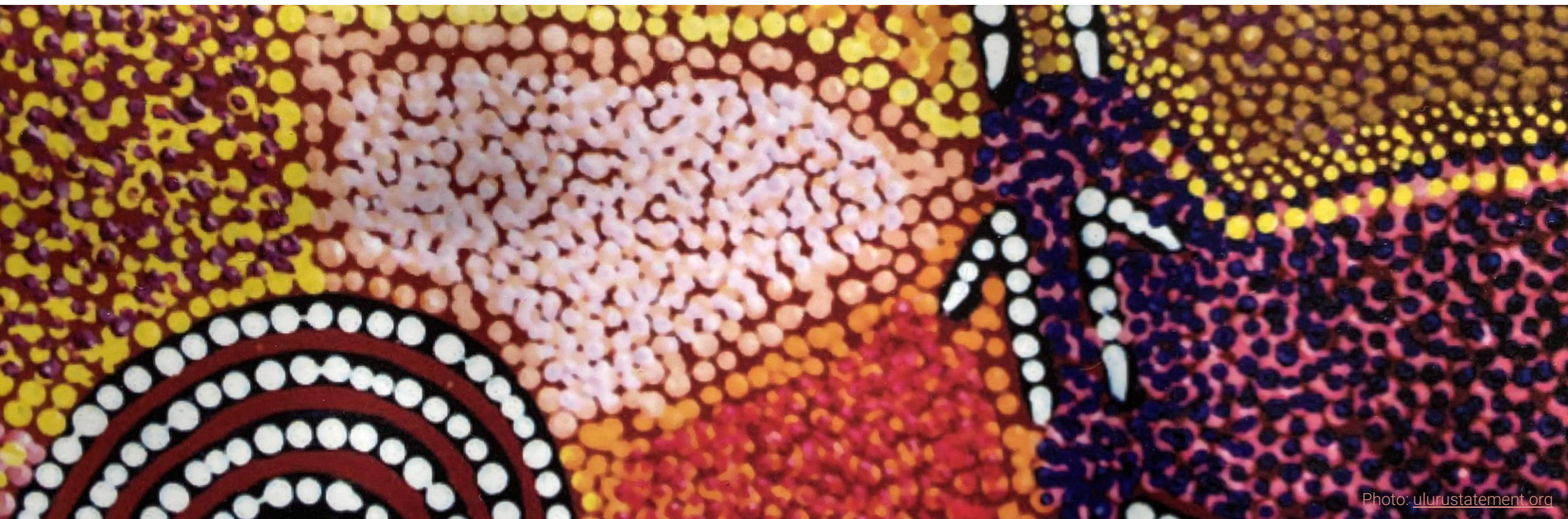


First Nations people are advised that this resource and external links may contain images, voices and names of people who have died.

VOICE, TREATY, TRUTH

Primary School Resource



Teacher's Notes

Voice, Treaty, Truth

HOW TO USE THIS RESOURCE

This resource focuses on three things that the Uluru Statement From the Heart calls for: Voice, Treaty, Truth. Other related resources, including about human rights issues faced by First Nations Peoples today, can be found [here](#).

The **Voice, Treaty, Truth PowerPoint slide deck** is intended as a **classroom presentation** to students. This accompanying **Teacher's Notes PDF** contains full **Curriculum Links** for each theme. It also identifies the stage of the **SEE – JUDGE – ACT – PRAY** learning inquiry cycle used in Caritas Australia's education resources. This reflection–action process was first used by a Belgian Catholic priest, Joseph Cardijn (who later became a Cardinal) with Young Christian Workers prior to the first World War. This approach was also recommended in the 1961 encyclical letter written by Pope John XXIII called *Mater et Magistra* (Mother and Teacher).

We use several terms when referring to Aboriginal and Torres Strait Islander People, including First Nations Peoples and First Australians. This choice is informed by the language of the Australian Curriculum and the preference of Caritas Australia's First Australian program partners.

