

**Scott Darlow Presentations – Curriculum Connections**

**Lesson 6 – Presentation – First Nations’ Protests**

Singer Songwriter and Aboriginal presenter, Scott Darlow, discusses some of the history of First Nations peoples protesting as they call for equal rights. This includes information about the *Cummeragunja* mission walk off. Scott also interviews Aunty Francis Briggs who was part of this historical protest.

This presentation runs for 22 minutes and is filmed on country in Yorta Yorta.

While watching Scott discussing the First Nation’s peoples who fought for the same rights that white Australia had access to, teachers can make connections to past and current protests relating to equality. In particular the Black Lives Matter protests in Australia and around the world.

This lesson is approachable for Years 7-11 and below are some examples of where it can connect to areas in the Australian and Victorian Curriculum.

**ACARA General Capabilities:**

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

* Ethical Understanding

In the Australian Curriculum, students develop [ethical understanding](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ethical-understanding/) as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. It does this through fostering the development of ‘personal values and attributes such as honesty, resilience, empathy and respect for others’, and the capacity to act with ethical integrity, as outlined in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008, p. 9).

Processes of inquiring into ethical issues include giving reasons, being consistent, finding meanings and causes, and providing proof and evidence. Interrogating such concepts through authentic cases such as global warming, sustainable living and socioeconomic disparity can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.

As students engage with the elements of Ethical Understanding in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of questions drawn from varied contexts in the curriculum.

**Victorian Curriculum Subject Areas**

This lesson on First Nations’ protests fits nicely into a study of History, especially conflict.

For example, [Australian history](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/introduction/rationale-and-aims) is taught within a world history approach. This equips students for the world in which they live and enhances students’ appreciation of Australian history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia’s position in the Asia-Pacific region, and our global relationships. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their culture. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

**Questions, and Extension Activities**

**Questions:**

1. Aboriginal Rights and Protests – List and explain 3 protests (one in Australia and two from other countries) that involve Indigenous or minorities fighting for equality.
2. History – Do some research on Australian Aboriginal Missions. Find one that was close to where you live and explain what they were for, and what type of things were given, and **not** given to, or taken away from Aboriginal people living there?
3. History – Compare what happened at *Cummeragunja* with a contemporary example. What change happened then, and what change is still needed now?