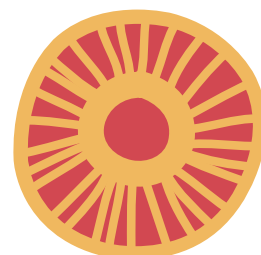
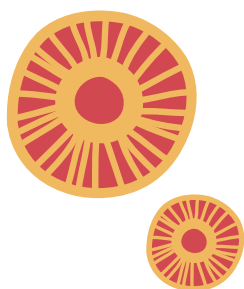
HASS

[AC9HSFK03](#) the features of familiar places they belong to, why some places are special and how places can be looked after.

- Identifying the places, communities, Country/Place they live in and belong to and why that place may be special to them; for example, a neighbourhood, suburb, town or rural locality, community.
- Identifying reasons why people live in or visit places, such as the provision of basic needs (water, food, shelter), to enhance lives (holiday places, places for recreation, for religious observance) and to maintain cultural connections to Country/Place.

[AC9HSFK04](#) the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located.

- Identifying how and why the words “Country/Place” are used by First Nations Australians for the places they belong to.
- Identifying and using the name of the local First Nations Australians’ language group or groups.



Foundation – Activity 2:



Curriculum links

VISUAL ART

[AC9AVAFE01](#) explore how and why the arts are important for people and communities

- Listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/Place; for example, using resources created or co-created by First Nations Australians.

MEDIA ARTS

[AC9AMAFE01](#) explore how and why the arts are important for people and communities.

- Listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/Place; for example, using resources created or co-created by First Nations Australians.

ENGLISH

[AC9EFLE01](#) share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Viewing stories by First Nations Australian storytellers from print, visual, digital and multimodal sources.

[AC9EFLY02](#) interact in informal and structured situations by listening while others speak and using features of voice including volume levels.

- Exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas.

[AC9EFLY06](#) create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly.

- Using beginning writing knowledge, sound–letter relationships, known words and punctuation to create short texts.

[AC9EFLA03](#) understand that texts can take many forms such as signs, books and digital texts.

- Understanding that many First Nations Australians' stories are oral narrations and cultural accounts, and may be represented as or with images.

HASS

[AC9HSFK01](#) the people in their family, where they were born and raised, and how they are related to each other.

- Discussing the members of a family (for example, mother, father, caregiver, sister, brother, grandparent, auntie, uncle, cousin) and acknowledging other varieties of kinship structure that may be represented in the cultural background of students (for example, cousin–brother and mother–auntie in First Nations Australian families).

MATHS

[AC9MFSP01](#) sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons.

- Describing and naming shapes within objects that can be observed on Country/Place, recreating and sorting into groups based on their shape.



Foundation – Activity 3:

Curriculum links

MUSIC

[AC9AMUFE01](#) explore how and why the arts are important for people and communities.

- Listening to First Nations Australians talk about the importance of the arts for connecting to People, Culture and Country/Place; for example, using resources created or co-created by First Nations Australians.

MEDIA

[AC9AMAFD01](#) use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas.

- Responding to the emotions they experience while listening to different pieces of music and using movement to share their response; for example, using scarves and movement, or creating visual images using materials such as crayons or paint.

MATHS

[AC9MFSP01](#) sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons.

- Describing and naming shapes within objects that can be observed on Country/Place, recreating and sorting into groups based on their shape.

ENGLISH

[AC9EFLE04](#) explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs.

- Exploring rhythms used in poems used by First Nations Australians.

[AC9EFLA03](#) understand that texts can take many forms such as signs, books and digital texts.

- Understanding that many First Nations Australians' stories are oral narrations and cultural accounts, and may be represented as or with images.

[AC9EFLE01](#) share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Viewing stories by First Nations Australian storytellers from print, visual, digital and multimodal sources.

[AC9EFLY02](#) interact in informal and structured situations by listening while others speak and using features of voice including volume levels.

- Exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas.

DRAMA

[AC9ADRF01](#) explore how and why the arts are important for people and communities.

- Listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/Place; for example, using resources created or co-created by First Nations Australians.



Foundation – Activity 4:

Curriculum links

ENGLISH

[AC9EFLY06](#) create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly.

- “Reading” their own texts back to an experienced writer.

[AC9EFLE01](#) share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Viewing stories by First Nations Australian storytellers from print, visual, digital and multimodal sources.

[AC9EFLY02](#) interact in informal and structured situations by listening while others speak and using features of voice including volume levels.

- Exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas.

MATHS

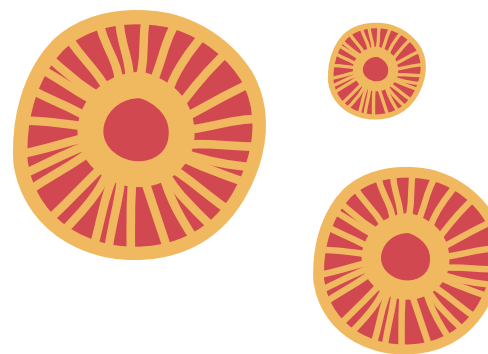
[AC9MFA01](#) recognise, copy and continue repeating patterns represented in different ways.

- Recognising and describing repeating patterns that can be observed on Country/Place and in First Nation Australians artwork, cultural performances and material cultures; for example, shell and seed necklaces, dances and songs.

[AC9TDIFK01](#) recognise and explore digital systems (hardware and software) for a purpose.

- Recording, with permission, audio or video of local community members’ stories to share in class, for example sharing cultural stories of First Nations Australians.
- Taking photos, with permission, to share with others, for example close-up photos of First Nations Australians’ material culture, such as woven mats or baskets revealing intricate detail.

Get the Links



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CURRICULUM LINKS:

Year 1

Year 1 – Activity 1:

Curriculum links

ENGLISH

[AC9E1LA01](#) understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands.

- Understanding that symbols, gestures and body language are key components of communication in First Nations Australian communities.

[AC9E1LE01](#) discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Discussing how characters, settings and events are described or depicted in literature by First Nations Australian authors and illustrators.

[AC9E1LE02](#) discuss literary texts and share responses by making connections with students' own experiences.

- Discussing different texts and offering opinions about how they reflect their own experiences.

[AC9E1LY01](#) discuss different texts and identify some features that indicate their purposes.

- Discussing a range of texts encountered in school and in the community, and identifying their purpose.

[AC9E1LY02](#) use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions.

- Using turn-taking in group and pair work.
- Building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting.
- Participating in informal and structured class, group and pair discussions about content area topics, ideas and information.

HEALTH AND PHYSICAL EDUCATION

[AC9HP2P02](#) identify and explore skills and strategies to develop respectful relationships.

- Discussing strategies we can use to show respect to First Nations Australians and acknowledge the difference using appropriate language.

HASS

[AC9HS1S03](#) interpret information and data from observations and provided sources, including the comparison of objects from the past and present.

- Exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed.



Year 1 – Activity 2:



Curriculum links

ENGLISH

[AC9E1LA01](#) understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands.

- Understanding that symbols, gestures and body language are key components of communication in First Nations Australian communities.

[AC9E1LA08](#) compare how images in different types of texts contribute to meaning.

- Exploring images in stories and cultural accounts by First Nations Australian authors and discussing the impact this may have.

[AC9E1LE04](#) listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme.

- Listening to performance poetry, chants or songs from First Nations Australians.

[AC9E1LE01](#) discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Discussing how characters, settings and events are described or depicted in literature by First Nations Australian authors and illustrators.

[AC9E1LE02](#) discuss literary texts and share responses by making connections with students' own experiences.

- Discussing different texts and offering opinions about how they reflect their own experiences.

[AC9E1LE05](#) orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools.

- Retelling key events in stories using oral language, visual arts, digital tools or performance.

[AC9E1LY02](#) use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions.

- Using turn-taking in group and pair work.
- Building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting.
- Participating in informal and structured class, group and pair discussions about content area topics, ideas and information.

HEALTH AND PHYSICAL EDUCATION

[AC9HP2P01](#) describe their personal qualities and those of others, and explain how they contribute to developing identities.

- Describing how belonging to First Nations Australian cultural groups contributes to identities.

MEDIA ARTS

[AC9AMA2C01](#) use media languages and media technologies to construct representations.

- Capturing and sequencing images and text to create a media arts work, such as a comic book that retells familiar or traditional stories.

[AC9AMA2E02](#) explore examples of media arts produced and/or distributed by First Nations Australians.

- Exploring when, where, how and why First Nations Australians use media arts works to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day.
- Exploring children's television programs, cartoons/animations and child-focused print media, such as an advertisement encouraging people to adopt a healthy lifestyle, created and distributed by First Nations Australians.



- Observing how visual, audio and/or interactive elements are used in media arts works created by First Nations Australians; for example, exploring colours, symbols and patterns used in media arts works with representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narratives.
- Exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narrative.

DRAMA

[AC9ADR2C01](#) create and co-create fictional situations based on imagination and/or experience.

- Using learning from explorations of drama that communicates First Nations Australians' connection to and responsibility for Country/Place to devise drama that communicates their own connection to and responsibility for place; for example, devising short scenes that communicate feelings about a "favourite" place or show how they care for a place in their community.

[AC9ADR2E02](#) explore examples of drama created and/or performed by First Nations Australians.

- Exploring when, where, how and why First Nations Australians use drama to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day .
- Exploring First Nations Australians' use of drama to express connection to and responsibility for Country/ Place, such as communicating knowledge about the local seasons, or storytelling to communicate knowledge to maintain unique ways of life.
- Observing how the elements of drama such as place, language and movement are used in First Nations Australians' cultural expressions that they experience; for example, through direct engagement or using resources created or co-created by First Nations Australians.
- Exploring ways of communicating knowledge through stories; for example, learning about stories that communicate knowledge of the environment in their region, through direct engagement (co-creating drama to share the knowledge) or using resources created or cocreated by First Nations Australians.
- Co-creating a Welcome to Country (as appropriate) or an Acknowledgement of Country to perform before their drama class with a First Nations Australian person who has cultural authority, or using advice from a resource such as protocols from their school sector.

HASS

[AC9HS1K02](#) continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods.

- Examining the traditional toys used by First Nations Australian children to play and learn; for example, Arrernte children learn to play string games so they can remember stories they have been told.

[AC9HS1S03](#) interpret information and data from observations and provided sources, including the comparison of objects from the past and present.

- Exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed.



Year 1 – Activity 3:

Curriculum links

[AC9E1LA01](#) understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands.

- Understanding that symbols, gestures and body language are key components of communication in First Nations Australian communities.

[AC9E1LA08](#) compare how images in different types of texts contribute to meaning.

- Exploring images in stories and cultural accounts by First Nations Australian authors and discussing the impact this may have.

[AC9E1LE01](#) discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Discussing how characters, settings and events are described or depicted in literature by First Nations Australian authors and illustrators.

[AC9E1LE05](#) orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools.

- Retelling key events in stories using oral language, visual arts, digital tools or performance.

[AC9E1LY02](#) use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions.

- Using turn-taking in group and pair work.
- Building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting.
- Participating in informal and structured class, group and pair discussions about content area topics, ideas and information.

MEDIA ARTS

[AC9AMA2E02](#) explore examples of media arts produced and/or distributed by First Nations Australians.

- Exploring when, where, how and why First Nations Australians use media arts works to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day.
- Exploring children's television programs, cartoons/animations and child-focused print media, such as an advertisement encouraging people to adopt a healthy lifestyle, created and distributed by First Nations Australians.
- Observing how visual, audio and/or interactive elements are used in media arts works created by First Nations Australians; for example, exploring colours, symbols and patterns used in media arts works with representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narratives.
- Exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narrative.

HEALTH AND PHYSICAL EDUCATION

[AC9HP2P01](#) describe their personal qualities and those of others, and explain how they contribute to developing identities.

- Describing how belonging to First Nations Australian cultural groups contributes to identities.



DRAMA

[AC9ADR2E02](#) explore examples of drama created and/or performed by First Nations Australians.

- Exploring when, where, how and why First Nations Australians use drama to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day.
- Exploring First Nations Australians' use of drama to express connection to and responsibility for Country/ Place, such as communicating knowledge about the local seasons, or storytelling to communicate knowledge to maintain unique ways of life.
- Observing how the elements of drama such as place, language and movement are used in First Nations Australians' cultural expressions that they experience; for example, through direct engagement or using resources created or co-created by First Nations Australians.
- Exploring ways of communicating knowledge through stories; for example, learning about stories that communicate knowledge of the environment in their region, through direct engagement (co-creating drama to share the knowledge) or using resources created or cocreated by First Nations Australians.
- Co-creating a Welcome to Country (as appropriate) or an Acknowledgement of Country to perform before their drama class with a First Nations Australian person who has cultural authority, or using advice from a resource such as protocols from their school sector.

HASS

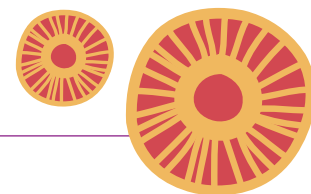
[AC9HS1S03](#) interpret information and data from observations and provided sources, including the comparison of objects from the past and present.

- Exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed.



Year 1 – Activity 4:

Curriculum links



ENGLISH

[AC9E1LA01](#) understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands.

- Understanding that symbols, gestures and body language are key components of communication in First Nations Australian communities.

[AC9E1LE01](#) discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Discussing how characters, settings and events are described or depicted in literature by First Nations Australian authors and illustrators.

[AC9E1LE02](#) discuss literary texts and share responses by making connections with students' own experiences.

- Discussing different texts and offering opinions about how they reflect their own experiences.

[AC9E1LE05](#) orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools.

- Retelling key events in stories using oral language, visual arts, digital tools or performance.

[AC9E1LY02](#) use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions.

- Using turn-taking in group and pair work.
- Building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting.
- Participating in informal and structured class, group and pair discussions about content area topics, ideas and information.

HASS

[AC9HS1S03](#) interpret information and data from observations and provided sources, including the comparison of objects from the past and present.

- Exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed.

HEALTH AND PHYSICAL EDUCATION

[AC9HP2P02](#) identify and explore skills and strategies to develop respectful relationships.

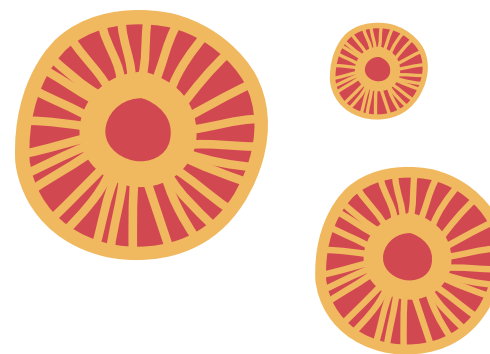
- Discussing strategies we can use to show respect to First Nations Australians and acknowledge the difference using appropriate language.

MEDIA ARTS

[AC9AMA2E02](#) explore examples of media arts produced and/or distributed by First Nations Australians.

- Exploring when, where, how and why First Nations Australians use media arts works to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day.
- Exploring children's television programs, cartoons/animations and child-focused print media, such as an advertisement encouraging people to adopt a healthy lifestyle, created and distributed by First Nations Australians.
- Observing how visual, audio and/or interactive elements are used in media arts works created by First Nations Australians; for example, exploring colours, symbols and patterns used in media arts works with representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narratives.
- Exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narrative.

Get the Links



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CURRICULUM LINKS:

Year 2

Year 2 – Activity 1:

Curriculum links

HEALTH AND PHYSICAL EDUCATION

[AC9HP2P02](#) identify and explore skills and strategies to develop respectful relationships.

