



ZACH'S CEREMONY

AWAKEN THE WARRIOR WITHIN.

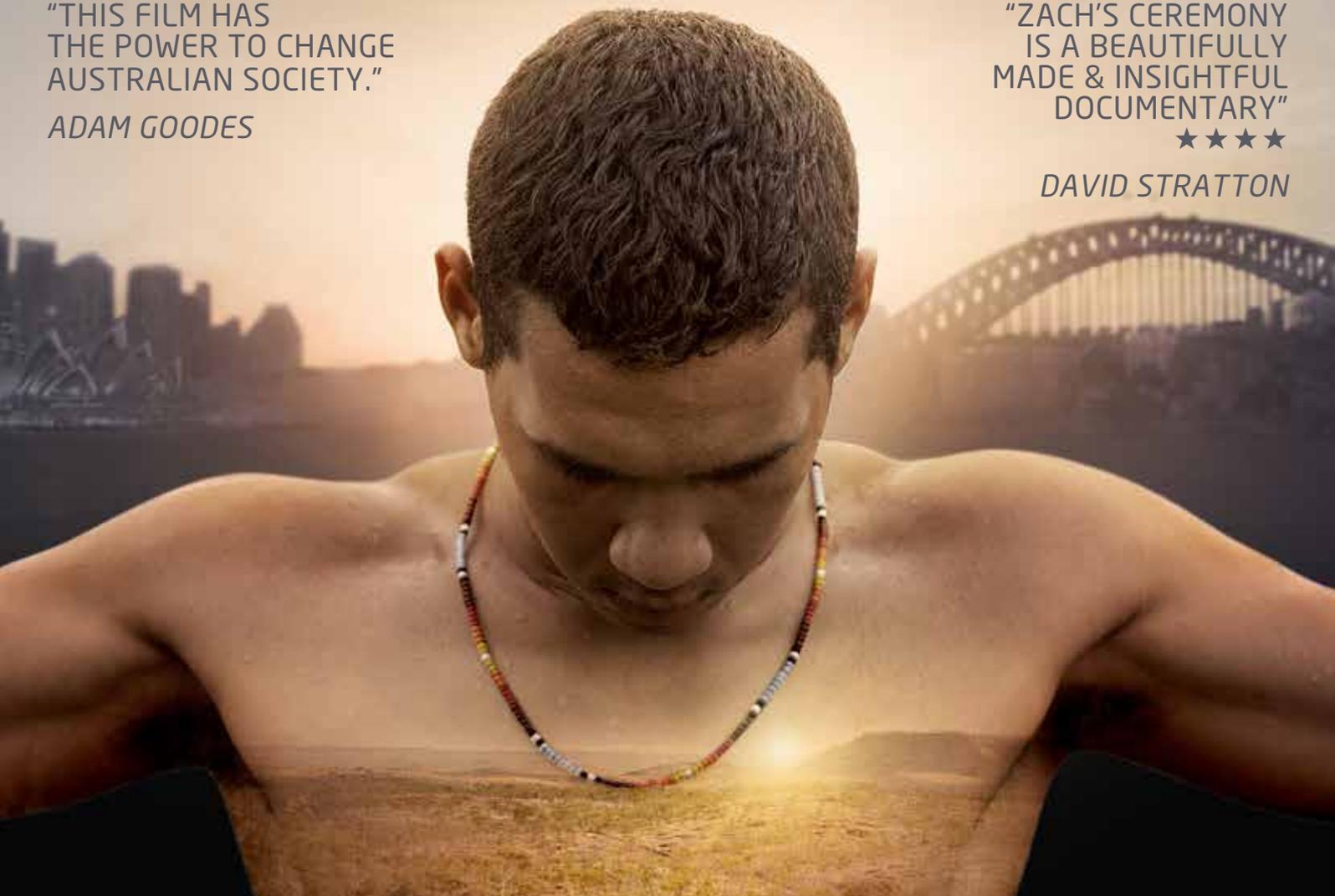
"THIS FILM HAS THE POWER TO CHANGE AUSTRALIAN SOCIETY."

ADAM GOODES

"ZACH'S CEREMONY IS A BEAUTIFULLY MADE & INSIGHTFUL DOCUMENTARY"

★★★★

DAVID STRATTON



ZACH'S CEREMONY
EDUCATION TOOLKIT

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SECTION ONE: INTRODUCTION

This section of the toolkit provides an overview of the film and how to use the toolkit in your school.