It is our hope that you will take part or all of the slides and use them in a way that best suits your purposes. As such, the slides are editable so that the content, case studies and tools included in this resource remain flexible for teachers and students to use in classroom instruction, independent student research or presentations. If you do edit this presentation, please ensure content and photos from this resource remain with the appropriate credit to Caritas Australia and the photographers. (See the Copyright Notice in the 'Notes' section of this slide.)

This presentation is most useful in 'Presenter Mode' where slides can be seen alongside the content in the 'Notes' section.

We would love to hear from you! To send feedback, enquiries or comments, please email us as education@caritas.org.au

Stay up to date with events and resources! Teachers, subscribe to [Caritas Australia's Education e-newsletter](#)

This resource was updated in June 2023 by Dr Rebekah Pryor, Nicole Dobrohotoff and Christine Rhazi, Caritas Australia.

CURRICULUM LINKS

Content and Learning Tasks in this resource link to a range of Cross-curriculum Priorities, General Capabilities and Learning Areas of the [Australian Curriculum v9](#), including:

The **Aboriginal and Torres Strait Islander Histories and Cultures** cross-curriculum priority provides opportunities for all students to deepen their knowledge of Australia by learning about the world's oldest continuous living cultures. Through the Australian Curriculum, students learn that contemporary First Nations Australian communities are strong, resilient, rich and diverse.* Read more about this Cross-Curriculum Priority [here](#).

Intercultural Understanding encompasses the behaviours and dispositions that students need to understand what happens and what to do when cultures intersect. It involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity, and navigate intercultural contexts.* Read more about this General Capability [here](#).

Personal and Social Capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict.* Read more about this General Capability [here](#).

The Humanities and Social Sciences (HASS) are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future.* Read more about this Learning Area [here](#) and find relevant Curriculum Links to **History** and **Civics and Citizenship** throughout this resource.

Technologies enrich and impact on the lives of people and societies globally. They can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.* Read more about this Learning Area [here](#) and find relevant Curriculum Links to **Digital Technologies** throughout this resource.

*Source: [Australian Curriculum - Version 9](#)

Voice, Treaty, Truth

TEACHER'S NOTES

STUDENTS

Learning about challenges to the health, wellbeing and safety of others and our earth can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or trusted adult. They can share your concerns via our [website](#).



Do you have an idea for how Caritas Australia can improve our school resources? We would love to hear it! Please email education@caritas.org.au



SLIDE 3

Share this **complaints and feedback advice** with students before continuing with next slides:

Learning about challenges to the health, wellbeing and safety of others and our earth can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or trusted adult. They can share your concerns via our [website](#).

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SLIDE 4

Share this **content advice** with students before continuing with next slides:

First Nations people are advised that this resource and external links may contain images, voices and names of people who have died.

VOICE, TREATY, TRUTH

Primary School Resource



SLIDE 5

Introduce this resource by explaining its focus on the Uluru Statement From the Heart and the three key things it calls for: Voice, Treaty, Truth.

Explain how the presentation and activities follow the SEE – JUDGE – ACT – PRAY cycle that helps us not just to learn about an idea or issue but let it also guide our actions.

Image: Detail of the Uluru Statement From the Heart. Photo: ulurustatement.org

TEACHER'S NOTES

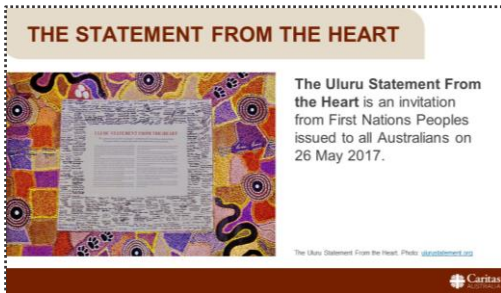


SLIDE 6

SEE – Understand the issue: Are we listening to the people most affected?