- Discussing strategies we can use to show respect to First Nations Australians and acknowledge the difference using appropriate language.

ENGLISH

[AC9E2LA01](#) investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions.

- Exploring First Nations Australian cultural protocols in Welcome to Country and Acknowledgement of Country, and the greeting words used by local First Nations Australians.

[AC9E2LA02](#) explore how language can be used for appreciating texts and providing reasons for preferences.

- Identifying First Nations Australian language words specific to Country/Place that help the reader to be specific when appreciating the setting in a text.

[AC9E2LA09](#) experiment with and begin to make conscious choices of vocabulary to suit the topic.

- Identifying words from First Nations Australians' languages relevant to a topic.

[AC9E2LE01](#) discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Recognising recurring characters in particular settings in texts by First Nations Australian authors.

[AC9E2LE02](#) identify features of literary texts, such as characters and settings, and give reasons for personal preferences.

- Discussing preferences for stories set in familiar or unfamiliar worlds, or about characters whose lives are like or unlike their own.

[AC9E2LE03](#) discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways.

- Identifying the language used to describe the landscape in First Nations Australians' stories.



HASS

[AC9HS2S01](#) develop questions about objects, people, places and events in the past and present.

- Posing questions using the stems, “How do I feel about ...?”, “What would it be like to ...?” and “What effect ...?”

[AC9HS2S02](#) collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models.

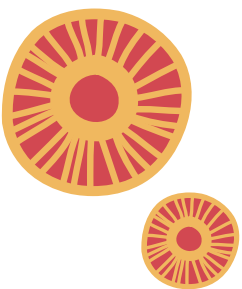
- Ordering key events in the history of the local community or in its development using formats such as unscaled timelines, slideshows or stories; for example, the history of a person, place or building, or the developmental stages of telecommunications technologies.

[AC9HS2S03](#) interpret information and data from observations and provided sources, including the comparison of objects from the past and present.

- Identifying how objects and activities are similar or different depending on conditions in local and distant places; for example, clothes, transport, technology.

[AC9HS2S04](#) discuss perspectives related to objects, people, places and events.

- Examining the points of view of older generations about changes over time; for example, changes to the natural or built environment, changes to daily living.



Year 2 – Activity 2:



Curriculum links

MEDIA ARTS

[AC9AMA2E02](#) explore examples of media arts produced and/or distributed by First Nations Australians.

- Exploring when, where, how and why First Nations Australians use media arts works to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day.
- Exploring children's television programs, cartoons/animations and child-focused print media, such as an advertisement encouraging people to adopt a healthy lifestyle, created and distributed by First Nations Australians.
- Observing how visual, audio and/or interactive elements are used in media arts works created by First Nations Australians; for example, exploring colours, symbols and patterns used in media arts works with representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narratives.
- Exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narrative.

[AC9AMA2C01](#) use media languages and media technologies to construct representations.

- Capturing and sequencing images and text to create a media arts work, such as a comic book that retells familiar or traditional stories.

HEALTH AND PHYSICAL EDUCATION

[AC9HP2P01](#) describe their personal qualities and those of others, and explain how they contribute to developing identities.

- Describing how belonging to First Nations Australian cultural groups contributes to identities.

[AC9HP2P02](#) identify and explore skills and strategies to develop respectful relationships.

- Discussing strategies we can use to show respect to First Nations Australians and acknowledge the difference using appropriate language.

ENGLISH

[AC9E2LA01](#) investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions.

- Exploring First Nations Australian cultural protocols in Welcome to Country and Acknowledgement of Country, and the greeting words used by local First Nations Australians.

[AC9E2LE01](#) discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Recognising recurring characters in particular settings in texts by First Nations Australian authors.

[AC9E2LE03](#) discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways.

- Identifying the language used to describe the landscape in First Nations Australians' stories.

[AC9E2LY01](#) identify how similar topics and information are presented in different types of texts.

[AC9E2LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning.

- Integrating information from print, images and prior knowledge to make supportable inferences.
- Identifying the main idea of a text.



HASS

[AC9HS2S03](#) interpret information and data from observations and provided sources, including the comparison of objects from the past and present.

- Identifying how objects and activities are similar or different depending on conditions in local and distant places; for example, clothes, transport, technology.

[AC9HS2S04](#) discuss perspectives related to objects, people, places and events.

- Exploring how the same place has significance to different groups for different reasons; for example, traditional meeting places for First Nations Australians within an urban area that include buildings or monuments that are important to other cultural groups.
- Discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers.

[AC9HS2S01](#) develop questions about objects, people, places and events in the past and present.

- Posing questions using the stems, “How do I feel about ...?”, “What would it be like to ...?” and “What effect ...?”

Year 2 – Activity 3:

Curriculum links

ENGLISH

[AC9E2LA02](#) explore how language can be used for appreciating texts and providing reasons for preferences.

- Identifying First Nations Australian language words specific to Country/Place that help the reader to be specific when appreciating the setting in a text.

[AC9E2LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning.

- Integrating information from print, images and prior knowledge to make supportable inferences.

VISUAL ART

[AC9AVA2E01](#) explore where, why and how people across cultures, communities and/or other contexts experience visual arts.

- Exploring when, where, how and why First Nations Australians use visual arts, crafts and designs to share knowledge about cultures; for example, during celebrations such as Aboriginal Children's Week, NAIDOC week, Reconciliation Week or to acknowledge significant occasions such as Sorry Day.

[AC9AVA2E02](#) explore examples of visual arts created by First Nations Australians.

- Exploring how artworks created by First Nations Australian artists feature places as a way to show us why where we are is a part of who we are.
- Identifying where they might experience First Nations Australians' cultural expressions in their lives and communities and as part of state and national events, taking notice of ways that artists observe protocols and respect Elders or knowledge holders.
- Listening to the voices of First Nations Australian artists as they describe the importance of Country/Place to their art-making; for example, through direct engagement or using resources created or co-created by First Nations Australians.
- Observing how visual conventions are used in artworks and designs created by First Nations Australians; for example, exploring colours, symbols and patterns used in artworks with representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians.
- Exploring artworks that represent First Nations Australians' interpretations of the night sky, co-creating symbols and/or designs to represent shapes and patterns that can be seen at different times of the year with First Nations Australians who have cultural authority.

[AC9AVAFE01](#) explore how and why the arts are important for people and communities.

- Exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood.

MEDIA ARTS

[AC9AMAFE01](#) explore how and why the arts are important for people and communities.

- Identifying arts works and experiences in their lives, such as songs they sing, dances or drama they watch or perform, animations, computer games or music videos, public art, 2D, 3D or screen-based works they encounter at school or in community settings, and sharing ideas and feelings about the works with peers and teachers.
- Exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters or settings and/or mood.



MATHS

[AC9M3SP01](#) make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses.

- Investigating and explaining how First Nations Australians' dwellings are oriented in the environment to accommodate climatic conditions.
- Identifying, classifying and comparing common objects found on Country/Place as cubes, rectangular prisms, cylinders, cones and spheres.

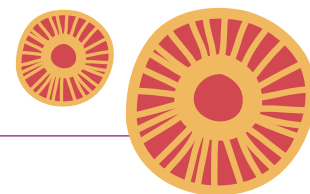
HASS

[AC9HS2K04](#) the interconnections of Australian First Nations Peoples to a local Country/Place.

- Listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place.
- Liaising with community to identify language groups of First Nations Australians who belong to the local area and exploring the relationship between language, Country/Place and spirituality (this is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied) .
- Discussing when to use Acknowledgement of Country and Welcome to Country at ceremonies and events to respectfully recognise the Country/Place and Traditional Owners and Custodians of the land, sea, waterways, and sky.

Year 2 – Activity 4:

Curriculum links



ENGLISH

[AC9E2LE01](#) discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Recognising recurring characters in particular settings in texts by First Nations Australian authors.

[AC9E2LE02](#) identify features of literary texts, such as characters and settings, and give reasons for personal preferences.

- Discussing preferences for stories set in familiar or unfamiliar worlds, or about characters whose lives are like or unlike their own.

[AC9E2LE03](#) discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways.

- Identifying the language used to describe the landscape in First Nations Australians' stories.

[AC9E2LA02](#) explore how language can be used for appreciating texts and providing reasons for preferences.

- Identifying First Nations Australian language words specific to Country/Place that help the reader to be specific when appreciating the setting in a text.

[AC9E2LA09](#) experiment with and begin to make conscious choices of vocabulary to suit the topic.

- Identifying words from First Nations Australians' languages relevant to a topic.

[AC9E2LY06](#) create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words.

- Creating written texts so that readers follow the sequence of ideas or events.
- Using vocabulary, including topic-specific vocabulary, appropriate to the purpose.

DIGITAL TECHNOLOGIES

[AC9TDI2K02](#) represent data as pictures, symbols, numbers and words.

- Recognising that pictures in First Nations Australians' seasonal calendars are used to represent and communicate data, such as how the appearance of a flower can signify a connected event or a resource availability, for example how the Gulumoerrgin Peoples from the Darwin region of the Northern Territory understand that the fruiting of freshwater mangrove signifies it is time to harvest magpie geese.

MEDIA ARTS

[AC9AMAFE01](#) explore how and why the arts are important for people and communities.

- Identifying arts works and experiences in their lives, such as songs they sing, dances or drama they watch or perform, animations, computer games or music videos, public art, 2D, 3D or screen-based works they encounter at school or in community settings, and sharing ideas and feelings about the works with peers and teachers.
- Exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters or settings and/or mood.

HASS

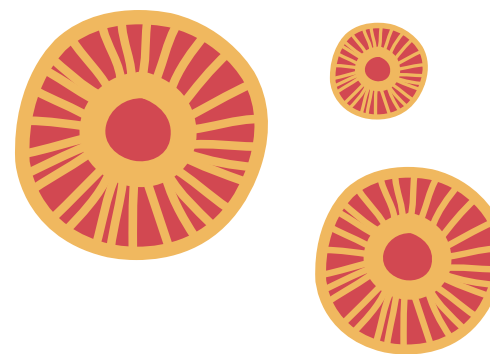
[AC9HS2S04](#) discuss perspectives related to objects, people, places and events

- Discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers.

[AC9HS2S01](#) develop questions about objects, people, places and events in the past and present.

- Posing questions using the stems, “How do I feel about ...?”, ‘What would it be like to ...?’ and “What effect ...?”

Get the Links



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CURRICULUM LINKS:

Year 3

Year 3 – Activity 1:

Curriculum links

ENGLISH

[AC9E3LA01](#) understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality.

- Understanding some First Nations Australians cultural protocols, cultural practices, specific roles and ways of interacting and speaking.

[AC9E3LA09](#) identify how images extend the meaning of a text.

- Recognising how images construct a relationship with the viewer through direct gaze into the viewer's eyes, inviting involvement, and how close-ups are more engaging than distanced images, which can suggest alienation or loneliness.

[AC9E3LE01](#) discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

- Discussing characters and their relationship with Country/Place and families in literature by First Nations Australian authors.

[AC9E3LY02](#) use interaction skills to contribute to conversations and discussions to share information and ideas.

- Building on and connecting ideas and opinions expressed by others.
- Listening actively, including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information.

[AC9E3LY04](#) read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required.

- Using phonic knowledge, word knowledge, vocabulary and grammatical knowledge to read unknown words.

[AC9E3LY05](#) use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.

- Making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic.



HASS

[AC9HS3K02](#) significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals.

- Recognising that people have different points of view on some events that are commemorated and celebrated; for example, some First Nations Australians regard "Australia Day" as "Invasion Day" and many non-Christians celebrate Christmas.

[AC9HS3K04](#) the ways First Nations Australians in different parts of Australia are interconnected with Country/Place.

- Explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place.

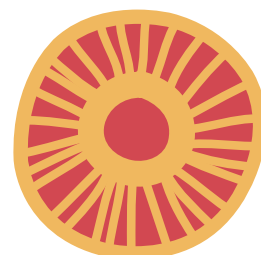
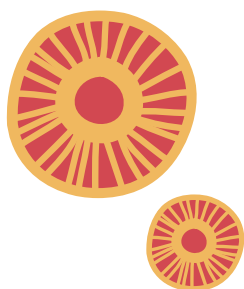
[AC9HS3S01](#) develop questions to guide investigations about people, events, places and issues.

- Developing inquiring questions as they investigate; for example, "Why there?" questions about location; "What might happen?" questions about future consequences of natural processes or people's actions in places; and "What ought to happen?" questions or other questions about ethical behaviour, sustainability and preferred futures.

HEALTH AND PHYSICAL EDUCATION

[AC9HP4P05](#) describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.

- Recognising the important role of cultural narratives in describing the diversity, and sharing beliefs and practices, of First Nations Australian communities.



Year 3 – Activity 2:



Curriculum links

MEDIA ARTS

[AC9AMA4E02](#) explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place.

- Identifying meaning and describing representations in media arts works created and/or cocreated by First Nations Australians, such as how traditional stories of First Nations Australians are being retold using media technologies and media arts concepts; for example, through animation, stop motion or green screen.
- Recognising, through media arts, how First Nations Australians' cultural expressions often contain and communicate connection to and responsibility for Country/Place, such as naming the Country and Traditional Owners, showing respect to the Traditional Owners and acknowledging their Ancestors, and the land, sea, sky and waterways, singing and/or speaking in language.
- Exploring First Nations Australians' use of media arts to express connection to and responsibility for Country/Place, such as communicating knowledge about the local seasons or using screen-based storytelling to maintain language and unique ways of life.
- Exploring how First Nations Australians use media arts concepts to communicate their connection to and responsibility for Country/Place, such as use of media languages, media technologies or relationships; for example, learning about the diverse use of languages, symbols and icons.
- Collecting and sharing information about media arts works created and produced by First Nations Australians for occasions such as festivals or ceremonies, and reflecting on how these media arts works can communicate important information or knowledge about Country/Place.
- Exploring how stories and ideas can communicate connection to and responsibility for Country/Place; for example, cultural stories of cyclic phenomena, knowledge of land, sea, sky and waterways, how First Nations Australians perceive themselves and their environment.
- Exploring a media arts work that includes images, sound and/or text and communicates the diversity of First Nations Australians' cultures, such as an interactive map of First Nations Australian languages, considering, for example, how media technologies and languages are used to communicate and create a relationship with the viewer.

ENGLISH

[AC9E3LA01](#) understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality.

- Understanding some First Nations Australians cultural protocols, cultural practices, specific roles and ways of interacting and speaking.

[AC9E3LY02](#) use interaction skills to contribute to conversations and discussions to share information and ideas.

- Building on and connecting ideas and opinions expressed by others.
- Listening actively, including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information.

[AC9E3LY04](#) read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required.

- Using phonic knowledge, word knowledge, vocabulary and grammatical knowledge to read unknown words.

[AC9E3LY05](#) use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.

- Determining important ideas, events or details in texts.
- Learning new content from reading and listening, and asking questions to expand understanding.



HASS

[AC9HS3K04](#) the ways First Nations Australians in different parts of Australia are interconnected with Country/Place.

- Explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place discussing how some people are connected to one Country; for example, because it is “Mother’s” Country or “Father’s” Country.
- Exploring the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings and stories from different groups outside the local area.

[AC9HS3S01](#) develop questions to guide investigations about people, events, places and issues.

- Developing inquiring questions as they investigate; for example, “Why there?” questions about location; “What might happen?” questions about future consequences of natural processes or people’s actions in places; and “What ought to happen?” questions or other questions about ethical behaviour, sustainability and preferred futures.

[AC9HS3S04](#) analyse information and data, and identify perspectives.

