YEARS 3–4

# What Is Reconciliation

Name / chosen name: _____

Reconciliation involves learning shared histories and building respectful relationships between Aboriginal and Torres Strait Islander peoples and other Australians. National Reconciliation Week is held from 27 May to 3 June.

The 1967 referendum changed two parts of the Australian Constitution; it did not first give Aboriginal people the vote. In 1992 the Mabo decision rejected terra nullius and recognised native title. These are different milestones. Learning accurate history helps respectful discussion.

**1. What is one idea supported by the text?**

**2. Which distinction helps prevent a misunderstanding?**

**3. Name a respectful way to continue learning.**

Sources: Reconciliation Australia — National Reconciliation Week · National Museum of Australia — 1967 referendum · National Museum of Australia — Mabo decision

YEARS 5–6

# Reconciliation Milestones

Name / chosen name: _____

Put the cards in time order by writing 1–4, or cut and arrange. “Today” is an ongoing period, not a single dated event.

**1992** · The Mabo decision rejects terra nullius and recognises native title.
Order: _____

**1967** · The referendum changes federal law-making power and removes a population-counting exclusion.
Order: _____

**Today** · Reconciliation includes relationships, respect and learning shared history.
Order: _____

**1996** · National Reconciliation Week begins.
Order: _____

The 1967 referendum did not first give Aboriginal people the vote. Mabo did not give automatic land ownership to every First Nations person.

**1. One question about a milestone**

Sources: NAIDOC — history · National Museum of Australia — 1967 referendum · National Museum of Australia — Mabo decision · Reconciliation Australia — National Reconciliation Week

FOUNDATION–YEAR 6

# Respectful Listening Cards

Name / chosen name: _____

Choose a card, answer with a fictional example or pass. Listen respectfully. An educator facilitates the discussion.

**1.** What helps someone listen without interrupting?

**2.** How can we ask without expecting personal stories?

**3.** What can we do when we do not know a fact?

**4.** How can we check whose perspective is in a source?

**5.** Why should we avoid asking one person to speak for everyone?

**6.** How can we show respect through an everyday action?

YEARS 5–6

# Shared History Source Detective

Name / chosen name: _____

Compare two educator-approved sources about an event question. Personal identity is not required. Do not invent quotations.

**1. Person, community or question**

**2. Source title, creator and website or publication**

**3. One supported fact**

**4. A second supported fact**

**5. How the source supports my claim**

**6. What I still need to check**

Sources: Reconciliation Australia — National Reconciliation Week

YEARS 3–4

# Learning About Country and Place

Name / chosen name: _____

Connection to Country can involve land, waters, culture, community and responsibilities. Aboriginal and Torres Strait Islander peoples are diverse, and local meanings and protocols matter.

Use local Traditional Owner or community sources where available. An Acknowledgement of Country and a Welcome to Country have different roles. Do not invent cultural words or expect a classmate to speak for a community.

**1. What is one idea supported by the text?**

**2. Which distinction helps prevent a misunderstanding?**

**3. Name a respectful way to continue learning.**

Sources: AIATSIS — Welcome to Country · AIATSIS — First Peoples of Australia