SEE – JUDGE – ACT – PRAY

Image: Pandanus weavings made by artists at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia



SLIDE 7

SEE – JUDGE – ACT – PRAY

Listen: The Uluru Statement From the Heart is an invitation from First Nations Peoples issued to all Australians on 26 May 2017.* Go to the [Uluru Statement website](#) and scroll down to listen Professor Megan Davis, member of the Referendum Council, reading the Uluru Statement From the Heart for the first time in history on the floor of the First Nations Constitutional Convention.

Investigate where The Uluru Statement was written, who created the artwork and who was involved in writing and signing it.

Curriculum Links: History F–2 [AC9HSFK01](#), [AC9HS1K01](#), [AC9HS1K02](#), [AC9HS2K01](#), [AC9HS2K02](#). Y 3–4 [AC9HS3K02](#), [AC9HS4K01](#), [AC9HS4K04](#). Y 5–6 [AC9HS5K02](#), [AC9HS5K03](#), [AC9HS6K02](#).

Source *[The Uluru Statement](#)

TEACHER'S NOTES

THE STATEMENT FROM THE HEART

The Statement calls for two things:

1. **A First Nations Voice**, written into the law of Australia so that First Nations communities always have a say in decisions, laws and programs that affect them.
2. **A Makarrata Commission**, to lead agreement-making and truth-telling about First Nations history.

▶ [Listen to the Statement From the Heart being read aloud.](#)

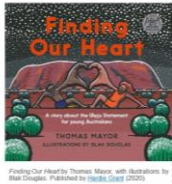


THE STATEMENT FROM THE HEART

The things the Statement calls for are often summed up in three words:

Voice. Treaty. Truth.

▶ [Learn more by seeing Thomas Mayor read his book, Finding Our Heart.](#)



SLIDE 8

SEE – JUDGE – ACT – PRAY

Listen to the Statement From the Heart being read aloud. Visit this [website](#) and scroll down to listen Professor Megan Davis, member of the Referendum Council, reading the Statement From the Heart for the first time in history on the floor of the First Nations Constitutional Convention.

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#).

SLIDE 9

SEE – JUDGE – ACT – PRAY

See Thomas Mayor read his book, [Finding Our Heart](#).

Discuss:

- The author says that his book is “For the children who will teach us how to find our collective heart.” What do you think the author means by “collective heart”?
- Where is “the heart of the nation”?
- How will you share what you’ve learnt about The Uluru Statement From the Heart with others in your family, friendship circles and school community?

Curriculum Links: Aboriginal and Torres Strait Islander histories and cultures, [Intercultural Understanding](#). Y 3–4 [AC9E3LE01](#), [AC9E4LE01](#). Y 5–6 [AC9E5LE01](#), [AC9E6LE01](#).

Source *[The Uluru Statement – Education – FAQs](#)

TEACHER'S NOTES



SLIDE 10

JUDGE – Reflect in light of CSTs: Are Gospel values being upheld or denied?

SEE – **JUDGE** – ACT – PRAY

Image: Pandanus weavings made by artists at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia

SLIDE 11

SEE – **JUDGE** – ACT – PRAY

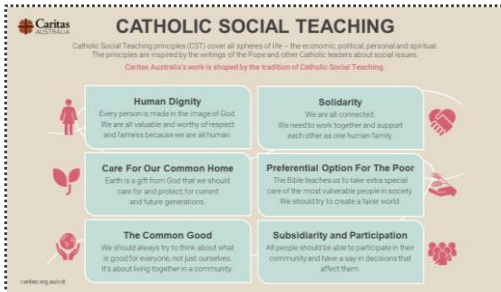
Explore the Catholic Social Teaching principles of Participation and Subsidiarity using this slide or watch [this short film explaining the principles](#).

Discuss:

- What do you think the phrase 'Nothing about us without us' means?
- Why is the participation of First Nations Peoples in decision-making important?