- Comparing different accounts of historic events to determine the effects of changes; for example, how the development of local farming or industry impacted on people and the environment.

[AC9HS3S05](#) draw conclusions based on analysis of information.

HEALTH AND PHYSICAL EDUCATION

[AC9HP4P01](#) investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts.

- Investigating how First Nations Australians’ pride in cultural background strengthens identities.

Year 3 – Activity 3:

Curriculum links

MUSIC

[AC9AMU4E02](#) explore how First Nations Australians use music to communicate their connection to and responsibility for Country/Place.

- Examining a diverse range of music composed and/or performed by First Nations Australians to communicate connection to, and responsibility for Country/Place; for example, listening to music such as songs with lyrics about Country/Place or music used to accompany dances that communicate knowledge about Country/Place.
- Listening to and exploring music that shares feelings and ideas about the importance of Country/Place and Story for First Nations Australians as a starting point for talking about different ways of seeing the same place and telling stories through music.
- Learning from First Nations Australians about how they use music to communicate their connection to, and responsibility for Country/Place, culture and people; for example, resources created or co-created by First Nations Australians, such as interviews/podcasts that feature First Nations Australians talking about their music and/or performances.

MEDIA ARTS

[AC9AMA4C01](#) use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning.

- Using learning from explorations of media arts works that communicate First Nations Australians' connection to and responsibility for Country/Place to devise media arts works that communicate their own connection to and responsibility for place; for example, creating a short film that communicates their feelings about a "favourite" place or shows how they care for a place in their community.

HEALTH AND PHYSICAL EDUCATION

[AC9HP4P01](#) investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts.

- Investigating how First Nations Australians' pride in cultural background strengthens identities.

ENGLISH

[AC9E3LA01](#) understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality.

- Understanding some First Nations Australians cultural protocols, cultural practices, specific roles and ways of interacting and speaking.

[AC9E3LY02](#) use interaction skills to contribute to conversations and discussions to share information and ideas

- Building on and connecting ideas and opinions expressed by others.
- Listening actively, including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information.

DRAMA

[AC9ADR4C01](#) improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaning.

- Using learning from explorations of drama that communicate First Nations Australians' connection to and responsibility for Country/Place to devise drama that communicates their own connection to and responsibility for place; for example, devising drama that communicates their feelings about a "favourite" place or shows how they care for a place in their community.
- Communicating with an audience their connection to and responsibility for Country/Place by Acknowledging Country before a performance or presentation, taking care to observe protocols and using resources created or co-created by First Nations Australians, and/or by participating with Elders in a Welcome to Country (as appropriate).



DANCE

[AC9ADA4C01](#) use the elements of dance to choreograph dance that communicates ideas, perspectives and/or meaning.

- Using learning from explorations of dances that communicate First Nations Australians' connection to and responsibility for Country/Place to devise dance that communicates their own connection to and responsibility for Country/Place; for example, devising a dance that communicates their feelings about a "favourite" place or shows how they care for a place in their community, taking care to follow protocols for respecting Indigenous Cultural and Intellectual Property rights.

[AC9ADA4D01](#) experiment with and practise skills for moving safely and expressively using fundamental movement skills and the elements of dance.

HASS

[AC9HS3K04](#) the ways First Nations Australians in different parts of Australia are interconnected with Country/Place.

- Explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place discussing how some people are connected to one Country; for example, because it is "Mother's" Country or "Father's" Country.
- Exploring the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings and stories from different groups outside the local area.



Year 3 – Activity 4:

Curriculum links

HEALTH AND PHYSICAL EDUCATION

[AC9HP4P05](#) describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.

- Recognising the important role of cultural narratives in describing the diversity, and sharing beliefs and practices, of First Nations Australian communities.

ENGLISH

[AC9E3LA01](#) understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality.

- Understanding some First Nations Australians cultural protocols, cultural practices, specific roles and ways of interacting and speaking.

[AC9E3LY05](#) use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.

- Making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic.

HASS

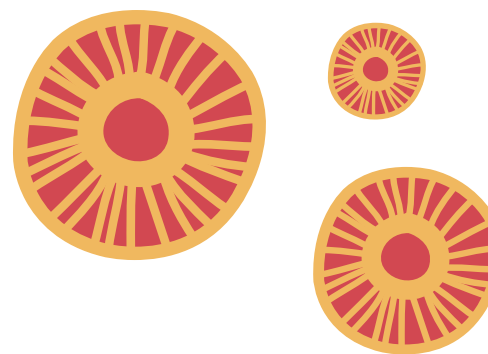
[AC9HS3S01](#) develop questions to guide investigations about people, events, places and issues.

- Developing inquiring questions as they investigate; for example, “Why there?” questions about location; “What might happen?” questions about future consequences of natural processes or people’s actions in places; and “What ought to happen?” questions or other questions about ethical behaviour, sustainability and preferred futures.

[AC9HS3S04](#) analyse information and data, and identify perspectives.

- Comparing different accounts of historic events to determine the effects of changes; for example, how the development of local farming or industry impacted on people and the environment.

Get the Links



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CURRICULUM LINKS:

Year 4

Year 4 - Activity 1:

Curriculum links

ENGLISH

[AC9E4LA10](#) explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts.

- Examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and salience, and beginning to understand how these choices influence viewer response.

[AC9E4LE01](#) recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors.

- Commenting on how literary texts set in different time periods present ideas about nature.

[AC9E4LE02](#) describe the effects of text structures and language features in literary texts when responding to and sharing opinions.

- Sharing and discussing understanding of the effects of literary techniques on their appreciation of texts.

[AC9E4LE03](#) discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions.

- Identifying moments in the plot where characters are faced with choices, and commenting on how the author makes the reader care about their decisions and the consequences.

[AC9E4LY02](#) listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information.

- Developing speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently.

[AC9E4LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts.

- Reading or listening to interpret the main idea and supporting ideas.



HASS

[AC9HS4K01](#) the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place.

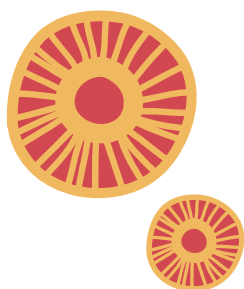
- Exploring the connection of First Nations Australians to the land and water and how they manage these resources.

[AC9HS4K04](#) the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion.

- Exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other.
- Examining paintings and accounts by individuals involved in exploration and colonisation to explore the impact that British colonisation had on the lives of First Nations Australians; for example, dispossession, dislocation and the loss of lives through frontier conflict, disease, and loss of food sources and medicines, the embrace of some colonial technologies, the practice of colonial religion, and intermarriage between colonists and Australian First Nations Peoples.

[AC9HS4S04](#) analyse information and data, and identify perspectives.

- Exploring different perspectives about a historical event (for example, the perspectives of convicts, soldiers, free settlers and First Nations Australians on the arrival of the First Fleet) or a contemporary issue, such as a school issue or an environmental issue.



Year 4 - Activity 2:



Curriculum links

ENGLISH

[AC9E4LA10](#) explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts.

- Examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and salience, and beginning to understand how these choices influence viewer response.

[AC9E4LY02](#) listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information.

- Developing speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently.

[AC9E4LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts.

- Reading or listening to interpret the main idea and supporting ideas.

MATHS

[AC9M4ST01](#) acquire data for categorical and discrete numerical variables to address a question of interest or purpose, using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created.

HASS

[AC9HS4K04](#) the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion.

- Exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other.

[AC9HS4S02](#) locate, collect and record information and data from a range of sources, including annotated timelines and maps.

- Using graphic organisers, timelines, maps, graphs or tables to display data and information (for example, a food web; consequence wheels for an issue; creating a timeline related to the First Fleet; mapping locations of different types of vegetation, the loss of native species, the movement of peoples over time, or social, cultural and religious groups in Australia's society) and using digital applications as appropriate.

[AC9HS4S04](#) analyse information and data, and identify perspectives.

- Comparing information in sources to identify evidence of change; for example, First Nations Australian, Dutch and French place names on Australia's west coast .
- Exploring different perspectives about a historical event (for example, the perspectives of convicts, soldiers, free settlers and First Nations Australians on the arrival of the First Fleet) or a contemporary issue, such as a school issue or an environmental issue.



Year 4 - Activity 3:

Curriculum links

ENGLISH

[AC9E4LY02](#) listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information.

- Developing speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently.

[AC9E4LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts.

- Reading or listening to interpret the main idea and supporting ideas.

MEDIA ARTS

[AC9AMA4E02](#) explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place.

- Identifying meaning and describing representations in media arts works created and/or cocreated by First Nations Australians, such as how traditional stories of First Nations Australians are being retold using media technologies and media arts concepts; for example, through animation, stop motion or green screen.
- Recognising, through media arts, how First Nations Australians' cultural expressions often contain and communicate connection to and responsibility for Country/Place, such as naming the Country and Traditional Owners, showing respect to the Traditional Owners and acknowledging their Ancestors, and the land, sea, sky and waterways, singing and/or speaking in language.
- Exploring how stories and ideas can communicate connection to and responsibility for Country/Place; for example, cultural stories of cyclic phenomena, knowledge of land, sea, sky and waterways, how First Nations Australians perceive themselves and their environment.

HEALTH AND PHYSICAL EDUCATION

[AC9HP4P01](#) investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts.

- Exploring the nature of family support networks in First Nations Australian communities and discussing how a wide range of family and community members support young people when they are going through changes and transitions.

[AC9HP4P04](#) select, use and refine personal and social skills to establish, manage and strengthen relationships.

- Discussing how demonstrating respect and empathy for First Nations Australians can build positive relationships.

[AC9HP4P05](#) describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.

- Recognising the important role of cultural narratives in describing the diversity, and sharing beliefs and practices, of First Nations Australian communities.



HASS

[AC9HS4K09](#) diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity.

- Recognising that the identity of First Nations Australians is shaped by Country/Place, language and knowledge traditions.

[AC9HS4K04](#) the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion.

- Exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other.

[AC9HS4S04](#) analyse information and data, and identify perspectives.

- Comparing information in sources to identify evidence of change; for example, First Nations Australian, Dutch and French place names on Australia's west coast.
- Exploring different perspectives about a historical event (for example, the perspectives of convicts, soldiers, free settlers and First Nations Australians on the arrival of the First Fleet) or a contemporary issue, such as a school issue or an environmental issue.

Year 4 - Activity 4:

Curriculum links

ENGLISH

[AC9E4LA01](#) explore language used to develop relationships in formal and informal situations.

- Exploring cultural respects for First Nations Australian Elders, and greeting conventions between First Nations Australians.

[AC9E4LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts.

- Connecting the use of colours, images, symbols and patterns in texts by First Nations Australian authors and illustrators.

[AC9E4LY06](#) plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation.

- Selecting text structure and planning how to group ideas into paragraphs to sequence content.
- Using topic-specific, precise and varied vocabulary.
- Using grammatical features including different types of verb groups, noun groups and adverb groups/phrases for effective descriptions and details according to purpose.
- Revising written texts to improve the selection of words used to connect ideas and improve the cohesion of the text.

HASS

[AC9HS4K09](#) diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity.

- Recognising that the identity of First Nations Australians is shaped by Country/Place, language and knowledge traditions.

[AC9HS4K04](#) the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion.

- Exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other.

HEALTH AND PHYSICAL EDUCATION

[AC9HP4P01](#) investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts.

- Exploring the nature of family support networks in First Nations Australian communities and discussing how a wide range of family and community members support young people when they are going through changes and transitions.

[AC9HP4P04](#) select, use and refine personal and social skills to establish, manage and strengthen relationships.

- Discussing how demonstrating respect and empathy for First Nations Australians can build positive relationships.

[AC9HP4P05](#) describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.

- Recognising the important role of cultural narratives in describing the diversity, and sharing beliefs and practices, of First Nations Australian communities.

Get the Links



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CURRICULUM LINKS:

Year 5

Year 5 - Activity 1:

Curriculum links

ENGLISH

[AC9E5LA01](#) understand that language is selected for social contexts and that it helps to signal social roles and relationships.

- Identifying some cultural protocols and communication processes of First Nations Australians.

[AC9E5LE01](#) identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors.

- Exploring and discussing texts written by First Nations Australian authors about the events that shaped or had an impact on their lives.
- Exploring aspects of literature that represent historical context in texts by First Nations Australian authors.

[AC9E5LY02](#) use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

- Participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations.
- Using strategies for discussion, such as speaking clearly, pausing, asking questions and linking students' own responses to the contributions of others.

HEALTH AND PHYSICAL EDUCATION

[AC9HP6P01](#) explain how identities can be influenced by people and places, and how we can create positive self-identities.

- Investigating how First Nations Australians identify within and across communities through connection to Country/Place; for example, Bama People of the rainforests of North Queensland or Quandamooka People of South East Queensland.
- Exploring the different levels of connection within First Nations Australian communities, such as cultural group, clan, Country/Place, skin names and social standing within community.

[AC9HP6P05](#) describe and implement strategies to value diversity in their communities.

- Exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing.

[AC9HP6P10](#) analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

- Exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities.



MEDIA ARTS

[AC9AMA6E02](#) explore ways First Nations Australians use media arts to continue and revitalise cultures.

- Exploring (for example, by talking with First Nations Australians or accessing published resources accredited by First Nations Australian organisations) how and why cultural expressions and media arts works are critical for sharing, maintaining, continuing and revitalising cultures.
- Identifying examples that illustrate how cultural expressions change over time; for example, by using available resources published by First Nations Australian communities and organisations.

HASS

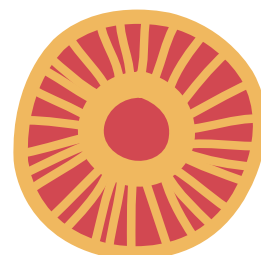
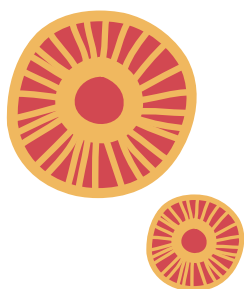
[AC9HS5K02](#) the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment.

[AC9HS5K03](#) the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony.

- Exploring maps and sources showing First Nations Australians' language groups and Countries/Places, to explain the diversity of their connections to Country/Place.

[AC9HS5S07](#) present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions.

- Using accurate and subject-appropriate terms; for example, historical terms such as "colonial", "the gold era", "migration" and "penal"; geographic terms such as "characteristics", "environmental", "human", "ecosystems", "sustainable", "settlement" and "management"; civics terms such as "electoral process", "democracy", "shared beliefs"; and economic terms such as "scarcity", "choices", "resources", and "needs and wants".



Year 5 - Activity 2:



Curriculum links

HEALTH AND PHYSICAL EDUCATION

[AC9HP6P05](#) describe and implement strategies to value diversity in their communities.

- Exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing.

ENGLISH

[AC9E5LA01](#) understand that language is selected for social contexts and that it helps to signal social roles and relationships

- Identifying some cultural protocols and communication processes of First Nations Australians.

[AC9E5LE01](#) identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors.

- Exploring and discussing texts written by First Nations Australian authors about the events that shaped or had an impact on their lives.
- Exploring aspects of literature that represent historical context in texts by First Nations Australian authors.

[AC9E5LE02](#) present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others.

- Identifying language features such as use of dialogue and rich descriptive language, and presenting an opinion about their effect on readers.

[AC9E5LE03](#) recognise that the point of view in a literary text influences how readers interpret and respond to events and characters.

[AC9E5LE04](#) examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs.