DIRECTOR'S STATEMENT

I'm a descendant from the Waanyi, Garawa and Gangalidda people of the Lower Gulf of Carpentaria, from a small Aboriginal community called Doomadgee near the QLD/NT border

I'm the Director, Producer and Creator of Zach's Ceremony but I'm also Zach's Dad. Zach's Ceremony is a film that's been close to my heart for a long time because it's one that I've always dreamt of making about my people.

The vision I had was to show the beauty of my culture to the world and how exotic and unique it is. I wanted to make a film that would appeal on an international level and resonate on a global scale. I realised that I could tell this story through the eyes of my son, so we could hopefully break down barriers and dispel some of those stereotypes.

I noticed when Zach was young that he was a pretty good communicator because he liked telling stories quite a bit and he was very proud of his culture. I thought I could use his communication skills to tell our story. So I decided to put a camera in front of him and let he do the talking. He actually loved being the centre of attention and it was such a personal story for us both. I wanted to follow him on his personal journey into the ancient right of Aboriginal manhood through our sacred initiation ceremonies. I had to respect it as well, because I wanted to stay true to our LORE and Culture plus show the important place ceremonies has in our society.

I get emotional every time I see the film because it's such a personal story to me, my son, my family, my wife, my kids and our tribe back up home, but it's a story that needed to be told. I had to address a lot of different issues in this film, I also wanted to give some possible solutions to our plight and one of them is going back to practicing culture, lore and ceremony, use this as our foundation, earn. The film is also a universal story about a boy coming of age and about the father and son relationship, we all can relate to that.

In Zach's Ceremony I'm really hoping to inspire not just Aboriginal men and women and young Aboriginal men and women, but inspire everybody across the board. I want people to dream big. I want to empower them with knowledge and empower them with knowing, where they come from and what they represent. Because with this knowledge as a foundation they can go on and succeed into today's society.

I also want to make sure that we help young men and women like my son Zach, to strive in this world from a place of strength and go on to achieve great things not just in Australia but around the world. Because their success is our success!

As Aboriginal Affairs and "The Tracks to Treaty" becomes the new national conversation, I believe Zach's Ceremony can play a big part in the narrative.

Alec Doomadgee, Director

September 2019

THE FILM

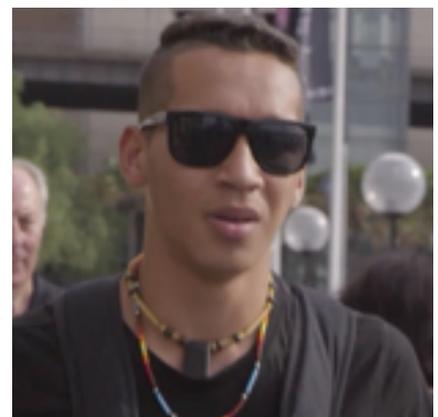
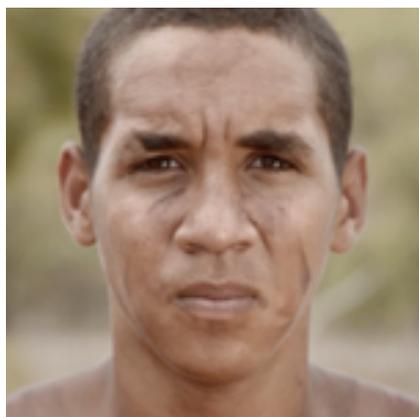
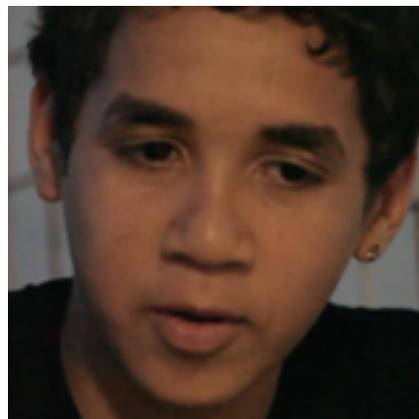
When we first meet Zach he is a bright, friendly 10-year-old boy who loves his dad, Alec. Zach talks excitedly about his upcoming initiation ceremony, a cultural obligation for his tribe and a vital part of his indigenous heritage. Zach yearns to be seen as a man in the eyes of tribal society and, more importantly, his father.

Complications arise as Zach enters adolescence and the pressures of his life mount. Zach feels too white to be accepted by his family and friends and too black for his inner-city peers. Combined with Alec's well intentioned but strict style of parenting, Zach snaps and starts to rebel.

Against the backdrop of Indigenous oppression, Zach's teenage experimentation and his violent reactions to racism lead the troubled youth to some dark places. Alec knows that without a true connection to his culture, Zach is lost. It's time for Zach to answer the call of his Elders, to take part in the ancient rite of passage and walk in the footsteps of his ancestors.