Go further: For more on Catholic Social Teaching principles and how they related to Caritas Australia's work in social and ecological justice, explore our [CST Toolkit](#), which includes learning sequences for Primary and Secondary students.

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#), [Civics and Citizenship](#), [Ethical Understanding](#), [Personal and Social Capability](#)



TEACHER'S NOTES



SLIDE 12

SEE – **JUDGE** – ACT – PRAY

VOICE

Play an active listening game, such as ‘True or False?’. Choose 2 students to read out a list of true and false statements (such as those listed below) relating to content already covered. Have the rest of the class indicate whether they think they are true or false by moving to the front of the room if they think it is true, or the back of the room if they think it is false. Use statements like:

- Uluru is a place in New South Wales. FALSE: *It's in the Northern Territory!*
- Australia's First Nations Peoples form the world's oldest living cultures. TRUE: *First Nations Peoples have occupied the continent we now call Australia for more than 60,000 years.*
- The Statement From the Heart was written and signed by one person. FALSE: *"In May 2017, over 250 Aboriginal and Torres Strait Islander Delegates from all points of the Southern Sky gathered in Mutitjulu in the shadow of Uluru and put their signatures on a historic statement."* [Source](#)
- The colours of the Aboriginal flag are black, blue and yellow. FALSE: *The colours of the Aboriginal flag are black, red and yellow. The Torres Strait Islander flag is green, blue, black and white.*
- The things the Statement calls for are often summed up in three words: Voice. Treaty. Truth. TRUE: *The Statement calls for a First Nations Voice to be written into law and a Makarrata Commission that focuses on agreement- or treaty-making and truth-telling.*

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#). Aboriginal and Torres Strait Islander histories and cultures. [Intercultural Understanding](#).

Image: Janice, a proud Wagilak woman, guides a group of students through the Djilpin Arts museum. Janice is an arts worker. She performs traditional dances, leads guided tours of the art collection and works in the art shop. She is committed to sharing her stories and knowledge with younger generations, to keep her culture strong. Photo: Richard Wainwright/Caritas Australia

TEACHER'S NOTES

VOICE

A First Nations Voice written into the law of Australia means First Nations people and communities always have a say in decisions, laws and government programs that affect them.

Why is a First Nations Voice important?
List as many reasons as you can think of.



Supported by Aboriginal Catholic Foundation, members of the Kooragang community work together to decide on the core benefits of coal burning for their Country. Photo: Richard Young/Catholic Australia

Caritas AUSTRALIA

SLIDE 13

SEE – **JUDGE** – ACT – PRAY

Discuss:

- Why is it important to be able to use your voice and have your voice heard?
- Why is a First Nations Voice important? List as many reasons as you can think of.
- How will a First Nations Voice help First Nations People to better participate in decisions that affect their lives?

Note to Teachers: Deepen your own understanding of what a First Nations Voice means by listening to First Nations educators working in Catholic schools across Australia, featured in this [short video from Australian Catholic Magazine](#) and/or by exploring NATSICC's new website www.indigenousvoice.church, which includes [activities and resources](#) such as Youth Activities, Kitchen Table Conversations, CSTs for the Journey and The Voice Prayer.

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#). Aboriginal and Torres Strait Islander histories and cultures. [Intercultural Understanding](#).

TEACHER'S NOTES



SLIDE 14

SEE – **JUDGE** – ACT – PRAY

TREATY

Design a classroom agreement. Divide students into small groups, giving each group three different coloured pieces of paper (e.g. yellow, green, pink). Have them discuss and decide on three things they think are important to make their classroom a safe, fair and fun place for everyone to be. Have students write these down on three different coloured pieces of paper (e.g. yellow=safety, green=fair, pink=fun). Once done, invite each group to stick their three ideas on the classroom wall or board, grouping all the yellow ideas together, all the green ideas together, all the pink ideas together. Allow students to read one another's ideas. Then reflect together:

- Was it easy or difficult for your small group to decide which three ideas were most important?
- Looking at the whole class's collection, are there any ideas that are the same or similar? If so, place them on top of each other.
- How many ideas can we all agree on?