- Discussing how, by appealing to the imagination, figurative language provides new ways of looking at the world.

[AC9E5LY02](#) use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

- Participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations.
- Using strategies for discussion, such as speaking clearly, pausing, asking questions and linking students' own responses to the contributions of others.

[AC9E5LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

- Summarising ideas and information to determine the main idea of a text.
- Comparing texts on the same topic to identify similarities and differences in the ideas or information that are included.

HASS

[AC9HS5S07](#) present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions.

- Using accurate and subject-appropriate terms; for example, historical terms such as "colonial", "the gold era", "migration" and "penal"; geographic terms such as "characteristics", "environmental", "human", "ecosystems", "sustainable", "settlement" and "management"; civics terms such as "electoral process", "democracy", "shared beliefs"; and economic terms such as "scarcity", "choices", "resources", and "needs and wants".



Year 5 - Activity 3:

Curriculum links

ENGLISH

[AC9E5LA01](#) understand that language is selected for social contexts and that it helps to signal social roles and relationships.

- Identifying some cultural protocols and communication processes of First Nations Australians.

[AC9E5LY04](#) navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming.

[AC9E5LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

- Summarising ideas and information to determine the main idea of a text.
- Comparing texts on the same topic to identify similarities and differences in the ideas or information that are included.

HASS

[AC9HS5S02](#) locate, collect and organise information and data from primary and secondary sources in a range of formats.

[AC9HS5S04](#) evaluate primary and secondary sources to determine origin, purpose and perspectives.

- Comparing sources of evidence to identify similarities and/or differences in accounts of and perspectives on the past; for example, comparing the differing experiences and feelings of miners, Chinese workers, women, children, leaders and First Nations Australian occupants during the Eureka Stockade; comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published giving First Nations Australian perspectives; comparing representations of Ned Kelly in past and present publications.

[AC9HS5S05](#) develop evidence-based conclusions.

- Drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence.

HEALTH AND PHYSICAL EDUCATION

[AC9HP6P01](#) explain how identities can be influenced by people and places, and how we can create positive self-identities.

- Investigating how First Nations Australians identify within and across communities through connection to Country/Place; for example, Bama People of the rainforests of North Queensland or Quandamooka People of South East Queensland.
- Exploring the different levels of connection within First Nations Australian communities, such as cultural group, clan, Country/Place, skin names and social standing within community.

[AC9HP6P10](#) analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

- Exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities.



VISUAL ART

[AC9AVA6E01](#) explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts.

- Identifying ways that artworks by different artists can present multiple perspectives of the same event, discussing how these works can assist the development of social awareness; for example, accessing and comparing responses to artworks that depict the colonisation of Australia by the British from the perspective of a First Nations Australian person, a person with links to the British colonists, or a person with no cultural links to either of these groups.

[AC9AVA6E02](#) explore ways that First Nations Australians use visual arts to continue and revitalise cultures.

- Investigating how meaning and purpose are communicated in artworks and design created or co-created by First Nations Australians; for example, learning about how visual conventions are used in artworks and designs, such as textiles and fashion, to share cultural knowledge with the broader community .
- Exploring the ways that visual arts created by First Nations Australians may have multiple purposes; for example, art as cultural practice, art to communicate cultural understandings, or as narrative.

Year 5 - Activity 4:

Curriculum links

ENGLISH

[AC9E5LA01](#) understand that language is selected for social contexts and that it helps to signal social roles and relationships.

- Identifying some cultural protocols and communication processes of First Nations Australians.

[AC9E5LY06](#) plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation.

- Selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic and grouping related information in well-sequenced paragraphs with a concluding statement.

HASS

[AC9HS5K02](#) the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment.

[AC9HS5S07](#) present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions.

- Using accurate and subject-appropriate terms; for example, historical terms such as “colonial”, “the gold era”, “migration” and “penal”; geographic terms such as “characteristics”, “environmental”, “human”, “ecosystems”, “sustainable”, “settlement” and “management”; civics terms such as “electoral process”, “democracy”, “shared beliefs”; and economic terms such as “scarcity”, “choices”, “resources”, and “needs and wants”.

HEALTH AND PHYSICAL EDUCATION

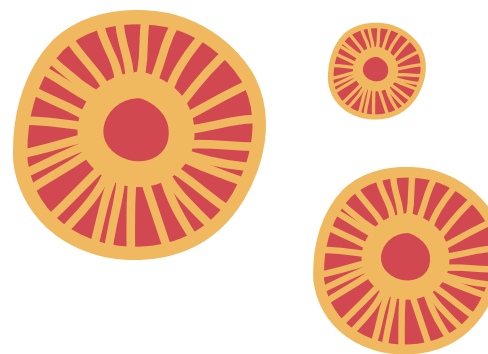
[AC9HP6P04](#) describe and demonstrate how respect and empathy can be expressed to positively influence relationships .

- Recognising how words and labels used regarding First Nations Australians can cause offence and how this awareness can support and strengthen respectful relationships.

[AC9HP6P05](#) describe and implement strategies to value diversity in their communities

- Exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing.

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CURRICULUM LINKS:

Year 6

Year 6 - Activity 1:

Curriculum links

ENGLISH

[AC9E6LA02](#) understand the uses of objective and subjective language, and identify bias.

- Identifying language choices that evoke emotion and judgements in direct and indirect ways, and how they are used to persuade different audiences to take a position and/or action.

[AC9E6LA03](#) explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features.

- Exploring a range of everyday, community, literary and informative texts, discussing elements of text structure and language features, and comparing the overall structure and effect of authors' choices in 2 or more texts.

[AC9E6LA08](#) identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole.

- Exploring how figurative language; for example, metaphors, personification and idioms, can be used to create vivid and less predictable shades of meaning.

[AC9E6LE01](#) identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors.

- Discussing the influence historical, social and cultural experiences may have on the meaning of a text and attitudes towards characters, actions and events.

[AC9E6LE05](#) create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices.

- Creating an autobiography of a character from a text explored.

[AC9E6LY06](#) plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features.

- Using rhetorical devices, images and modal verbs for persuasive effects, for an identified audience.

HASS

[AC9HS6K02](#) changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children.

- Investigating the experiences of children who were placed in orphanages, homes and other institutions; for example, their food and shelter, protection, education and contacts with family.

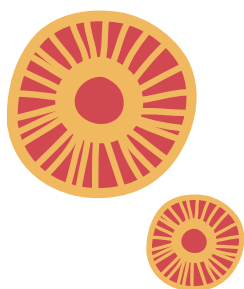
[AC9HS6S07](#) present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions.



HEALTH AND PHYSICAL EDUCATION

[AC9HP6P01](#) explain how identities can be influenced by people and places, and how we can create positive self-identities.

- Investigating how First Nations Australians identify within and across communities through connection to Country/Place; for example, Bama People of the rainforests of North Queensland or Quandamooka People of South East Queensland.
- Exploring the different levels of connection within First Nations Australian communities, such as cultural group, clan, Country/Place, skin names and social standing within community.



Year 6 – Activity 2:



Curriculum links

MATHS

[AC9M6ST02](#) identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions.

- Investigating both traditional and digital media relating to First Nations Australians, identifying and critiquing statistically informed arguments.

ENGLISH

[AC9E6LA07](#) identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning.

- Observing how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.

[AC9E6LY02](#) use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.

- Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations.

HASS

[AC9HS6K02](#) changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children.

- Investigating the experiences of children who were placed in orphanages, homes and other institutions; for example, their food and shelter, protection, education and contacts with family.

[AC9HS6S03](#) evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships.

- Examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change; for example, the causes, effects and significance of the struggles for legal rights such as the Wave Hill walk-off and the Wik decision, and health and migration policies.

[AC9HS6S04](#) evaluate primary and secondary sources to determine origin, purpose and perspectives.

[AC9HS6S05](#) develop evidence-based conclusions.

- Drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence.

[AC9HS6S07](#) present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions.

- Selecting and referencing findings and viewpoints from sources and visual materials such as journals, diaries, graphs, tables, timelines, photographs and pictures, in descriptions and explanations.

HEALTH AND PHYSICAL EDUCATION

[AC9HP6P05](#) describe and implement strategies to value diversity in their communities.

- Exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing.

[AC9HP6P10](#) analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

- Exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities.



Year 6 – Activity 3:

Curriculum links

ENGLISH

[AC9E6LA01](#) understand that language varies as levels of formality and social distance increase.

- Presenting ideas and opinions at levels of formality appropriate to the context and audience.

[AC9E6LA07](#) identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning.

- Observing how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.

[AC9E6LY02](#) use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.

- Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E6LY07](#) plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features.

- Planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding.

HASS

[AC9HS6K02](#) changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children.

- Investigating the experiences of children who were placed in orphanages, homes and other institutions; for example, their food and shelter, protection, education and contacts with family.

[AC9HS6S03](#) evaluate primary and secondary sources to determine origin, purpose and perspectives.

- Examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change; for example, the causes, effects and significance of the struggles for legal rights such as the Wave Hill walk-off and the Wik decision, and health and migration policies.

[AC9HS6S05](#) develop evidence-based conclusions.

- Drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence.

[AC9HS6S07](#) present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions.

- Selecting and referencing findings and viewpoints from sources and visual materials such as journals, diaries, graphs, tables, timelines, photographs and pictures, in descriptions and explanations.

HEALTH AND PHYSICAL EDUCATION

[AC9HP6P04](#) describe and demonstrate how respect and empathy can be expressed to positively influence relationships.

- Recognising how words and labels used regarding First Nations Australians can cause offence and how this awareness can support and strengthen respectful relationships.

[AC9HP6P05](#) describe and implement strategies to value diversity in their communities.

- Exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing.



MEDIA ARTS

[AC9AMA6C01](#) use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences

- Producing a media arts work for a particular purpose; for example, creating an advertisement for a new toy or computer game.

VISUAL ARTS

[AC9AVA6C01](#) use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning.

Year 6 – Activity 4:

Curriculum links

ENGLISH

[AC9E6LA01](#) understand that language varies as levels of formality and social distance increase.

- Presenting ideas and opinions at levels of formality appropriate to the context and audience.

[AC9E6LA07](#) identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning.

- Observing how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.

[AC9E6LY02](#) use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.

- Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E6LY07](#) plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features.

- Experimenting with voice effects such as tone, volume, pitch and pace in formal presentations and recognising the effects these have on audience understanding.

HASS

[AC9HS6K02](#) changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children.

- Investigating the experiences of children who were placed in orphanages, homes and other institutions; for example, their food and shelter, protection, education and contacts with family.

[AC9HS6S03](#) evaluate primary and secondary sources to determine origin, purpose and perspectives.

- Examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change; for example, the causes, effects and significance of the struggles for legal rights such as the Wave Hill walk-off and the Wik decision, and health and migration policies.

[AC9HS6S05](#) develop evidence-based conclusions.

- Drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence.

[AC9HS6S07](#) present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions.

- Selecting and referencing findings and viewpoints from sources and visual materials such as journals, diaries, graphs, tables, timelines, photographs and pictures, in descriptions and explanations.

MEDIA ARTS

[AC9AMA6P01](#) present media arts works in informal and/or formal settings using responsible media practice

- Considering protocols for representing community or cultural stories in media arts works.

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CURRICULUM LINKS:

Year 7

Year 7 – Activity 1:

Curriculum links

ENGLISH

[AC9E7LA02](#) recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources.

- Recognising how evaluative language is used to critically assess the validity of evidence and the reliability of sources.

[AC9E7LE01](#) identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australians.

- Exploring representations of characters and events in literary texts by First Nations Australians.

[AC9E7LE02](#) form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response.

- Comparing personal opinions on texts and justifying responses in discussions which may include referencing behaviours such as integrity and loyalty.

[AC9E7LE03](#) explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts.

- Explaining the impact and significance of language features in a text.

[AC9E7LE05](#) identify and explain the ways that characters, settings and events combine to create meaning in narratives.

- Analysing and explaining the structure and features of short stories, discussing the purposes and appeal of different authorial choices for structure.

[AC9E7LY02](#) use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts.

- Participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E7LY03](#) analyse the ways in which language features shape meaning and vary according to audience and purpose.

- Examining depictions of the histories and cultures of First Nations Australians, discussing language features that shape meaning.

[AC9E7LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas.

- Analysing visual features including choice of image, colour, composition and font in covers of different editions of books when predicting the tone of a text.



GEOGRAPHY

[AC9HG7K07](#) the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place.

- Discussing the cultural connectedness and belonging that First Nations Australians have to a number of places through family, Country/Place, dispossession, relocation and employment.

HEALTH AND PHYSICAL EDUCATION

[AC9HP8P01](#) analyse and reflect on the influence of values and beliefs on the development of identities.

[AC9HP8P02](#) analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes.

- Examining the notion of “border crossing”; that is, how First Nations Australians live across multiple cultures, and how these transitions can impact on a sense of belonging to culture, family and peer groups.

HISTORY

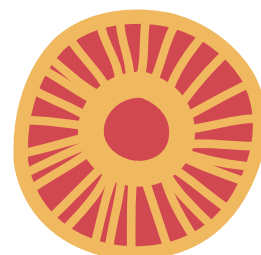
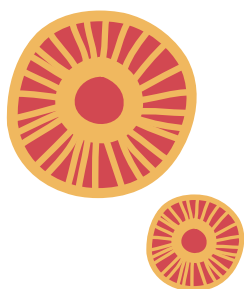
[AC9HH7S03](#) identify the origin, content, context and purpose of primary and secondary sources.

- Developing and applying questions such as “Who wrote/produced this?”, “When?”, “Why?” and “What does it show about the past?” to photographs, artefacts, stories, buildings and other sources to explain context and purpose.

[AC9HH7S04](#) identify and describe the accuracy and usefulness of primary and secondary sources as evidence.

- Examining the accuracy of sources by asking questions such as “Where does it come from?”, “What information is provided?”, “Is the information factual or an opinion?” and “What other sources may be needed to support/challenge this source?”
- Identifying information within a source that can be useful evidence to support an interpretation of an event, movement, individual, group or society.

[AC9HH7S06](#) identify perspectives, attitudes and values of the past in sources.



Year 7 - Activity 2:



Curriculum links

ENGLISH

[AC9E7LA02](#) recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources

- Recognising how evaluative language is used to critically assess the validity of evidence and the reliability of sources.

[AC9E7LE01](#) identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australians.

- Exploring representations of characters and events in literary texts by First Nations Australians.

[AC9E7LE06](#) identify and explain how literary devices create layers of meaning in texts including poetry.

- Viewing or reading First Nations Australian films, plays and poetry, and explaining the layers of meaning created by imagery.

[AC9E7LY02](#) use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts.

- Participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E7LY06](#) plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical.

GEOGRAPHY

[AC9HG7K07](#) the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place.

- Discussing the cultural connectedness and belonging that First Nations Australians have to a number of places through family, Country/Place, dispossession, relocation and employment.

HEALTH AND PHYSICAL EDUCATION

[AC9HP8P01](#) analyse and reflect on the influence of values and beliefs on the development of identities.

[AC9HP8P02](#) analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes.

- Examining the notion of "border crossing"; that is, how First Nations Australians live across multiple cultures, and how these transitions can impact on a sense of belonging to culture, family and peer groups.

[AC9HP8P04](#) examine the roles of respect, empathy, power and coercion in developing respectful relationships.

- Proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination.