The Zach we meet at 15 is neither the bright-eyed boy nor the angry teenager. He's someone new, he's a boy who may finally understand what it means to become a man. He goes on a journey of discovery into ancient traditions that date back thousands of years and have been passed down through the generations. But is Zach ready to take on the responsibility of his tribe and family, or will he seek the easier but temporary answers of the modern world? Is Zach really ready to take this next step and awaken the warrior within?

Zach's Ceremony is an extraordinary, feature-length documentary captured over ten years that shows one boy's journey to manhood in a complex, emotionally driven story. Its themes are universal: that of family and connection, but also explores the fascinating and unique question of what it means to be a modern man belonging to the oldest living culture on earth.



WHY AN EDUCATION TOOLKIT

The Zach's Ceremony Education toolkit has been created by the [Foundation for Young Australians](#) (FYA) and the [Zach's Ceremony team](#) through a codesign process involving students, teachers and a range of community stakeholders from diverse backgrounds. [Reconciliation Australia's Narragunnawali team](#) were also consulted on the content of the toolkit.

It provides a unique opportunity for students by enabling them to:

- » Participate in an immersive learning experience, that extends beyond the classroom
- » View culture as a source of strength that supports individual and collective health and wellbeing
- » Build skills that make them enterprising, including:
 - » Creativity and innovation
 - » Confidence and agency
 - » Global citizenship and cultural intelligence
 - » Critical thinking and problem solving
 - » Communication and teamwork

We hope that the film and the Education Toolkit provides students with the knowledge and agency to become stewards of change in emerging generations. Generations that have a comprehensive understanding of Aboriginal and Torres Strait Islander histories and cultures, celebrate the richness of all living cultures and are better able to navigate an increasingly complex world.

USING THE TOOLKIT

The toolkit has been designed to provide a high level of flexibility so that you can tailor the program to fit your school context and time requirements. It has all the information and resources needed to ensure educators are equipped to show the film and facilitate meaningful conversations and activities. There are four learning modules all presented in the same way, starting with the learning overview followed by the resources overview. An overview of the Learning Model is provided at the start of Section 2 to guide you.

Curriculum mapping

The toolkit is mapped to the Australian curriculum (years 8-10) to ensure that the activities support classroom learning. The following key learning areas are covered:

- » The cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures
- » English
- » Humanities and Social Science
- » Civics and Citizenship
- » Health and Wellbeing

See Appendix 1 for the full mapping of the content to curriculum.

Principles for delivery of the toolkit

We strongly encourage teachers to watch the film in its entirety, together with the associated vignettes for each learning module, before showing them to the students. As the toolkit has been designed for experiential learning, we invite teachers to adopt the following principles when facilitating the toolkit, some or all of which you probably already use!

1. You are all in one team: 'Youth-led' means youth-adult equity in decision-making processes - working 'with', not 'to'. In practice this means teachers help out in ways that befits their role/experience. This could be as a facilitator and an assistant helper as required or as agreed by the whole team.
2. Experiential learning: Learning will be happening while the project is being developed and run. Teachers can help this learning by continually checking in with questions to assist analytical thinking and decision making by simply asking why? what? and how?
3. Validate students' experiences, insights and feelings: This doesn't mean agreeing with, but instead making sure that all young people feel safe to express themselves.
4. Challenge assumptions and critiques sensitively: Working in harmony with the validation principle, teachers can ask careful and considered questions and/or provide extra information to support young people's knowledge acquisition.
5. Encourage empathy: Move beyond sympathy for young people and the community to understanding why they feel how they feel. Modelling this behaviour will enable young people to adopt similar attitudes and behaviours, which are essential for engaging in social change.

Suggested classroom group agreements

The following group agreements are suggestions only. Each classroom is unique and therefore your own group agreements can reflect this — you may need to add or replace agreements as required.

1. Safe Space: The classroom is a safe space and any individual may opt out during the session if the themes are confronting
2. Be respectful: Show consideration for other members ideas and contributions
3. See strength in diversity: Each student and character are unique and add value
4. Have courage: Have the courage to share with the class
5. Be honest: Share with the class your true feelings towards any of the content
6. Challenge ideas (not people): When undertaking discussions, challenging a particular idea someone presents is encouraged, whereas personal criticism should be avoided
7. Deep listening: There are many dimensions to listening. Practice active listening by being curious and asking powerful questions

PERMISSIONS AND CONSENT

Waanyi Garawa and Gungalidda Elders and community in the Gulf of Carpentaria were consulted throughout the entire filming process and provided consent to film and circulate the material captured in the film. The material presented in the film refers to Customary Law that is considered secret and sacred. The film does not show any secret or sacred material that is not appropriate to share publicly. Aboriginal and Torres Strait Islander viewers are advised that this program may contain images and sounds that may relate to deceased persons

PRE SCREENING RESOURCES

The toolkit has been developed through a codesign process and encompasses the feedback from a diverse range of teachers and students. Teachers asked for cultural competency resources to help aide them in addressing some of the complex issues presented in the film. We have included links to resources developed

by Reconciliation Australia, Share our Pride and Narragunnawali: Reconciliation in Education, (below) which are comprehensive and adhere to the time requirements of teachers.