Once you settle on an agreed set of ideas to ensure your classroom is a safe, fair and fun place for everyone to be, decide if, as a class, you should commit to putting these ideas into practice. (You could decide on trying it for one day, week or term.) Decide by inviting each student to vote for or against the idea. (You can do this via a show of hands or by having students write their vote down.)

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). **Y 5–6** [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#).

Image: Tereesa (second from right) talks with four of the Elders at Baabayn Aboriginal Corporation, who established Baabayn as a place of healing, connection and belonging for First Nations Peoples in Western Sydney. Tereesa was part of the Young Mums and Bubs program. Photo: Richard Wainwright/Caritas Australia

TEACHER'S NOTES

TREATY

A **treaty** is an agreement.

Makarrata is a Yolngu word for treaty or agreement-making. It is about people or groups coming together after a struggle to acknowledge and heal past wrongs.

Truth-telling is a first step in healing and agreement-making.



Gathering of Caritas Australia staff members and First Australian Program partners in Cairns, 2022. Photo: Tim Laver/Caritas Australia

SLIDE 15

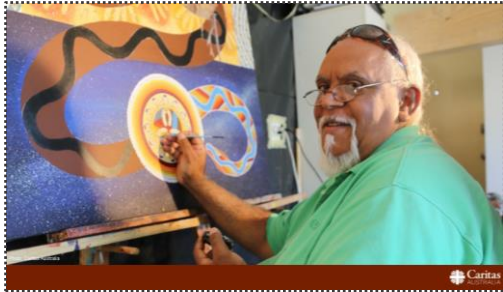
SEE – **JUDGE** – ACT – PRAY

Discuss:

- Think about the decisions you get to participate in, at home, in the classroom, in the playground.
- How does it feel when you work with others to decide what your family, class or friendship group does? How does it feel when you are left out of the decisions that affect you?
- Making and keeping agreements you make with others takes courage and trust. Sometimes, it can be hard to agree on things, especially when people have done the wrong thing, broken others' trust or caused them pain. How can talking about the truth help?

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#). Aboriginal and Torres Strait Islander histories and cultures. [Intercultural Understanding](#).

TEACHER'S NOTES



SLIDE 16

SEE – **JUDGE** – ACT – PRAY

TRUTH

Explore the idea of freedom by asking students to finish this phrase: “When I... I feel as free as a bird.” Ask what makes that experience or action feel freeing. Are there any commonalities in students’ responses? Start to build a word cloud to define ‘freedom’.

Reflect on what Jesus said to those who followed him: “If you stick with this, living out what I tell you, you are my disciples for sure. Then you will experience for yourselves the truth, and the truth will free you.” (John 8:31-32, *The Message*)

Much later, Paul, one of Jesus’s followers, wrote: “God wants us to grow up, to know the whole truth and tell it in love—like Christ in everything.” (Ephesians 4:15, *The Message*)

Discuss:

- What does it feel like when you’re not sure if something is true?
- How can the truth make people feel free?
- What difference does love make to speaking and hearing truth?
- Think about what you know so far about the histories of Australia’s First Peoples. How might truth and love help in healing hurts and helping all Australians to get along better?

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#). [Intercultural Understanding](#).

Image: Kinchela Boys Home survivor Uncle Richard Campbell, #28, working on his painting about The Good Samaritan. Photo: Nicole Clements/Caritas Australia

TEACHER'S NOTES

TRUTH

Truth-telling is a way for First Nations Peoples to record how Australia's history and past actions have impacted them and continue to affect them today.

It is also a way for First Nations Peoples to reconnect with their cultures, languages and communities.



SLIDE 17

SEE – **JUDGE** – ACT – PRAY

Discuss:

- Why is a First Nations Voice important? List as many reasons as you can think of.
- How will a First Nations Voice and a Makarrata Commission help First Nations People to better participate in decisions that affect their lives?