HISTORY

[AC9HH7S03](#) identify the origin, content, context and purpose of primary and secondary sources

- Developing and applying questions such as “Who wrote/produced this?”, “When?”, “Why?” and “What does it show about the past?” to photographs, artefacts, stories, buildings and other sources to explain context and purpose.

[AC9HH7S04](#) identify and describe the accuracy and usefulness of primary and secondary sources as evidence.

- Examining the accuracy of sources by asking questions such as “Where does it come from?”, “What information is provided?”, “Is the information factual or an opinion?” and “What other sources may be needed to support/challenge this source?”
- Identifying information within a source that can be useful evidence to support an interpretation of an event, movement, individual, group or society.

[AC9HH7S06](#) identify perspectives, attitudes and values of the past in sources.

Year 7 – Activity 3:

Curriculum links

ENGLISH

[AC9E7LA02](#) recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources.

- Building knowledge about words of evaluation, including words to express emotional responses to texts, judgement of characters and their actions, and appreciation of the aesthetic qualities of text.

[AC9E7LE04](#) discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage.

- Determining criteria for evaluating the aesthetic value of a literary text and share opinions.

[AC9E7LE05](#) identify and explain the ways that characters, settings and events combine to create meaning in narratives.

- Analysing and explaining the structure and features of short stories, discussing the purposes and appeal of different authorial choices for structure.

[AC9E7LY02](#) use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts.

- Participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E7LY06](#) plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical.

- Using appropriate text conventions to create scripts for interviews, presentations, advertisements, radio segments, podcasts, digital and online reflections including vlogs.

HEALTH AND PHYSICAL EDUCATION

[AC9HP8P01](#) analyse and reflect on the influence of values and beliefs on the development of identities.

[AC9HP8P02](#) analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes.

- Examining the notion of “border crossing”; that is, how First Nations Australians live across multiple cultures, and how these transitions can impact on a sense of belonging to culture, family and peer groups.

[AC9HP8P04](#) examine the roles of respect, empathy, power and coercion in developing respectful relationships.

- Proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination.

GEOGRAPHY

[AC9HG7K07](#) the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place.

- Discussing the cultural connectedness and belonging that First Nations Australians have to a number of places through family, Country/Place, dispossession, relocation and employment.

VISUAL ARTS

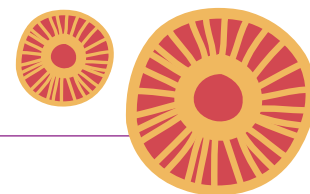
[AC9AVA8C02](#) select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning.

- Working independently and/or in groups to create artworks that tell stories or create awareness about issues that are significant and important to them/the group.



Year 7 - Activity 4:

Curriculum links



CIVICS AND CITIZENSHIP

[AC9HC7K02](#) the characteristics of Australia's democracy, including freedom of speech, association, assembly, religion and movement.

- Identifying characteristics of formal citizenship and the attributes of active citizenship, and identifying who has been included and excluded from the rights and freedoms of citizenship in Australia, particularly in relation to First Nations Australians.
- Examining the active citizenship of First Nations Australians such as Neville Bonner, Adam Goodes, Noel Pearson, Murundoo Yanner, Charles Mene, Ellie Gaffney, Evelyn Scott and Pat O'Shane, and their contributions to the rights and freedoms of Australian First Nations Peoples.

[AC9HC7K05](#) how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society.

- Identifying Christian traditions and values that have influenced the development of Australian society, democracy and law, including the impacts upon First Nations Australian communities and other groups within Australian society.
- Identifying the values and beliefs of religions practised in contemporary Australia, such as Judaism, Buddhism, Islam and Hinduism.

ENGLISH

[AC9E7LA03](#) identify and describe how texts are structured differently depending on their purpose and how language features vary in texts.

- Recognising the social purpose of a persuasive text and how the purpose is reflected in the text structure and by the language features; for example, analysing the structure and language features of advertising posters.

[AC9E7LA04](#) understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs.

- Identifying how authors foreshadow how a text will unfold; for example, identifying the topic sentence, sentence openers and text connectives.

[AC9E7LE03](#) explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts.

- Explaining the impact and significance of language features in a text.

[AC9E7LY02](#) use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts.

- Participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E7LY03](#) analyse the ways in which language features shape meaning and vary according to audience and purpose.

- Examining depictions of the histories and cultures of First Nations Australians, discussing language features that shape meaning.

[AC9E7LY06](#) plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical.

- Using appropriate text conventions to create scripts for interviews, presentations, advertisements, radio segments, podcasts, digital and online reflections including vlogs.

HEALTH AND PHYSICAL EDUCATION

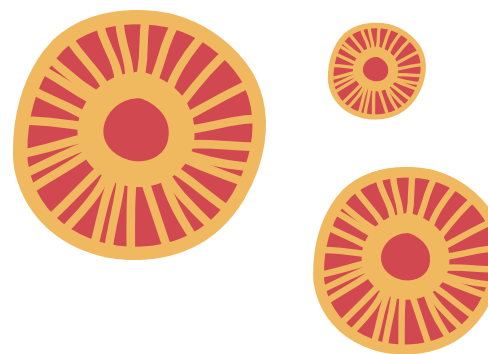
[AC9HP8P02](#) analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes.

- Examining the notion of “border crossing”; that is, how First Nations Australians live across multiple cultures, and how these transitions can impact on a sense of belonging to culture, family and peer groups.

[AC9HP8P04](#) examine the roles of respect, empathy, power and coercion in developing respectful relationships.

- Proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination.

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CURRICULUM LINKS:

Year 8

Year 8 - Activity 1:

Curriculum links

ENGLISH

[AC9E8LA01](#) recognise how language shapes relationships and roles.

- Exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names that inform relationships to Country/Place.

[AC9E8LA02](#) understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor.

- Identifying how authors use rhetorical devices that reveal the dark or serious aspects of a topic in humorous or amusing ways; for example, by making a statement but implying or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement).

[AC9E8LA07](#) investigate how visual texts use intertextual references to enhance and layer meaning.

- Identifying intertextual references in advertisements and discussing their impact on layering meaning; for example, the interrelationship of words and images.

[AC9E8LE01](#) explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors.

- Explaining attitudes and ideas about the natural world in literary texts drawn from contexts different to their own.

[AC9E8LE03](#) explain how language and/or images in texts position readers to respond and form viewpoints.

[AC9E8LE05](#) analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect.

- Recognising that First Nations Australian authors use words and language to set tone when writing or speaking about specific themes; for example, words used to set the tone when writing or speaking about Country/Place.

[AC9E8LY01](#) identify how texts reflect contexts.

[AC9E8LY02](#) use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion.

- Listening to a conversation or speech, identifying the point being made, and explaining the tone and manner of presentation.
- Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations.



[AC9E8LY06](#) plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical.

- Selecting vocabulary to position and persuade the reader; for example, adjusting language to show or acknowledge power.

[AC9E8LY08](#) apply learnt knowledge to spell accurately and to learn new words.

- Understanding where to obtain the spelling of Aboriginal language words and Torres Strait Islander language words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, and the local First Nations Australian community.

HEALTH AND PHYSICAL EDUCATION

[AC9HP8P01](#) analyse and reflect on the influence of values and beliefs on the development of identities.

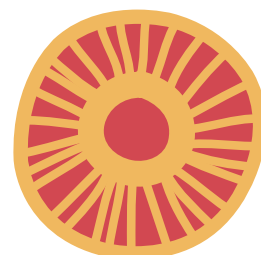
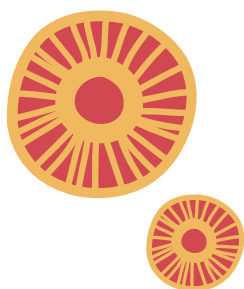
- Examining how their values and beliefs, as well as those of family and friends, influence the development of identities.

[AC9HP8P04](#) examine the roles of respect, empathy, power and coercion in developing respectful relationships.

- Recognising the impact bullying and harassment can have on relationships, including online relationships.
- Showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds.
- Proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination.

[AC9HP8P05](#) investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.

- Investigating how respecting diversity and challenging racism, sexism, ableism (disability discrimination) and homophobia influence individual and community health and wellbeing.
- Examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability, and how resisting stereotypes can help students be themselves.
- Developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities.
- Investigating events and strategies that value the contributions of First Nations Australians and strengthen relationships, such as Indigenous rounds in sporting codes and NAIDOC Week.



Year 8 - Activity 2:



Curriculum links

ENGLISH

[AC9E8LA01](#) recognise how language shapes relationships and roles.

- Understanding that group identities are formed through language that reflects shared values, beliefs and behaviours, and through language choices that engender solidarity such as specialist terminology, acronyms and terms of address; for example, teenage groups and sportspeople have adopted particular words and ways of communicating.

[AC9E8LY02](#) use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion.

- Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E8LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts.

- Reflecting on content by connecting and comparing information across and between texts.

[AC9E8LY06](#) plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical.

- Editing for accuracy of grammar, spelling and punctuation, and for meaning by experimenting with different order of ideas, a range of sentence structures, literary devices and vocabulary to clarify meaning for academic texts where appropriate.

[AC9E8LY08](#) apply learnt knowledge to spell accurately and to learn new words.

- Understanding where to obtain the spelling of Aboriginal language words and Torres Strait Islander language words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, and the local First Nations Australian community.

VISUAL ART

[AC9AVA8C02](#) select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning

- Working independently and/or in groups to create artworks that tell stories or create awareness about issues that are significant and important to them/the group.

HEALTH AND PHYSICAL EDUCATION

[AC9HP8P01](#) analyse and reflect on the influence of values and beliefs on the development of identities.

- Examining how cultural values and beliefs influence the way young people view themselves, including young Australians of Asian heritage.

[AC9HP8P02](#) analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes.

- Examining the notion of “border crossing”; that is, how First Nations Australians live across multiple cultures, and how these transitions can impact on a sense of belonging to culture, family and peer groups.

[AC9HP8P09](#) investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.

- Exploring health campaigns targeting First Nations Australian young people and discussing the messages and strategies used to promote and enhance their health; for example, Deadly Choices, Don’t Make Smokes Your Story and Yarn Safe.



MEDIA ARTS

[AC9AMA8P01](#) present media arts works, using responsible media practices and considering potential relationships the work could create with audiences.

- Considering the impact of different audiences on the interpretation of and engagement with their media arts works; for example, presenting their media arts works in different contexts and evaluating the effectiveness of the response, such as using a school learning management platform to share work online with the school community, or sharing work at a fixed time and place such as a school exhibition.

GEOGRAPHY

[AC9HG8K03](#) the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians.

- Examining how Aboriginal Dreaming stories and Torres Strait Islander Creation stories give meaning to Country/Place discussing the meaning of the stories that describe First Nations Australians' special connection to Country/Place.

HISTORY

[AC9HH8S05](#) describe causes and effects, and explain continuities and changes.

- Sequencing historical events to identify broader patterns of cause and/or effect, and change and/or continuity across society, and explaining their observations with reference to key events, individuals, themes and sources of evidence.

Year 8 – Activity 3:

Curriculum links

MEDIA ARTS

[AC9AMA8P01](#) present media arts works, using responsible media practices and considering potential relationships the work could create with audiences.

- Complying with copyright laws and respecting Indigenous Cultural and Intellectual Property rights when presenting media arts works; for example, obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual.

ENGLISH

[AC9E8LA01](#) recognise how language shapes relationships and roles.

[AC9E8LY01](#) identify how texts reflect contexts.

- Identifying how speeches for reconciliation reflect the context in which they are created.

[AC9E8LY02](#) use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion.

- Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E8LY06](#) plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical.

- Editing for accuracy of grammar, spelling and punctuation, and for meaning by experimenting with different order of ideas, a range of sentence structures, literary devices and vocabulary to clarify meaning for academic texts where appropriate.

[AC9E8LY07](#) plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical.

- Integrating multimodal features in a spoken presentation to support the audience's understanding.

[AC9E8LY08](#) apply learnt knowledge to spell accurately and to learn new words.

- Understanding where to obtain the spelling of Aboriginal language words and Torres Strait Islander language words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, and the local First Nations Australian community.

CIVICS AND CITIZENSHIP

[AC9HC8K06](#) different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups.

- Analysing different representations of Australian identity, historical and current.

HEALTH AND PHYSICAL EDUCATION

[AC9HP8P01](#) analyse and reflect on the influence of values and beliefs on the development of identities.

- Examining how their values and beliefs, as well as those of family and friends, influence the development of identities.

[AC9HP8P04](#) examine the roles of respect, empathy, power and coercion in developing respectful relationships.

- Proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination'.



[AC9HP8P05](#) investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.

- Investigating how respecting diversity and challenging racism, sexism, ableism (disability discrimination) and homophobia influence individual and community health and wellbeing.
- Examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability, and how resisting stereotypes can help students be themselves.
- Investigating events and strategies that value the contributions of First Nations Australians and strengthen relationships, such as Indigenous rounds in sporting codes and NAIDOC Week.

HISTORY

[AC9HH8S05](#) describe causes and effects, and explain continuities and changes.

- Sequencing historical events to identify broader patterns of cause and/or effect, and change and/or continuity across society, and explaining their observations with reference to key events, individuals, themes and sources of evidence.

[AC9HH8S06](#) identify perspectives, attitudes and values of the past in sources.

- Describing the values and attitudes revealed by a source such as an individual account, and using additional sources to show how they are broadly representative or contrast the values and attitudes of the society.

VISUAL ART

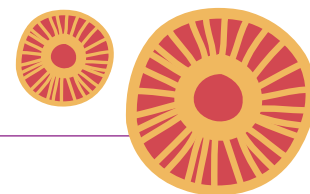
[AC9AVA8D01](#) experiment with visual conventions, visual arts processes and materials to develop skills.

- Selecting and appropriately acknowledging the use of found images when making and responding to artworks; for example, when choosing source material for collage or deliberate appropriation, such as images that represent identity and personality in a self-portrait developing an awareness of cultural and artistic conventions for representing subjects through a contextual study of artists and their artworks, taking care to observe protocols for using First Nations Australian cultural property in the arts .



Year 8 - Activity 4:

Curriculum links



ENGLISH

[AC9E8LA01](#) recognise how language shapes relationships and roles.

[AC9E8LY01](#) identify how texts reflect contexts.

- Identifying how speeches for reconciliation reflect the context in which they are created.

[AC9E8LY02](#) use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion.

- Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations.

[AC9E8LY08](#) apply learnt knowledge to spell accurately and to learn new words.

- Understanding where to obtain the spelling of Aboriginal language words and Torres Strait Islander language words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, and the local First Nations Australian community.

HEALTH AND PHYSICAL EDUCATION

[AC9HP8P02](#) analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes.

- Examining how ceremonies of First Nations Australians involve sharing of cultural knowledge leading to changes in social standing and responsibilities in communities.
- Examining the notion of “border crossing”; that is, how First Nations Australians live across multiple cultures, and how these transitions can impact on a sense of belonging to culture, family and peer groups.

[AC9HP8P04](#) examine the roles of respect, empathy, power and coercion in developing respectful relationships.

- Proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination.

CIVICS AND CITIZENSHIP

[AC9HC8K01](#) how Australians are informed about and participate in democracy.

- Analysing case studies of citizen participation in political campaigns such as the Uluru Statement from the Heart.

[AC9HC8K06](#) different experiences of, perspectives on and debates about Australia’s national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups.

- Examining the meaning of “national identity”, what it means to be an Australian citizen, and its role and significance in a globalised world.
- Analysing different representations of Australian identity, historical and current.
- Investigating the factors shaping debates about Australian identity, such as place, immigration and standard of living.