Cultural competency

The following resource from Reconciliation Australia's Share our Pride can be used in helping you better understand the perspectives of Aboriginal and Torres Strait Islander peoples; to guide your own self learning and allow you to feel comfortable in presenting and discussing complex themes in the classroom.

[Share Our Pride](#) takes you on an awareness journey by working through material in a particular order so that each chapter builds on the last.

Reconciliation Australia's Narragunnawali program supports all supports schools and early learning services in Australia to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, Cultures and contributions.

[Narragunnawali](#) (pronounced narra-gunna-wally) is a word from the language of the Ngunnawal people, Traditional Owners of the land on which Reconciliation Australia's Canberra office is located, meaning alive, wellbeing, coming together and peace.

Narragunnawali's [online platform](#) is free to access and provides practical ways to introduce meaningful reconciliation initiatives in the classroom, around the school and with the community. Through the Narragunnawali platform, schools and early learning services can develop a [Reconciliation Action Plan](#) (RAP), and teachers and educators can access [professional learning](#) and [curriculum resources](#) to support the implementation of reconciliation initiatives.

The following resources may be useful to build staff and student awareness and understanding of Aboriginal and Torres Strait Islander histories, cultures, and contributions, and to support the implementation of reconciliation initiatives:

Narragunnawali - Cultural competence for staff

Schools and early learning services should reflect on their current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures.

Narragunnawali - Cultural competence for students and children

The development of everyday programs that provide children and students with opportunities to build their knowledge and understanding of Aboriginal and Torres Strait Islander cultures can make curriculum decisions more meaningful and engaging. These opportunities will also help to reduce prejudice and increase respect for Aboriginal and Torres Strait Islander peoples.

A Guide to Using Respectful and Inclusive Language and Terminology

Using respectful and inclusive language and terminology is an essential component of reconciliation and strengthening relationships between Aboriginal and Torres Strait Islander peoples and the wider Australian community. The ways in which we speak about reconciliation are just as important as the ways in which we act towards it; language is itself active, and can impact on attitudes, understandings and relationships in a very real and active sense.

Talking about Indigenous Australians

In Australia we have two distinct cultural groups made up of Aboriginal and Torres Strait Islander peoples. There is great diversity within these two groups, evidenced through over 250 different language groups spread across the nation. When talking about the Indigenous people of Australia it is respectful to refer to "Aboriginal and Torres Strait Islander peoples".

It is a great privilege to be able to see some components of Ceremony in the film. Men's Initiation Ceremonies are considered secret and sacred and are rarely shared with the outside world. Being able to view some of this tradition is incredibly special.

For Aboriginal and Torres Strait Islander Students

Before using the toolkit in class, please advise any Aboriginal and Torres Strait Islander students, families, or staff that there are scenes that show deceased Aboriginal and Torres Strait Islander people, as well as scenes of Ceremony comprising what is considered 'men's business' under Aboriginal Lore. While the Traditional Owners of this Ceremony have approved viewing, it is advised that Aboriginal and Torres Strait Islander students consult with their Elders or family members to ensure that their viewing of the Ceremony is appropriate.

Health and Wellbeing

Each learning module has external resources within the 'tools' section to support teachers in unpacking any confronting themes. As the modules do not address all of the themes expressed in the film, we invite teachers to share the following external resources with students before viewing, whilst also reminding them of the support that exists at school (eg. school counsellors):

- » [Lifeline](#) - a national charity providing all Australians experiencing a personal crisis with access to 24-hour crisis support and suicide prevention services
- » [Beyond Blue](#) - a national not-for-profit that provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live
- » [Reachout](#) - provides practical tools and support to help young people get through everything from everyday issues to tough times
- » [Headspace](#) - the national youth mental health foundation dedicated to improving the wellbeing of young Australians

FAQs

How do I use the film with the toolkit?

