

Facilitator/Educator Resource Overview: Uluru Statement from the Heart – Social Justice Learning resource for Vinnies School Conferences

ABOUT THIS RESOURCE:

We developed this learning resource for two reasons (1) The Society of St Vincent de Paul NSW accepts the Uluru Statement from the Heart's invitation and is proud to support its calls for a National Voice to Parliament. We want to support the campaign by sharing our positioning with those within our networks – including Vinnies Secondary School Conferences and Social Justice Groups. (2) Further, The Uluru Statement From the Heart is a social justice campaign. Secondary School students may increase their social justice awareness by learning about this historic campaign and putting their awareness into action.

RECOGNITION FOR THIS RESOURCE:

This educational resource has been put together for secondary students who are affiliated with the St Vincent de Paul Society through their High School Conference work or Social Justice groups. However, the resource is free and available for anyone to use.

The information referenced for this resource is directly from the [Uluru Statement From the Heart](https://fromtheheart.com.au/education/#/) campaign website. We recommended visiting this site for further education and as the main source of truth regarding the statement.

We also recommend educators draw upon the learning resources from the Uluru Statement From the Heart campaign as the main source of truth. We encourage educators to review the following learning resource as an initial step to educate themselves and their students about the campaign:

Indigenous Constitutional Recognition through a Voice

<https://fromtheheart.com.au/education/#/>

The structure of this resource was further supported through offerings from Caritas Australia and Youth Off The Streets. This educational resource has been endorsed by members of the St Vincent de Paul Society Social Justice Network and the Society's Aboriginal Engagement Partner, and the Society's First Nations Network. For more information, please contact: youth.nsw@vinnies.org.au

We also recommend facilitators/educators view Dean Parkin's [Ted Talk with TEDxCanberra](#), Dean is a Quandamooka man from Minijerribah and provides a detailed overview of the story of the Uluru Statement From the Heart.

Uluru Statement From the Heart Social Justice Learning resource for Vinnies School Conferences	Duration: 3 hrs (including activities) We suggest you can complete these across 1-3 sessions, or a single session.	Stages 5 and 6
<p>Resource Overview:</p> <p>This social justice learning resource introduces students to the historic Uluru Statement From the Heart campaign, which calls for First Nations people to be recognised in the Australian constitution. Students will develop an understanding of the Statement and its story, as well as understand the Society of St Vincent de Paul's positioning in support of the Statement. All information is sourced and referenced directly from the Uluru Statement From the Heart and the From the Heart campaign.</p> <p>The Society of St Vincent de Paul NSW accepts the Statement's invitation and is proud to support its calls for an enshrined and protected National Voice to Parliament. This learning resource aligns with the St Vincent de Paul Society's Social Justice priorities and Reconciliation Action Plan.</p> <p>We suggest facilitating this learning at your earliest convenience as it will support the campaign and referendum. It would also suit being delivered with school social justice days and events (see curriculum links for in-class delivery).</p> <p>Frameworks referenced: The Australian Curriculum, Aboriginal and Torres Strait Islander Histories and Cultures ARACY, The Nest Wellbeing Framework for children and young people</p>		
Topics Covered		Suggested delivery method
1. Vinnies response to the Uluru Statement From the Heart.	Session 1 – use PPT	
2. Understanding the Uluru Statement From the Heart and its story.	Session 1 – use PPT and play embedded videos. Students use Uluru Statement student workbook to complete reflective questions (pages 1-5). Some questions are best answered after session 2.	
3. Understanding systemic racism and the referendum.	Session 2 – use PPT and play embedded videos. Students use Uluru Statement student workbook to complete reflective questions (pages 1-5).	
4. Vinnies Youth – support of the Uluru Statement.	Session 2 – use PPT and play embedded videos.	
5. Call to Action – what school social justice groups can do.	Session 2 – use PPT to introduce students to ways they can support the campaign. Students use page 6 in workbook to write a pledge of action. Session 3 – students reflect on their pledge from the last session and act. They can share their actions with our NSW Youth Team via youth.NSW@vinnies.org.au @nswvinniesyouth	

Facilitators/Educators can deliver the above content during a single session. Or, the content can be spread across 2-3 sessions. Facilitators may option to provide the student workbook as a Reflective homework activity. All talking points are within the PPT slides.

Additional supporting resources:

- STUDENT_HOW TO MEET PEOPLE WHERE THEY ARE (social justice activity, offer during session 2 or 3)
- STUDENT_PERSUASIVE LETTER PLANNING (social justice activity, offer during session 2 or 3)
- STUDENT_SCHOOL ACTIVITY FIRST AUSTRALIANS (social justice activity, offer as a separate activity to this one – suitable for younger year groups).

Resources to share with parents, caregivers, and students:

- SJ_ULURU STATEMENT EXPLAINER
- WHY VINNIES SUPPORTS THE ULURU STATEMENT
- SJ_ULURU-STATEMENT_RESOURCE-LIST

Curriculum Links

In stages 5 and 6, this resource has relevance to Aboriginal and Torres Strait Islander Studies, Australian History, Australian Politics and, and the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority

Curriculum learning areas:

- taking an Aboriginal viewpoint on history
- life prior to colonisation
- invasion contact and impact
- key policies and political movements
- significant roles in today's society

- relationships with place
- spiritually-based connection to Country
- knowledge and practices
- effects of invasion on people and environments
- inequalities in human welfare, sustainable development and human rights environmental management and regional economies
- customary law
- contemporary experiences of Australia's legal system
- identity