HISTORY

[AC9HH8S02](#) locate and identify primary and secondary sources to use in historical inquiry.

- Retrieving relevant information from multiple digital sources, including repositories of primary sources, maps and photographs of culturally significant artefacts such as online platforms, and using advanced search functions to refine the search.

[AC9HH8S05](#) describe causes and effects, and explain continuities and changes.

- Sequencing historical events to identify broader patterns of cause and/or effect, and change and/or continuity across society, and explaining their observations with reference to key events, individuals, themes and sources of evidence.

[AC9HH8S06](#) identify perspectives, attitudes and values of the past in source.s

- Describing the values and attitudes revealed by a source such as an individual account, and using additional sources to show how they are broadly representative or contrast the values and attitudes of the society.

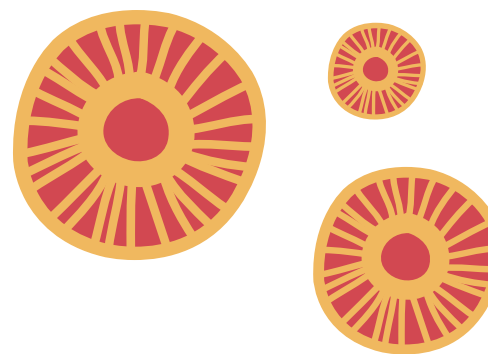
[AC9HH8S07](#) explain historical interpretations about significant events, individuals and groups.

- Identifying differing historians' interpretations on the short-term triggers and longer-term causes of a significant event.

[AC9HH8S08](#) create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources.

- Presenting findings or historical knowledge in range of formats, such as a podcast, an oral presentation or an essay, appropriate to audience and purpose with reference to evidence.

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CURRICULUM LINKS:

Year 9

Year 9 - Activity 1:

Curriculum links

ENGLISH

[AC9E9LA01](#) recognise how language empowers relationships and roles.

- Exploring language used by First Nations Australian authors to reinforce relationships to Country/Place and with others; for example, “Hello” in Turrabul language is “Galang nguruindhau”.

[AC9E9LA07](#) analyse how symbols in still and moving images augment meaning.

- Understanding the use of symbols by First Nations Australians, where a symbol may have many meanings or have different meanings across First Nations Australian groups; for example, artwork enables First Nations Australians from a particular Country/Place to identify symbols and interpret the artwork.

[AC9E9LE01](#) analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors.

- Exploring how texts by First Nations Australian authors reflect unique ways of being, knowing, thinking and doing.

[AC9E9LE02](#) present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text.

- Interrogating and making judgements about a text, comparing others’ ideas against the student’s own and reaching an independent decision or consensus about the interpretations and ideas expressed.

[AC9E9LY01](#) analyse how representations of people, places, events and concepts reflect contexts.

[AC9E9LY06](#) plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.

- Creating informative texts that explain and analyse complex phenomena using well-chosen facts and precise language.

HISTORY

[AC9HH9K03](#) the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia

- Investigating the forcible removal of children from First Nations Australian families in the late 19th century and 20th century (leading to the Stolen Generations), including the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.

[AC9HH9K06](#) different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society’s ideas, beliefs and values.

- Exploring the perspectives and experiences of First Nations Australians, including discussing terms in relation to Australian history such as “invasion”, “colonisation” and “settlement”, and why these continue to be contested within society today.



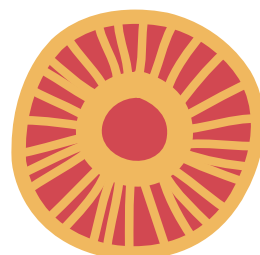
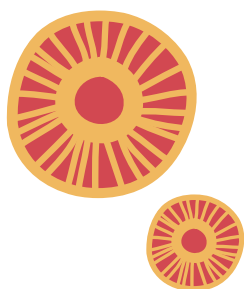
DANCE

[AC9ADA10E01](#) investigate performers' and/or choreographers' use of elements of dance, choreographic devices, genre- or style-specific techniques, conventions and/or production elements to communicate and/or challenge ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts.

- Investigating why and how different traditions, styles and contexts affect the experience and interpretation of a dance work and taking this into account when choreographing and performing; for example, using Viewpoints to explore questions such as "What meaning is intended by the choreographer?", "What cultural traditions are represented in this dance?" or "How does this work relate to my culture? To my life?"

[AC9ADA10E02](#) investigate the ways First Nations Australian choreographers and/or performers celebrate and challenge multiple perspectives of Australian identity through dance.

- Evaluating ways that First Nations Australian performers and/or choreographers are working respectfully and collaboratively with communities to explore local histories, cultures and identities.
- Exploring the ways that First Nations Australian choreographers and/or performers use their practice to communicate ideas, messages and lived experiences to the broader community.



Year 9 - Activity 2:



Curriculum links

ENGLISH

[AC9E9LA01](#) recognise how language empowers relationships and roles.

- Exploring language used by First Nations Australian authors to reinforce relationships to Country/Place and with others; for example, “Hello” in Turrabul language is “Galang nguruindhau”.

[AC9E9LA07](#) analyse how symbols in still and moving images augment meaning.

- Understanding the use of symbols by First Nations Australians, where a symbol may have many meanings or have different meanings across First Nations Australian groups; for example, artwork enables First Nations Australians from a particular Country/Place to identify symbols and interpret the artwork.

[AC9E9LE01](#) analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide ranging Australian and world authors.

- Exploring how texts by First Nations Australian authors reflect unique ways of being, knowing, thinking and doing.

[AC9E9LE02](#) present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text.

- Interrogating and making judgements about a text, comparing others’ ideas against the student’s own and reaching an independent decision or consensus about the interpretations and ideas expressed.

[AC9E9LY01](#) analyse how representations of people, places, events and concepts reflect contexts.

[AC9E9LY06](#) plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.

- Creating informative texts that explain and analyse complex phenomena using well-chosen facts and precise language.

HEALTH AND PHYSICAL EDUCATION

[AC9HP10P01](#) analyse factors that shape identities and evaluate how individuals influence the identities of others.

- Analysing how the use of personal totems in First Nations Australian cultures can be based on personal qualities and contribute to identities.

[AC9HP10P10](#) plan, justify and critique strategies to enhance their own and others’ health, safety, relationships and wellbeing.

- Engaging in nature experiences to understand how these activities can promote the development of eco-identity and positive sense of wellbeing, including exploring how a deep connection to Country/Place enhances health and wellbeing for First Nations Australians .

HISTORY

[AC9HH9K03](#) the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia.

- Investigating the forcible removal of children from First Nations Australian families in the late 19th century and 20th century (leading to the Stolen Generations), including the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.

[AC9HH9K06](#) different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society’s ideas, beliefs and values.

- Exploring the perspectives and experiences of First Nations Australians, including discussing terms in relation to Australian history such as “invasion”, “colonisation” and “settlement”, and why these continue to be contested within society today.



Year 9 - Activity 3:

Curriculum links

VISUAL ART

[AC9AVA10E01](#) investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning.

- Analysing a selection of artworks that represent a point of view on the same or similar theme, story, historical event, place, time, use of a technique or materials, noting the differences and similarities in the range of artworks and how an artist's lived experience and cultural forces can have an impact on perspectives found in their work.
- Investigating how linear timelines, in contrast to circular timelines, can shift meaning in art with reference to First Nations Australian ways of knowing, being and doing.
- Creating extended written, oral or multimedia accounts, such as essays, pod/vodcast, debate or reviews, that discuss and explain how artists have represented their ideas in their artworks and artist practices.

[AC9AVA10E02](#) investigate the ways that First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice.

- Analysing the ways that First Nations Australian artists use their practices to challenge and inform community debate and present multiple ways of understanding an issue; for example, understandings about "first contacts" between the First Nations Peoples of Australia and people from Britain or Europe.
- Comparing, analysing and evaluating ways that contemporary First Nations Australian artists and designers are exploring and challenging concepts and histories of Australia and Australian identity.
- Researching a diverse range of artworks or designs such as artworks in galleries, protest posters or street art in order to analyse how and why First Nations Australian artists have used visual communication as a tool to express activism for change.

ENGLISH

[AC9E9LA01](#) recognise how language empowers relationships and roles.

- Exploring language used by First Nations Australian authors to reinforce relationships to Country/Place and with others; for example, "Hello" in Turrabul language is "Galang nguruindhau".

[AC9E9LA07](#) analyse how symbols in still and moving images augment meaning.

- Understanding the use of symbols by First Nations Australians, where a symbol may have many meanings or have different meanings across First Nations Australian groups; for example, artwork enables First Nations Australians from a particular Country/Place to identify symbols and interpret the artwork.

[AC9E9LY01](#) analyse how representations of people, places, events and concepts reflect contexts.

[AC9E9LY03](#) analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group.

- Explaining how authors use language features to represent ideas and convey opinions.

[AC9E9LY05](#) use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts.

- Comparing the representation of an event in print and digital sources, summarising their qualities, identifying opinions and analysing evidence.

[AC9E9LY06](#) plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.

- Creating informative texts that explain and analyse complex phenomena using well-chosen facts and precise language.



HISTORY

[AC9HH9K03](#) the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia.

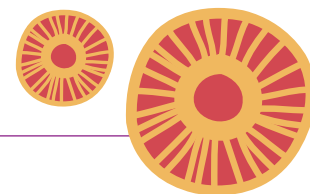
- Investigating the forcible removal of children from First Nations Australian families in the late 19th century and 20th century (leading to the Stolen Generations), including the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.

[AC9HH9K06](#) different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values.

- Describing the impact of changes brought about by non-indigenous groups on First Nations Australians.
- Exploring the perspectives and experiences of First Nations Australians, including discussing terms in relation to Australian history such as "invasion", "colonisation" and "settlement", and why these continue to be contested within society today.

Year 9 - Activity 4:

Curriculum links



HEALTH AND PHYSICAL EDUCATION

[AC9HP10P04](#) evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.

- Identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation.

[AC9HP10P05](#) propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.

- Designing strategies and actions they can implement to challenge stereotypes, prejudices and discrimination, and publicly acknowledge the contributions First Nations Australians make to Australia's sporting and health fields.

ENGLISH

[AC9E9LA01](#) recognise how language empowers relationships and roles.

- Exploring language used by First Nations Australian authors to reinforce relationships to Country/Place and with others; for example, "Hello" in Turrabul language is "Galang nguruindhau".

[AC9E9LA02](#) understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor.

[AC9E9LA08](#) analyse how vocabulary choices contribute to style, mood and tone.

- Identifying the words used to create nuanced meaning; for example, identifying the words that create a sarcastic tone in a text.

[AC9E9LE01](#) analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors.

- Exploring how texts by First Nations Australian authors reflect unique ways of being, knowing, thinking and doing.
- Exploring the way wide-ranging Australian novels, poems and films represent water and characters' relationships with water.

[AC9E9LE05](#) analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references.

- Identifying examples of literary devices in a range of poems and considering how they contribute to meaning and influence the emotional responses of the audience.

[AC9E9LE06](#) create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences.

[AC9E9LY01](#) analyse how representations of people, places, events and concepts reflect contexts.

[AC9E9LY02](#) listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts.

- Discussing how stereotypes are created through language and how they position listeners to respond.

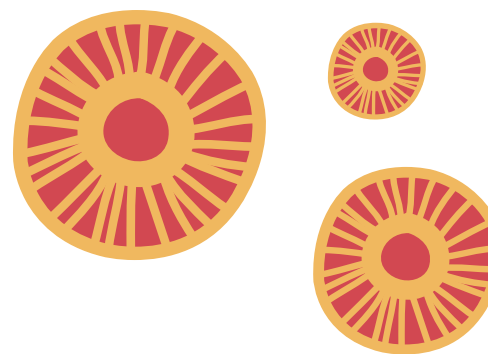
[AC9E9LY03](#) analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group.

- Explaining how authors use language features to represent ideas and convey opinions.
- Comparing a range of advocacy, campaign or inspirational speeches from films or media and identifying language features that influence the listener.

[AC9E9LY07](#) plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.

- Selecting features of voice such as tone, volume, pitch and pace for their specific effects to create tone or to persuade an audience .
- Choosing text structures and adapting literary devices such as similes, metaphors and personification to meet the perceived needs of an audience when debating a topic, creating a voiceover for a media presentation or presenting a seminar.

Get the Links



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CURRICULUM LINKS:

Year 10

While not explicitly addressed in the curriculum links below, the resources and content could easily be developed to suit lessons in other subject areas such as Civics and Citizenship, and Geography.

Year 10 - Activity 1:

Curriculum links

HISTORY

[AC9HH10K04](#) the effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls.

- Investigating the impact of World War II at a local and national level, such as the bombing of Darwin, the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast, the “Battle of Brisbane”, the Cowra breakout and the Brisbane Line.

[AC9HH10K09](#) the causes of First Nations Australians’ campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations.

- Investigating the political and societal impacts that contributed to First Nations Australians’ campaigns for rights and freedoms, such as legal status at the Commonwealth and various state/territory levels, segregation and treatment on missions, and the policy of assimilation adopted in 1937 by the Aboriginal Welfare Conference of Commonwealth and State Authorities.
- Exploring accounts of the past experiences of First Nations Australians who were members of the Stolen Generations and how these experiences influenced the civil rights movement in Australia from the 1960s through to the present day.

[AC9HH10K20](#) different historical interpretations and debates during the second half of the 20th century.

- Discussing the significant movements for rights and freedom in the world, such as the US Civil Rights movement, the rights movement of First Nations Peoples of Australia, South Africa’s anti-apartheid movement, women’s movements, LGBTQI+ movements and environmental movements.

[AC9HH10S06](#) compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

- Explaining the links between the continuities over the period, such as the experiences and treatment of First Nations Australians, women and migrants.
- Explaining why some perspectives in the past may not have been recorded.

[AC9HH10S08](#) create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources.

- Developing a historical explanation or interpretation, using historical concepts and terms to build understanding of context, significance, purpose and the impact of the event or development.



ENGLISH

[AC9E10LA01](#) understand how language can have inclusive and exclusive social effects, and can empower or disempower people.

- Identifying language used to reference or indicate shared assumptions.
- Identifying language that appeals to shared cultural knowledge, values and beliefs.
- Identifying examples of language that are inclusive or marginalising.

[AC9E10LA02](#) understand that language used to evaluate, implicitly or explicitly reveals an individual's values.

- Identifying subtle or implied values communicated through language; for example, using a term such as "teenager" to refer to an individual rather than using a specific name.

[AC9E10LA07](#) evaluate the features of still and moving images, and the effects of those choices on representations.

- Examining features of visual texts that create nuance in representations; for example, analysing the use of light and dark, and evaluating the impact of light and dark on representing duplicity.

[AC9E10LE01](#) analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors.

[AC9E10LE04](#) evaluate the social, moral or ethical positions represented in literature.

- Identifying and analysing ethical positions on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented.

[AC9E10LY01](#) analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts.

- Analysing representations of events and issues in First Nations Australian media.

MEDIA ARTS

[AC9AMA10E02](#) investigate the ways First Nations Australian media artists and/or producers celebrate and challenge multiple perspectives of Australian identity through media arts

- Investigating how First Nations Australian media artists and/or producers are exploring and challenging concepts and histories of Australia and Australian identity.
- Exploring the ways that First Nations Australian media artists and/or producers use their practice to communicate ideas, messages and lived experiences to the broader community; for example, issues such as The Stolen Generations, land rights, racism, family, stereotyping or dispossession.
- Understanding the ways that media arts provide a voice for First Nations Australians through media institutions and forms such as film, television and online media platforms.

