

Our Healing. Our Future.



HealingFoundation
Strong Spirit • Strong Culture • Strong People

BONUS ACTIVITY: A FIRST NATIONS VOICE TO PARLIAMENT (60 MINUTE ACTIVITY)

Year 11

Students will explore the impacts of the Australian Constitution on Aboriginal and Torres Strait Islander peoples, and the steps they've taken forward since it took effect. Students will be presented with perspectives of having a 'First Nations Voice to Parliament' and provide their own critical analysis.

Creating culturally safe spaces in your classroom

- Watch Video: [The Story of The Healing Foundation](#)
- Read: The Healing Foundation's '[Preparing your classroom](#)'. This fact sheet aims to provide teachers with some general information to help you prepare for lessons and includes an overview about:
 - The Stolen Generations
 - Trauma in an Aboriginal and Torres Strait Islander context
 - Cultural safety in the classroom.
- Read: Tips teachers can use when talking about racism ([article](#)).

Recap that at any time if students need to talk about their feelings regarding the subject matter the school has support in place.

Share perspectives and opinions in a safe and respectful way.

Debrief at the end of every lesson.

Additional reading for further context: [Joint Statement](#) by The Healing Foundation, Gayaa Dhuwi (Proud Spirit) Australia and 13YARN.

Curriculum links

- Explaining the relationship between purpose and context ([ACEEN021](#))
- Analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences ([ACEEN024](#))
- Using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences ([ACEEN032](#))



Resources

- [The Uluru Statement from the Heart](#)
- [The Voice](#)
- [Referendum on an Aboriginal and Torres Strait Islander Voice](#)
- Watch Video: [History is calling](#)
- Watch Video: [Aboriginal and Treaty Rights in Canada's Constitution](#)

Extra Resources/Further Reading

- [The Australian Constitution](#)
- [The Australian Constitution in focus](#)
- [Discussion Paper on Constitutional Recognition of Aboriginal and Torres Strait Islander Peoples](#)
- [About Constitutional Recognition](#)

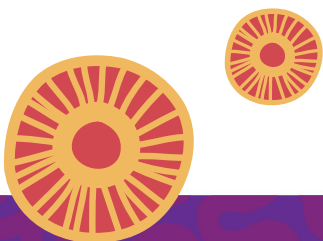
Lesson

INTRODUCTION

- Has anyone heard of the Uluru Statement from the Heart? Discuss.
- Share the Uluru [Statement](#) from the Heart to class: Either scroll down web page reading the Statement out loud, or scroll to the bottom and read the statement in full.
- Discuss as a class:
 - What is the purpose of this Statement?
 - What stood out to you?
- Discuss and explain the social, moral, and ethical issues that have been presented in the Uluru Statement from the Heart.

INVESTIGATION

- What is the [Australian Constitution](#)?
- Share with the class [The Australian Constitution in focus](#).
- Watch Video: [History is calling](#)
- Discuss as a class:
 - Why do you think it is important to have a First Nations voice?
 - Who makes the decisions about Aboriginal and Torres Strait Islander people, in consideration of their needs, vision and communities?
 - Who should?
- Watch Video: [Aboriginal and Treaty Rights in Canada's Constitution](#)
 - Now, what was the main idea of this video?
 - What was similar in both videos?
 - What was different?
- Ask students to explore, unpack and analyse their own thoughts, feelings and questions in groups.



GOING FURTHER (OPTIONAL: FOR THOSE WISHING TO EXTEND ON CONTENT)

On the 23 March 2023 the Parliament unanimously passed through the Senate the legislation for provisions of the referendum. The legislation to alter the constitution was introduced on 30 March 2023. The Voice referendum will be held between October to December 2023.

- Ask students to prepare a presentation in groups of 3-4, on a chosen (or teacher delegated) perspective of 'The Voice to Parliament' that speaks to them. Students can present this as spoken word, as a slideshow or as a vlog, advertisement or poster. 200-300 words.
- Get students to present this to the class.

CONCLUSION/DEBRIEF

- Discuss group reflections. Prompting question might be: What challenges to the group work were observed (if any)? What responses were observed as groups presented?
- Reflect on these statements:
 - "When we have power over our destiny our children will flourish".
 - "They should be our hope for the future".
- What learnings or insights do students have after the presentations, or from learning more about the 'Uluru Statement from the Heart'?