Learn more about Australia's Stolen Generations, guiding your upper primary students through this difficult part of our nation's history and ongoing story with our [Stolen Generations – Upper Primary resource](#).

Note to Teachers: Go further by purchasing a syllabus package or lesson plans developed by Caritas Australia's First Australian Program partner Kinchela Boys Home Aboriginal Corporation (KBHAC) and available to order directly from their website. Visit [KBHAC Education Resources page](#) for more information.

Curriculum Links: Civics and Citizenship F 3–4 [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). Y 5–6 [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#). Aboriginal and Torres Strait Islander histories and cultures. [Intercultural Understanding](#).

SLIDE 18

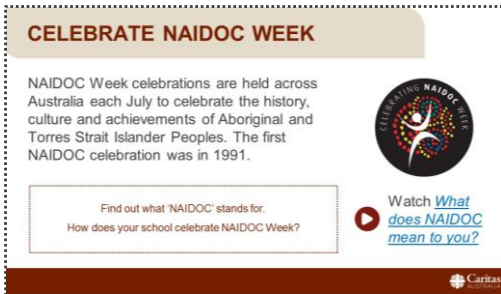
ACT – Respond with compassion: What can we do to serve those most in need?

SEE – JUDGE – **ACT** – PRAY

Image: Pandanus weavings made by artists at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia



TEACHER'S NOTES



SLIDE 19

SEE – JUDGE – **ACT** – PRAY

Discuss this year's NAIDOC Week theme. How will your school celebrate Aboriginal and Torres Strait Islander cultures during NAIDOC week? How could your school act in solidarity with First Nations Peoples throughout the year? Start a plan for your school.

Learning Task: Digital Exhibition

Create a Digital Exhibition around your school. Create and display QR codes that feature information on Australia's First Nations Peoples and Cultures. Use photographs, recordings of your own or videos or interactive images. Feature Dreaming stories from [Dust Echoes](#) and stories of change, using Australian [case studies from our School Resources page](#).

Plan where you will place the QR codes, for example, near some native Australian plants, Aboriginal or Torres Strait Islander art, a sacred space or garden?

Invite members of your school or community to download a QR code scanner on their device and enjoy the exhibition by exploring the school grounds.

Curriculum Links: Aboriginal and Torres Strait Islander histories and cultures, [Intercultural Understanding](#). **Civics and Citizenship F 3–4** AC9HS3K06, AC9HS3K07, AC9HS4K07, AC9HS4K08, AC9HS4K09. **Y 5–6** AC9HS5K06, AC9HS5K07, AC9HS6K06. **Digital Technologies F** AC9TDIFK01. **Y 1–2** AC9TDI2K01, AC9TDI2P04, AC9TDI2P05. **Y 3–4** AC9TDI4P01, AC9TDI4P03. **Y 5–6** AC9TDI6P01, AC9TDI6P04, AC9TDI6P07, AC9TDI6P08.

Image: www.naidoc.org.au

Voice, Treaty, Truth

TEACHER'S NOTES

LEARN ABOUT CARITAS AUSTRALIA'S WORK WITH FIRST AUSTRALIANS

Too many of our Aboriginal and Torres Strait Islander brothers and sisters live with ongoing and extensive injustice. Some of the ways we work with our partners include improving health and training in business and leadership. We are working together with First Australians so they decide their own solutions and future.



Learn about the work Caritas Australia and our First Australian partners are doing.

*Aboriginal and Torres Strait Islander viewers are advised that this video may contain images and voices of people who have died.



SLIDE 20

SEE – JUDGE – **ACT** – PRAY

Watch Caritas Australia's [Programs Snapshot: First Australians](#) video. You might also like to explore our other related resources, including about human rights issues faced by First Nations People today. These can be found on our [Resources page](#).