HEALTH AND PHYSICAL EDUCATION

[AC9HP10P04](#) evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.

- Identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation.

[AC9HH10K09](#) the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations.

- Investigating the political and societal impacts that contributed to First Nations Australians' campaigns for rights and freedoms, such as legal status at the Commonwealth and various state/territory levels, segregation and treatment on missions, and the policy of assimilation adopted in 1937 by the Aboriginal Welfare Conference of Commonwealth and State Authorities.
- Exploring accounts of the past experiences of First Nations Australians who were members of the Stolen Generations and how these experiences influenced the civil rights movement in Australia from the 1960s through to the present day.

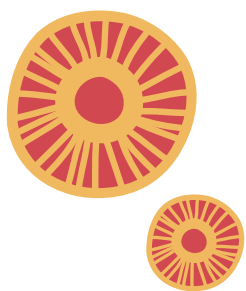


[AC9HH10S02](#) locate, identify and compare primary and secondary sources to use in a historical inquiry.

- Identifying information in a primary or secondary source that matches the historical questions being asked.

[AC9HH10S08](#) create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources.

- Developing a historical explanation or interpretation, using historical concepts and terms to build understanding of context, significance, purpose and the impact of the event or development.



Year 10 – Activity 2:



Curriculum links

HISTORY

[AC9HH10K10](#) the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society.

- Examining the ways some First Nations Australians' embracing of Christianity and Islam has interacted with their beliefs, identity and political freedoms.

[AC9HH10K20](#) different historical interpretations and debates during the second half of the 20th century.

HEALTH AND PHYSICAL EDUCATION

[AC9HP10P04](#) evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.

- Identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation.

ENGLISH

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- Identifying subtle or implied values communicated through language; for example, using a term such as "teenager" to refer to an individual rather than using a specific name.

[AC9E10LE01](#) analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors.

[AC9E10LE04](#) evaluate the social, moral or ethical positions represented in literature.

- Identifying and analysing ethical positions on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented.

[AC9E10LY01](#) analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts.

- Analysing representations of events and issues in First Nations Australian media.

[AC9E10LY02](#) listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts.

[AC9E10LY05](#) integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas.

- Monitoring the language features associated with right and wrong in a text and interpreting the representation of the abstract concept of justice.



Year 10 – Activity 3:

Curriculum links

ENGLISH

[AC9E10LA01](#) understand how language can have inclusive and exclusive social effects, and can empower or disempower people.

- Identifying language used to reference or indicate shared assumptions.
- Identifying language that appeals to shared cultural knowledge, values and beliefs.
- Identifying examples of language that are inclusive or marginalising.

[AC9E10LA02](#) understand that language used to evaluate, implicitly or explicitly reveals an individual's values.

- Identifying subtle or implied values communicated through language; for example, using a term such as "teenager" to refer to an individual rather than using a specific name.

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[AC9E10LE04](#) evaluate the social, moral or ethical positions represented in literature.

- Identifying and analysing ethical positions on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented.

[AC9E10LY01](#) analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts.

- Evaluating stereotypes of people, places, events and concepts, and expressing opinions on these representations in the contexts for which they are created.
- Analysing representations of events and issues in First Nations Australian media.

[AC9E10LY02](#) listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts.

[AC9E10LY05](#) integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas.

- Monitoring the language features associated with right and wrong in a text and interpreting the representation of the abstract concept of justice.

HISTORY

[AC9HH10K09](#) the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations.

- Investigating the political and societal impacts that contributed to First Nations Australians' campaigns for rights and freedoms, such as legal status at the Commonwealth and various state/territory levels, segregation and treatment on missions, and the policy of assimilation adopted in 1937 by the Aboriginal Welfare Conference of Commonwealth and State Authorities.
- Exploring accounts of the past experiences of First Nations Australians who were members of the Stolen Generations and how these experiences influenced the civil rights movement in Australia from the 1960s through to the present day.

[AC9HH10K20](#) different historical interpretations and debates during the second half of the 20th century.

- Discussing the significant movements for rights and freedom in the world, such as the US Civil Rights movement, the rights movement of First Nations Peoples of Australia, South Africa's anti-apartheid movement, women's movements, LGBTQI+ movements and environmental movements.

[AC9HH10S06](#) compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values.

- Explaining the links between the continuities over the period, such as the experiences and treatment of First Nations Australians, women and migrants.
- Explaining why some perspectives in the past may not have been recorded.



[AC9HH10S08](#) create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources.

- Developing a historical explanation or interpretation, using historical concepts and terms to build understanding of context, significance, purpose and the impact of the event or development.

CIVICS AND CITIZENSHIP

[AC9HC10K02](#) the Australian Government's role and responsibilities at a regional and global level.

- Evaluating the impacts of these issues on Australia's identity; First Nations Australians' reconciliation, truth-telling and sovereignty; Australian government policies and citizens' choices to act in the global interest.

HEALTH AND PHYSICAL EDUCATION

[AC9HP10P02](#) refine, evaluate and adapt strategies for managing changes and transitions .

- Analysing the changing roles and responsibilities for First Nations Australians as their social standing changes within their communities.
- Discussing the impact of border crossing on the development of identities for First Nations Australians.

[AC9HP10P04](#) evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.

- Identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation.

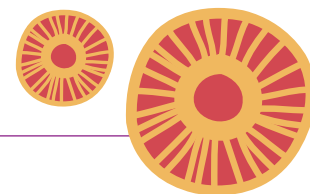
MEDIA ARTS

[AC9AMA10E02](#) investigate the ways First Nations Australian media artists and/or producers celebrate and challenge multiple perspectives of Australian identity through media arts.

- Investigating how First Nations Australian media artists and/or producers are exploring and challenging concepts and histories of Australia and Australian identity.
- Exploring the ways that First Nations Australian media artists and/or producers use their practice to communicate ideas, messages and lived experiences to the broader community; for example, issues such as The Stolen Generations, land rights, racism, family, stereotyping or dispossession.
- Understanding the ways that media arts provide a voice for First Nations Australians through media institutions and forms such as film, television and online media platforms.

Year 10 – Activity 4:

Curriculum links



HEALTH AND PHYSICAL EDUCATION

[AC9HP10P04](#) evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.

- Identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation.

[AC9HP10P05](#) propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.

- Designing strategies and actions they can implement to challenge stereotypes, prejudices and discrimination, and publicly acknowledge the contributions First Nations Australians make to Australia's sporting and health fields.

HISTORY

[AC9HH10K09](#) the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations.

- Investigating the political and societal impacts that contributed to First Nations Australians' campaigns for rights and freedoms, such as legal status at the Commonwealth and various state/territory levels, segregation and treatment on missions, and the policy of assimilation adopted in 1937 by the Aboriginal Welfare Conference of Commonwealth and State Authorities.
- Exploring accounts of the past experiences of First Nations Australians who were members of the Stolen Generations and how these experiences influenced the civil rights movement in Australia from the 1960s through to the present day.

[AC9HH10K11](#) the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change.

- Discussing how Reconciliation is not a single significant event or change, but an ongoing process of truth-telling and healing between First Nations Australians and other Australians.

[AC9HH10K13](#) the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women.

- Identifying areas such as education, health care, housing and employment that are the focus for continued civil rights action for First Nations Australians, and discussing why there continues to be a need for such action.

[AC9HH10K20](#) different historical interpretations and debates during the second half of the 20th century.

- Discussing the significant movements for rights and freedom in the world, such as the US Civil Rights movement, the rights movement of First Nations Peoples of Australia, South Africa's anti-apartheid movement, women's movements, LGBTQI+ movements and environmental movements.

[AC9HH10S06](#) compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values.

- Explaining the links between the continuities over the period, such as the experiences and treatment of First Nations Australians, women and migrants.
- Explaining why some perspectives in the past may not have been recorded.

[AC9HH10S08](#) create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources.

- Developing a historical explanation or interpretation, using historical concepts and terms to build understanding of context, significance, purpose and the impact of the event or development.

GEOGRAPHY

[AC9HG10K08](#) responses of international and national government and nongovernment organisations to improve human wellbeing in Australia, within India and another country in the Pacific.

- Identifying and explaining ways to improve the wellbeing of remote communities of First Nations Australians, including ways proposed by the communities.

MEDIA ARTS

[AC9AMA10E02](#) investigate the ways First Nations Australian media artists and/or producers celebrate and challenge multiple perspectives of Australian identity through media arts.

- Investigating how First Nations Australian media artists and/or producers are exploring and challenging concepts and histories of Australia and Australian identity.
- Exploring the ways that First Nations Australian media artists and/or producers use their practice to communicate ideas, messages and lived experiences to the broader community; for example, issues such as The Stolen Generations, land rights, racism, family, stereotyping or dispossession.
- Understanding the ways that media arts provide a voice for First Nations Australians through media institutions and forms such as film, television and online media platforms.

MUSIC

[AC9AMU10E02](#) investigate the ways that First Nations Australian performers and/or composers celebrate and challenge multiple perspectives of Australian identity through music.

- Evaluating innovation in the ways that First Nations Australian composers and/or performers are contributing to Australian contemporary music, including inter-cultural collaborations.
- Evaluating intentions/motivations in music composed by and/or performed by First Nations Australians that challenges people to take action on issues such as climate change, environmental protection, social justice, racism or youth homelessness; for example, music presented in a themed performance program.

ENGLISH

[AC9E10LA01](#) understand how language can have inclusive and exclusive social effects, and can empower or disempower people.

- Identifying language used to reference or indicate shared assumptions.
- Identifying language that appeals to shared cultural knowledge, values and beliefs.
- Identifying examples of language that are inclusive or marginalising.

[AC9E10LA02](#) understand that language used to evaluate, implicitly or explicitly reveals an individual's values.

- Identifying subtle or implied values communicated through language; for example, using a term such as "teenager" to refer to an individual rather than using a specific name.

[AC9E10LA07](#) evaluate the features of still and moving images, and the effects of those choices on representations.

[AC9E10LE01](#) analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors.

[AC9E10LE04](#) evaluate the social, moral or ethical positions represented in literature.

- Identifying and analysing ethical positions on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented.

[AC9E10LY01](#) analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts.

- Evaluating stereotypes of people, places, events and concepts, and expressing opinions on these representations in the contexts for which they are created.
- Analysing representations of events and issues in First Nations Australian media.

[AC9E10LY02](#) listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts.

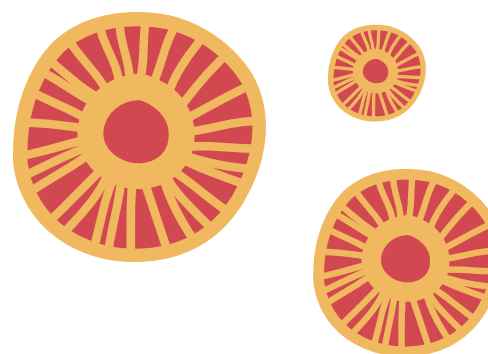
[AC9E10LY05](#) integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas.

- Monitoring the language features associated with right and wrong in a text and interpreting the representation of the abstract concept of justice.

[AC9E10LY06](#) plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.

- Designing a webpage that combines navigation, text, sound, and moving and still images for a specific audience.

Get the Links



Our Healing. Our Future.

CURRICULUM LINKS:

Year 11

Year 11 – Activity 1:

Curriculum links

VISUAL ARTS

Check your state's curriculum authority.

ENGLISH: UNIT 1

[ACEEN001](#) Explaining how texts are created and for different context.

[ACEEN003](#) evaluating the choice of mode and medium in shaping the response of audiences, including digital texts.

[ACEEN007](#) Evaluating the impact of description and imagery, including figurative language and still and moving images in digital and multimodal texts.

[ACEEN008](#) purpose, taking into account that a text's purpose is often open to debate.

[ACEEN009](#) personal, social and cultural context.

[ACEEN012](#) Drawing on a range of technologies in, for example, research, communication and representation of ideas.

ENGLISH – UNIT 2

[ACEEN021](#) explaining the relationship between purpose and context.

[ACEEN038](#) analysing the values and attitudes expressed in texts.

[ACEEN039](#) evaluating the effectiveness of texts in representing ideas, attitudes and voices.

ENGLISH – UNIT 3

[ACEEN058](#) explaining how meaning changes when texts are transformed into a different genre or medium.

ENGLISH – UNIT 4

[ACEEN060](#) undertaking close analysis of texts.

[ACEEN061](#) examining how each text relates to a particular context or contexts.

[ACEEN067](#) the ways points of view and values are represented.

[ACEEN076](#) analysing and evaluating how different attitudes and perspectives underpin texts.

[ACEEN078](#) identifying omissions, inclusions, emphases and marginalisations.

MODERN HISTORY – UNIT 2

[ACHMH070](#) The nature of the relationship of Indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers

[ACHMH072](#) The nature of government policies and their impact on Indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination.



Year 11 – Activity 2:



Curriculum links

ENGLISH – UNIT 1

[ACEEN001](#) Explaining how texts are created and for different context.

[ACEEN005](#) explaining the ways text structures, language features and stylistic choices are used in different types of texts.

[ACEEN007](#) Evaluating the impact of description and imagery, including figurative language and still and moving images in digital and multimodal texts.

[ACEEN009](#) personal, social and cultural context.

[ACEEN012](#) Drawing on a range of technologies in, for example, research, communication and representation of ideas.

[ACEEN019](#) questioning responses to texts.

ENGLISH – UNIT 2

[ACEEN024](#) Analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences.

[ACEEN025](#) evaluating the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument.

[ACEEN028](#) The impact of language and structural choices on shaping own and others' perspectives.

[ACEEN029](#) the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media.

[ACEEN032](#) using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences.

ENGLISH – UNIT 3

[ACEEN043](#) analysing and evaluating how similar themes, ideas or concepts are treated in different texts.

[ACEEN044](#) analysing the techniques and conventions used in different genres, mediums and modes.

[ACEEN059](#) comparing and evaluating the impact of language conventions used in a variety of texts and genres.

ENGLISH – UNIT 4

[ACEEN060](#) undertaking close analysis of texts.

[ACEEN061](#) examining how each text relates to a particular context or contexts.

[ACEEN063](#) analysing content, purpose and choice of language.

[ACEEN064](#) analysing the use of voice and point of view such as in feature articles, reporting of current events or narration.

[ACEEN067](#) the ways points of view and values are represented.

[ACEEN068](#) the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text.

MODERN HISTORY – UNIT 2

[ACHMH047](#) Identify links between events to understand the nature and significance of causation, change and continuity over time.

[ACHMH072](#) The nature of government policies and their impact on Indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination.

[ACHMH074](#) The economic, political and social challenges and opportunities Indigenous peoples have faced, including the role of cultural activity in developing awareness in society.



Year 11 – Activity 3:

Curriculum links

VISUAL ARTS

Check your state's curriculum authority

MEDIA ARTS

Check your state's curriculum authority

ENGLISH – UNIT 1

[ACEEN001](#) Explaining how texts are created and for different context

[ACEEN003](#) evaluating the choice of mode and medium in shaping the response of audiences, including digital texts.

[ACEEN007](#) Evaluating the impact of description and imagery, including figurative language and still and moving images in digital and multimodal texts.

[ACEEN009](#) personal, social and cultural context.

[ACEEN011](#) using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts.

[ACEEN012](#) Drawing on a range of technologies in, for example, research, communication and representation of ideas.

[ACEEN016](#) using strategies for planning, drafting, editing and proofreading.

[ACEEN019](#) questioning responses to texts.

