



'Walk The Talk'

THE LONG WALK EDUCATION PROGRAM

Years 9 & 10 | Unit 1 – Walks with a Purpose

Classroom Time:

Information - 120 minutes

Investigate and Act – teacher scheduled

Handouts

1. What are Human Rights?
2. Rights and Wrongs
- 3a. The Long Walk Jigsaw Reading Text 1
- 3b. The Long Walk Jigsaw Reading Text 2
- 3c. The Long Walk Jigsaw Reading Text 3
4. The Long Walk Note Taking Guide
5. Task and Assessment Rubric

Other Resources

1. The 'Walks with a Purpose' Multimedia Package walkthetalk.org.au
2. 'Walk the Talk' DVD

Background

WALKING

Walking is a powerful action that symbolises moving forward, but more fundamentally establishes an immediate and tangible connection directly, to the earth – a simple movement that holds considerable cultural significance.

Australians have a rich history of walking as a form of real social action to express their commitment as a community and as a nation. Traditionally, for literally tens of thousands of years, Aboriginal people travelled on foot throughout this continent on their ancestral lands. They did this for: social, economic, ceremonial, environmental and deep spiritual obligations – for self, for community, and for Country. Before European settlement, the land now known as Melbourne, where The Long Walk started, was a crossroad for several Aboriginal communities of the Kulin Nation. The Kulin Nation prospered over a vast area of many, many thousands of square kilometres, the region we today call the central Melbourne precinct was already an ancient location which had always served as a prominent social, political and ceremonial place for inter-community meeting and action by the Kulin for time immemorial.

This spirit continues today!



Walk the Talk is made possible with the support of Telstra Foundation and Portland House.



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Walking has also been at the centre of some of the most significant moments in Aboriginal and Torres Strait Islander history including:

William Barak's deputation walking from Healesville to Melbourne, Molly Craig's trek along the Rabbit-Proof Fence, William Cooper's walk in solidarity with the Jewish community, The Cummeragunja Walk-Off, The Pilbara Strike, The Freedom Rides, The Wave Hill Walk off, The Bicentennial March, Eddie Koiki Mabo's walk around Mer (Murray Island) and Michael Long's walk to Canberra.

They are all a part of a proud history of walking for change for Aboriginal and Torres Strait Islander people.

Objectives

Participating in this unit will assist students in achieving the following objectives.

Students will:

1. review Human Rights as outlined by the UN and summarise Human Rights infringements on Aboriginal and Torres Strait Islander communities
2. research a significant walk in Aboriginal and Torres Strait Islander history
3. present information about their researched walk in a format negotiated with the teacher.

NB: These activities are intended as a guide. Please adapt the content to suit your local context as appropriate.

Links to [Australian Curriculum](http://www.australiancurriculum.edu.au)
www.australiancurriculum.edu.au

Year 9 Curriculum Links

English

Literacy

[ACELY1811](#)

[ACELY1741](#)

[ACELY1744](#)

[ACELY1746](#)

[ACELY1747](#)

[ACELY1748](#)

History

Historical Knowledge and Understanding

[ACDSEH020](#)

Historical Skills

[ACHHS164](#)

[ACHHS165](#)

[ACHHS168](#)

[ACHHS170](#)

[ACHHS171](#)

[ACHHS172](#)

[ACHHS173](#)

[ACHHS174](#)

[ACHHS175](#)

Year 10 Curriculum Links

English

Literacy

[ACELY1754](#)

[ACELY1756](#)

[ACELY1757](#)

[ACELY1776](#)

History

Historical Knowledge and Understanding

[ACDSEH023](#)

[ACDSEH104](#)

[ACDSEH134](#)

[ACDSEH143](#)

Historical Skills

[ACHHS182](#)

[ACHHS183](#)

[ACHHS186](#)

[ACHHS187](#)

[ACHHS188](#)

[ACHHS189](#)

[ACHHS190](#)

[ACHHS191](#)

[ACHHS192](#)

[ACHHS193](#)



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Activities

Before completing these activities you should watch the 'Walk the Talk' DVD or participate in the School Visit. The DVD can be ordered at walkthetalk.org.au.

1. Revision

Review images of other walks from the School Visit/ DVD. (0:12:19)

Ask: What do you know about these actions?

1955 Rosa Parks - Montgomery Bus Boycott - USA

1963 Martin Luther King – Multiple Civil Rights Actions - USA

1930 Mahatma Gandhi - The Salt March - India

1890s to 1902 The Women's Suffrage Movement – Global

Ask: What Australian walks or marches do you know about or remember from the presentation?

1939 Cummeragunja Walk-off

1966 Wave Hill walk-off

1988 The Bicentennial Protest March

2000 Sydney Walk for Reconciliation

Students might also nominate more contemporary walks, e.g. 'Reclaim the Night', the 'Occupy' movement or the 'SlutWalk'.

Ask: What has been the common goal of these walks and actions?

Steer discussion towards Human Rights.

2. Students discuss 'What are Human Rights?'

This activity is best taught with access to computers.

Ask: What are Human Rights?

Students brainstorm then check against description at [Human Rights](#).

Complete Handout 1 as a class.

Ask: Which rights and freedoms do you value and care about?

If you had these rights and freedoms taken away from you what would you do about it?

What options would there be to make changes?

Which different rights and freedoms have Aboriginal and Torres Strait Islander people been denied since European settlement? Can you give examples?

Consider the information covered in the 'Settlement, Colonisation, Dispossession' section of the DVD (0:04:47) to enhance the discussion.

Find out specific laws and acts that stripped Aboriginal and Torres Strait Islander people of their Human Rights. Track the history at [The Australian Human Rights Commission](#).

Class responses are documented on Handout 2.

One powerful and peaceful way that Aboriginal and Torres Strait Islander people have advocated for and protested about their denial of rights and freedoms is through walks, walk-offs and protest walks.



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Handout 4 – The Long Walk Note Taking Guide

Name: _____

Name of Walk/Action: _____

	Information relevant to the walk chosen	References
Leader (Age, Gender, Occupation, Position in society, Background), other participants, time, place, purpose		
Human or civil rights being addressed		
Discrimination being challenged		



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Task: 'Walks with a Purpose' Presentation

Student: _____ Date: _____

Success Criteria		Developing	Accomplished	Excellent	Score (optional)
Points Earned (optional)		0 or 1	2	3	
Content	Background information Leader, participants, time, place, purpose	Information is minimal or inaccurate	Information gives general perspective of walk with accuracy	Information gives detailed account of walk with accuracy	
	Human or civil rights being addressed	Little or no connection made between walk and Human Rights	Human rights connections to walk clear and accurate	Human rights connections to walk are detailed and accurate	
	Historical and political context	Historical and political context mentioned briefly or not presented	Historical and political context outlined	Historical and political context discussed in detail	
	Obstacles and supports	Brief or no attention given to obstacles and supports	Major obstacles and supports outlined	Effects of obstacles and supports discussed in detail	
	Outcomes	Outcomes not described or not accurate	Outcomes described clearly with accuracy	Outcomes described clearly in past and present contexts	
	Information	Information is minimal, inaccurate or irrelevant	Information is accurate and relevant	Information is detailed with consistent accuracy and relevance	
	Sources	Sources not acknowledged. Work is plagiarised	2 or 3 sources used and acknowledged	A wide range of sources used and acknowledged	