Why does Caritas Australia use the term 'First Australians'? In 2012 a Bill was introduced into the Federal Parliament for an Act to provide for the recognition of Aboriginal and Torres Strait Islander Peoples. The Bill states "The Parliament, on behalf of the people of Australia, recognises that the continent and the islands now known as Australia were first occupied by Aboriginal and Torres Strait Islander peoples".

At Caritas Australia, the name change has been requested by our Aboriginal and Torres Strait Islander Partners who feel that the term 'Indigenous' is a generic term and does not express their unique belonging to the country in which our organisation is based.

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures](#). [Intercultural Understanding](#).

TEACHER'S NOTES

LEARN MORE

Did you know that Australia's First Nations Peoples form the world's oldest living Cultures? This is one of many things to celebrate!

Learning more about the **challenges** First Nations Australians continue to face is also very important.

Investigate what the phrase 'closing the gap' means. Why is this important? What difference could it make?



First Australian Rangers manage fires in the arid landscape greenhouse gas emissions. Photo: Richard Wainwright/Caritas Australia

Caritas Australia

SLIDE 21

SEE – JUDGE – **ACT** – PRAY

Investigate: As a class, investigate what the phrase 'closing the gap' means. Why is this important? What difference could it make?

Go further: When First Nations Peoples lead and participate in decisions that affect them, they are able to use their strengths to come up with great solutions to the challenges they face. It also helps their Culture and communities to grow strong and healthy. This is subsidiarity and participation in action! Use Caritas Australia's [CST Toolkit](#) to understand the Catholic Social Teaching principles of Subsidiarity and Participation. Invite students to consider how these ideas in practice help contribute to positive and just outcomes for First Nations Peoples.

Curriculum Links: Aboriginal and Torres Strait Islander histories and cultures. Intercultural Understanding. **Civics and Citizenship F 3–4** [AC9HS3K06](#), [AC9HS3K07](#), [AC9HS4K07](#), [AC9HS4K08](#), [AC9HS4K09](#). **Y 5–6** [AC9HS5K06](#), [AC9HS5K07](#), [AC9HS6K06](#).



SEE
JUDGE
ACT
PRAY

Caritas Australia

SLIDE 22

PRAY – Shaping the reflection-action process through faith: What are the concerns of my heart?

SEE – JUDGE – ACT – **PRAY**

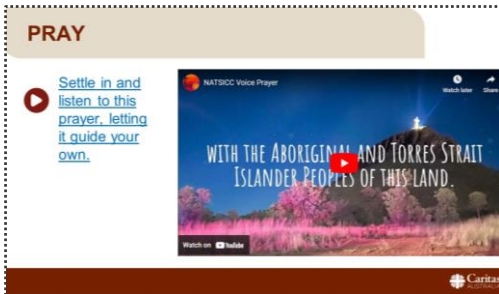
Reflect on all you have learnt and celebrated about First Nations Peoples and cultures.

Invite students to write their own prayers of gratitude and celebration of Australian First Nations Peoples and intercessions about the challenges First Nations Peoples continue to face and the journey of reconciliation that they and all Australians share together. Finally, gather your thoughts and intentions together with the NATSICC Voice Prayer (find the link on Slide 23).

Image: Pandanus weavings made by artists at Djilpin Arts. Photo: Richard Wainwright/Caritas Australia

Voice, Treaty, Truth

TEACHER'S NOTES



SLIDE 23

SEE – JUDGE – ACT – **PRAY**

Pray this prayer, written and produced as [a short video by the National Aboriginal and Torres Strait Islander Catholic Council \(NATSICC\)](#). Use it with your students as a way of expressing your collective commitment to keep learning about, celebrating and standing in solidarity with First Nations Australians.

Curriculum Links: [Aboriginal and Torres Strait Islander histories and cultures.](#) [Intercultural Understanding.](#)



**END POVERTY
PROMOTE JUSTICE
UPHOLD DIGNITY** 

+ Thank You ✱



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