

**Scott Darlow Presentations – Curriculum Connections**

**Presentation – National Reconciliation Week**

Singer Songwriter and Aboriginal presenter, Scott Darlow, explains the history and significance of National reconciliation week and ‘Sorry Day’.

There are **two presentation**s – one runs for 9 minutes and pairs well with Scott’s Lesson on Connection to Country (Lesson 5), which is worth presenting to students during Reconciliation week during an Assembly. The second presentation is longer (29 minutes) and is a perfect stand-alone lesson during class time, with follow up questions and reflections.

The following link to a 5 minute ABC report on the 20th anniversary of the walk for reconciliation (bridge walk) may also be useful in conjunction with Scott’s presentations.

<https://www.abc.net.au/btn/classroom/bridge-walk-anniversary/12272786>

While watching Scott discuss the importance of Reconciliation and its history, as teachers we can see the curriculum connections to History, as well as some of the General Capabilities.

**Success Criteria**

* Students recognise and respect the continuing connection that Aboriginal and Torres Strait Islander peoples have to Country.
* Students think critically about the distinct roles that equality and equity play in generating inclusivity.
* Students have increased awareness of the historical and contemporary significance of a day or week of national significance in the context of reconciliation in Australia.
* Students develop an understanding of the lived experiences of Aboriginal and Torres Strait Islander peoples since colonisation.

**ACARA General Capabilities:**

[General capabilities](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/learning-continuum/?isFirstPageLoad=false&element=Inquiring+–+identifying%2C+exploring+and+organising+information+and+ideas&level=Level+6)

* **Intercultural Understanding**

For example - In the Australian Curriculum: Humanities and Social Sciences, students develop intercultural understanding as they learn how to build discipline-specific knowledge about history, geography, civics and citizenship, and economics and business.

Students study the lives, cultures, values and beliefs of people within and beyond their familiar world, coming to recognise their similarities with other people, and to better understand their differences. As they investigate the interconnection between diverse people and places and the meaning and significance that places hold, they come to appreciate how various cultural identities, including their own, are shaped. They consider how factors such as group membership, traditions, customs and religious and cultural practices shape people’s identity and impact on civic life, past and present.

Students explore how people interact across cultural boundaries and the notion of citizenship, the contribution of diverse cultural influences through migration and media, and the critical role of shared beliefs and values in an evolving Australian identity. This includes learning about the origins and development of Australia’s national identity and the forging of its cultural heritage. Students recognise the significance of Aboriginal and Torres Strait Islander Peoples’ histories and cultures, past and present.

**Victorian Curriculum Subject Areas**

This short presentation on Reconciliation fits into many subject areas throughout Humanities and Social Sciences. Below is an example for History.

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.

### Aims

History aims to ensure that students develop:

* interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
* knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
* understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change,  analysing cause and effect and determining historical significance
* capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

**Questions, and Extension Activities**

**Questions:**

* 1. What is the significance of Eddie Mabo’s land right’s case for all Indigenous Australians?
  2. What is the ‘bridge walk’ and when did it happen?
  3. Who said ‘sorry’ to the Stolen Generation and why?
  4. What do you believe could change in the way Australia as a whole demonstrates their understanding of ‘sorry’?

**Extension Activity:**

* Research (in-depth) either Kevin Rudd’s apology, or the ‘bridge walk’ and provide a 400-500 word explanation.