[ACEEN020](#) investigating the impact and uses of imaginative, interpretive and persuasive texts.

ENGLISH – UNIT 2

[ACEEN024](#) analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences.

[ACEEN028](#) the impact of language and structural choices on shaping own and others' perspectives.

[ACEEN029](#) the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media.

[ACEEN032](#) using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences.

[ACEEN038](#) analysing the values and attitudes expressed in texts.

ENGLISH – UNIT 3

[ACEEN043](#) analysing and evaluating how similar themes, ideas or concepts are treated in different texts.

[ACEEN057](#) analysing and evaluating how different texts represent similar ideas in different ways.

ENGLISH – UNIT 4

[ACEEN061](#) examining how each text relates to a particular context or contexts.

[ACEEN068](#) the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text.



MODERN HISTORY – UNIT 2

[ACHMH070](#) The nature of the relationship of Indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers.

[ACHMH072](#) The nature of government policies and their impact on Indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination.

[ACHMH074](#) The economic, political and social challenges and opportunities Indigenous peoples have faced, including the role of cultural activity in developing awareness in society.

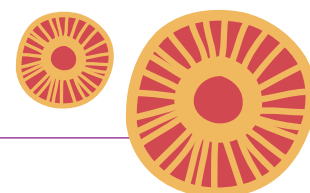
[ACHMH075](#) The achievements of Indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation.

[ACHMH076](#) The continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health.



Year 11 – Activity 4:

Curriculum links



MUSIC

Check your state's curriculum authority.

ENGLISH – UNIT 1

[ACEEN001](#) Explaining how texts are created and for different context.

[ACEEN004](#) explaining the ways language features, text structures and conventions communicate ideas and points of view.

[ACEEN007](#) Evaluating the impact of description and imagery, including figurative language and still and moving images in digital and multimodal texts.

[ACEEN008](#) purpose, taking into account that a text's purpose is often open to debate.

[ACEEN009](#) personal, social and cultural context.

[ACEEN010](#) the use of imaginative, persuasive and interpretive techniques.

[ACEEN012](#) Drawing on a range of technologies in, for example, research, communication and representation of ideas.

[ACEEN019](#) questioning responses to texts.

[ACEEN020](#) investigating the impact and uses of imaginative, interpretive and persuasive texts.

ENGLISH – UNIT 2

[ACEEN024](#) analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences.

[ACEEN027](#) analysing how attitude and mood are created, for example, through the use of humour in satire and parody.

[ACEEN029](#) the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media.

[ACEEN039](#) evaluating the effectiveness of texts in representing ideas, attitudes and voices.

ENGLISH – UNIT 3

[ACEEN043](#) analysing and evaluating how similar themes, ideas or concepts are treated in different texts.

[ACEEN057](#) analysing and evaluating how different texts represent similar ideas in different ways.

[ACEEN059](#) comparing and evaluating the impact of language conventions used in a variety of texts and genres.

ENGLISH – UNIT 4

[ACEEN061](#) examining how each text relates to a particular context or contexts.

[ACEEN067](#) the ways points of view and values are represented.

[ACEEN068](#) the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text.

[ACEEN076](#) analysing and evaluating how different attitudes and perspectives underpin texts.

MODERN HISTORY – UNIT 2

[ACHMH047](#) Identify links between events to understand the nature and significance of causation, change and continuity over time.

[ACHMH055](#) Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument.

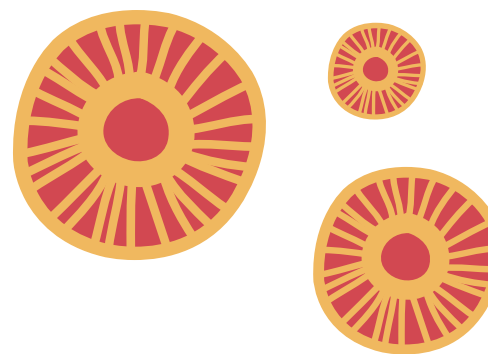
[ACHMH070](#) The nature of the relationship of Indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers.

[ACHMH072](#) The nature of government policies and their impact on Indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination.

[ACHMH074](#) The economic, political and social challenges and opportunities Indigenous peoples have faced, including the role of cultural activity in developing awareness in society.

[ACHMH076](#) The continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health.

Get the Links



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CURRICULUM LINKS:

Year 12

Year 12 – Activity 1:

Curriculum links

ENGLISH – UNIT 1

[ACEEN004](#) explaining the ways language features, text structures and conventions communicate ideas and points of view.

[ACEEN009](#) personal, social and cultural context.

[ACEEN012](#) drawing on a range of technologies in, for example, research, communication and representation of ideas.

[ACEEN014](#) using evidence-based argument.

[ACEEN017](#) using accurate spelling, punctuation, syntax and metalanguage.

[ACEEN019](#) questioning responses to texts.

[ACEEN020](#) investigating the impact and uses of imaginative, interpretive and persuasive texts.

ENGLISH – UNIT 2

[ACEEN025](#) evaluating the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument.

[ACEEN027](#) analysing how attitude and mood are created, for example, through the use of humour in satire and parody.

[ACEEN028](#) the impact of language and structural choices on shaping own and others' perspectives.

[ACEEN029](#) the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media.

[ACEEN031](#) analysing changing responses to texts over time and in different cultural contexts.

[ACEEN038](#) analysing the values and attitudes expressed in texts.

[ACEEN040](#) explaining how and why texts position readers and viewers.

ENGLISH – UNIT 3

[ACEEN043](#) analysing and evaluating how similar themes, ideas or concepts are treated in different texts.

[ACEEN057](#) analysing and evaluating how different texts represent similar ideas in different ways.

ENGLISH – UNIT 4

[ACEEN061](#) examining how each text relates to a particular context or contexts.

[ACEEN062](#) comparing the contexts in which texts are created and received.

[ACEEN067](#) The ways points of view and values are represented.



[ACEEN068](#) the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text.

[ACEEN071](#) Synthesising ideas and opinions to develop complex argument.

[ACEEN076](#) Analysing and evaluating how different attitudes and perspectives underpin texts.

[ACEEN077](#) questioning the assumptions and values in texts.

[ACEEN078](#) identifying omissions, inclusions, emphases and marginalisations.

MODERN HISTORY – UNIT 2

[ACHMH047](#) Identify links between events to understand the nature and significance of causation, change and continuity over time.

[ACHMH054](#) Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument.

[ACHMH055](#) Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument.

[ACHMH057](#) Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective.

[ACHMH058](#) Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.

[ACHMH059](#) Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments.

[ACHMH070](#) The nature of the relationship of Indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers.

[ACHMH071](#) The basis on which the colonists claimed sovereignty and imposed control, including conquest, treaty and the doctrine of 'terra nullius'; and the consequences for the legal status and land rights of Indigenous peoples.

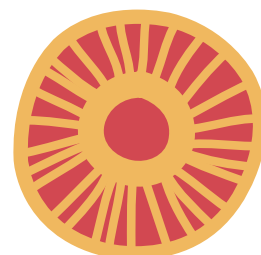
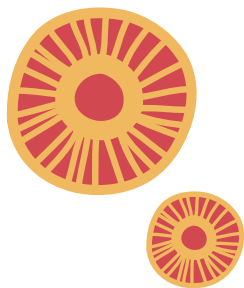
[ACHMH072](#) The nature of government policies and their impact on Indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination.

[ACHMH074](#) The economic, political and social challenges and opportunities Indigenous peoples have faced, including the role of cultural activity in developing awareness in society.

[ACHMH075](#) The achievements of Indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation.

[ACHMH076](#) The continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health.

[ACHMH081](#) The significance of international movements for change that supported the decolonisation process, for example the emerging recognition of the rights of Indigenous peoples, movements for international peace and cooperation, and the recognition of human rights.



Year 12 – Activity 2:



Curriculum links

ENGLISH – UNIT 1

[ACEEN003](#) evaluating the choice of mode and medium in shaping the response of audiences, including digital texts.

[ACEEN004](#) explaining the ways language features, text structures and conventions communicate ideas and points of view.

[ACEEN007](#) evaluating the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts.

[ACEEN009](#) personal, social and cultural context.

[ACEEN011](#) using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts.

[ACEEN012](#) drawing on a range of technologies in, for example, research, communication and representation of ideas.

[ACEEN013](#) combining visual, spoken and written elements where appropriate.

[ACEEN014](#) using evidence-based argument.

[ACEEN015](#) using appropriate quotation and referencing protocols.

[ACEEN017](#) using accurate spelling, punctuation, syntax and metalanguage.

[ACEEN019](#) questioning responses to texts.

ENGLISH – UNIT 2

[ACEEN021](#) explaining the relationship between purpose and context.

[ACEEN022](#) analysing the style and structure of texts including digital texts.

[ACEEN024](#) analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences.

[ACEEN026](#) analysing the effects of using multimodal and digital conventions such as navigation, sound and image.

[ACEEN028](#) the impact of language and structural choices on shaping own and others' perspectives.

[ACEEN029](#) the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media.

[ACEEN031](#) analysing changing responses to texts over time and in different cultural contexts.

[ACEEN032](#) using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences.

[ACEEN033](#) experimenting with text structures, language features and multimodal devices.

[ACEEN034](#) developing and sustaining voice, tone and style.

[ACEEN038](#) analysing the values and attitudes expressed in texts.

[ACEEN039](#) evaluating the effectiveness of texts in representing ideas, attitudes and voices.

ENGLISH – UNIT 3

[ACEEN042](#) explaining how each text conforms to or challenges the conventions of particular genres or modes such as crime fiction, advertising or short films.

[ACEEN043](#) analysing and evaluating how similar themes, ideas or concepts are treated in different texts.

[ACEEN045](#) considering how the conventions of genres can be challenged, manipulated or parodied.

[ACEEN051](#) making innovative and imaginative use of language features.

[ACEEN057](#) analysing and evaluating how different texts represent similar ideas in different ways.



ENGLISH – UNIT 4

[ACEEN064](#) analysing the use of voice and point of view such as in feature articles, reporting of current events or narration.

[ACEEN067](#) The ways points of view and values are represented.

[ACEEN068](#) the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text.

[ACEEN071](#) Synthesising ideas and opinions to develop complex argument.

[ACEEN072](#) substantiating and justifying their own responses using textual evidence.

[ACEEN076](#) Analysing and evaluating how different attitudes and perspectives underpin texts.

[ACEEN077](#) questioning the assumptions and values in texts.

[ACEEN078](#) identifying omissions, inclusions, emphases and marginalisations.

MODERN HISTORY – UNIT 2

[ACHMH047](#) Identify links between events to understand the nature and significance of causation, change and continuity over time.

[ACHMH055](#) Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument.

[ACHMH056](#) Analyse and account for the different perspectives of individuals and groups in the past.

[ACHMH058](#) Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.

[ACHMH059](#) Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments.

[ACHMH060](#) Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience.

[ACHMH061](#) Apply appropriate referencing techniques accurately and consistently.

[ACHMH070](#) The nature of the relationship of Indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers.

[ACHMH071](#) The basis on which the colonists claimed sovereignty and imposed control, including conquest, treaty and the doctrine of 'terra nullius'; and the consequences for the legal status and land rights of Indigenous peoples.

[ACHMH072](#) The nature of government policies and their impact on Indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination.

[ACHMH074](#) The economic, political and social challenges and opportunities Indigenous peoples have faced, including the role of cultural activity in developing awareness in society.

[ACHMH075](#) The achievements of Indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation.

Year 12 – Activity 3:

Curriculum links

ENGLISH – UNIT 1

[ACEEN001](#) explaining how texts are created in and for different contexts.

[ACEEN007](#) evaluating the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts.

[ACEEN009](#) personal, social and cultural context.

[ACEEN019](#) questioning responses to texts.

ENGLISH – UNIT 2

[ACEEN029](#) the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media.

[ACEEN031](#) analysing changing responses to texts over time and in different cultural contexts.

[ACEEN038](#) analysing the values and attitudes expressed in texts.

ENGLISH – UNIT 3

[ACEEN043](#) analysing and evaluating how similar themes, ideas or concepts are treated in different texts.

[ACEEN057](#) analysing and evaluating how different texts represent similar ideas in different ways.

ENGLISH – UNIT 4

[ACEEN060](#) undertaking close analysis of texts.

[ACEEN061](#) examining how each text relates to a particular context or contexts.

[ACEEN062](#) comparing the contexts in which texts are created and received.

[ACEEN065](#) exploring other interpretations and aspects of context to develop a considered response.

[ACEEN067](#) The ways points of view and values are represented.

[ACEEN068](#) the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text.

[ACEEN071](#) Synthesising ideas and opinions to develop complex argument.

[ACEEN076](#) Analysing and evaluating how different attitudes and perspectives underpin texts.

[ACEEN077](#) questioning the assumptions and values in texts.

[ACEEN078](#) identifying omissions, inclusions, emphases and marginalisations.

[ACEEN079](#) discussing and evaluating different readings of texts.

MODERN HISTORY – UNIT 2

[ACHMH047](#) Identify links between events to understand the nature and significance of causation, change and continuity over time.

[ACHMH053](#) Identify the origin, purpose and context of historical sources.


[ACHMH056](#) Analyse and account for the different perspectives of individuals and groups in the past.

[ACHMH058](#) Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.

[ACHMH070](#) The nature of the relationship of Indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers.

[ACHMH072](#) The nature of government policies and their impact on Indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination.





[ACHMH074](#) The economic, political and social challenges and opportunities Indigenous peoples have faced, including the role of cultural activity in developing awareness in society.

[ACHMH075](#) The achievements of Indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation.

[ACHMH076](#) The continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health.

[ACHMH081](#) The significance of international movements for change that supported the decolonisation process, for example the emerging recognition of the rights of Indigenous peoples, movements for international peace and cooperation, and the recognition of human rights.



Year 12 – Activity 4:

Curriculum links

ENGLISH – UNIT 1

[ACEEN007](#) evaluating the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts.

[ACEEN009](#) personal, social and cultural context.

[ACEEN014](#) using evidence-based argument.

[ACEEN019](#) questioning responses to texts.

ENGLISH – UNIT 2

[ACEEN028](#) the impact of language and structural choices on shaping own and others' perspectives.

[ACEEN029](#) the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media.

[ACEEN031](#) analysing changing responses to texts over time and in different cultural contexts.

ENGLISH – UNIT 3

[ACEEN049](#) how responses to texts and genres may change over time and in different cultural contexts.

[ACEEN050](#) Transforming and adapting texts for different purposes, contexts and audiences.

ENGLISH – UNIT 4

[ACEEN067](#) The ways points of view and values are represented.

[ACEEN071](#) Synthesising ideas and opinions to develop complex argument.

[ACEEN076](#) Analysing and evaluating how different attitudes and perspectives underpin texts.

MODERN HISTORY – UNIT 2

[ACHMH047](#) Identify links between events to understand the nature and significance of causation, change and continuity over time.

[ACHMH056](#) Analyse and account for the different perspectives of individuals and groups in the past.

[ACHMH070](#) The nature of the relationship of Indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers.

[ACHMH072](#) The nature of government policies and their impact on Indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination.

[ACHMH074](#) The economic, political and social challenges and opportunities Indigenous peoples have faced, including the role of cultural activity in developing awareness in society.

[ACHMH075](#) The achievements of Indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation.

[ACHMH076](#) The continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health.

[ACHMH081](#) The significance of international movements for change that supported the decolonisation process, for example the emerging recognition of the rights of Indigenous peoples, movements for international peace and cooperation, and the recognition of human rights.

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