Both a full-length version of the documentary and a 1-hour censored version of the film are provided, together with the 5 vignettes associated with each learning module, to allow for flexibility and choice in using the toolkit. We suggest the following:

- » Teacher views the full, uncensored, version
- » Students view the 1-hour censored version or full censored version
- » Teachers implement the toolkit using the associated vignettes

What is the film's rating?

The long version of the film is rated M with the 1-hour version being censored and NR.

Should we address the themes in any particular order?

The modules can be addressed in any order, however, we suggest that you work through them chronologically as the latter themes build upon those towards the beginning. For example, the identity module builds upon the themes explored throughout the culture and relationships modules.

Is this film only for Aboriginal youth, or is it appropriate for young people from all cultural backgrounds?

The themes explored in the film and the activities resonate with most young people. The toolkit deliberately celebrates the richness of all living cultures and explores the complexity of growing up. We strongly encourage people from all cultures to explore how the themes raised in the film relate to their experiences of growing up.

Is this resource only for boys, or is it appropriate for all young people?

The toolkit is designed to be inclusive of all young people. Although there are masculine elements throughout the film, themes of identity, culture, history and wellbeing are inclusive to all young people.

Is it okay for other communities to watch this?

The Elders of the film have given their permission to share the parts of Ceremony and cultural traditions as shown in the film, with the rest of the world. As mentioned above, Aboriginal and Torres Strait Islander students should be aware that the Ceremony will be shown and they should consult with their Elders or family members to ensure that it is appropriate for them to view the film.

Do Aboriginal and Torres Strait Islander people need to know anything else before viewing the film?

There may be confronting themes for Aboriginal and Torres Strait Islander students, families, or staff. Towards the end of the film there are scenes of a Ceremony comprising what Aboriginal people call 'Men's Business'. Aboriginal and Torres Strait Islander students should be aware that some elements of the Ceremony will be shown and they should consult with their Elders or family members to ensure that it is appropriate for them to view the film, as there may be correlation between the Ceremony shown and other men's Initiation Ceremonies across Australia.

Who can I ask for assistance if I need it?

Please get in touch with hello@zachsceremony.com if you require further information or support.



SECTION TWO: LEARNING

This section provides an overview of the learning model and outlines each module in detail so that you can implement the toolkit in your classroom.

LEARNING MODEL

The learning model has been designed to foster individual learning and growth through discussions about individual and shared experiences and critically reflecting on our shared history. Each module is presented in the same way, starting by adopting one or a number of mindsets and then focusing on the skills that young people will build. The terms that are used are listed below.

Learning Overview

Focus – outlines the focus of the module and the themes explored.

Mindset – an outline of the mindset employed throughout the activity. “A mindset is a fixed disposition or attitude that predetermines the way a person responds or interprets a situation”

- » **Social mindset** – actively participating in discussions and working with peers to learn from their experiences and ideas.
- » **Growth mindset** – believing that ability can be developed over time through hard work and dedication.
- » **Creative mindset** – feel, think and act with deep personal freedom.
- » **Cultural Curiosity** – showcasing openness to exploring other cultures and gaining new perspectives through this personal growth.
- » **Reflective Mindset** – consider past experiences with deep freedom whilst relating actions with correlating outcomes over time.

Skills – the skills developed throughout the module. The following enterprise skills¹ (FYA 2015a) are employed throughout the teacher toolkit through learning activities.

1. Creativity and innovation (coming up with new ideas)
2. Confidence and agency (thinking and acting for yourself)
3. Teamwork (working together to achieve something bigger)

4. Communication (sharing and listening to ideas, thoughts and feelings with clarity and empathy)
5. Critical thinking & problem solving (analysing issues to understand the root cause and identify potential solutions)
6. Global citizenship & cultural intelligence (having different perspectives and realising that you are part of something bigger)
7. Enthusiasm for ongoing learning (curiosity to always improve)

LEARNING RESOURCES



Vignette: The scene from the film that drives the learning.



Main Activity: The individual or group based experiences that enable students' exploration of the lesson focus.



Reflection Activity: A set of questions that encourages continuous learning by challenging students to critically think about their progress at each stage of their learning.



Inquiry option: Additional activities that allow further investigation of the learning beyond allocated class time, with optional resources provided to enable self-guided research.



Tools: These support the main activity and student inquiry tasks outlined above and can be used as a guide to encourage students to undertake learning beyond the class sessions. There are also links to external resources to support teachers if students find the content confronting or triggering.

1 “Enterprise skills are generic skills that are transferrable across different jobs. They have been found to be as powerful a predictor of long-term job success as technical knowledge and will be increasingly important into the future so they can become job creators, not just job seekers, and navigate more complex careers.”

LEARNING MODULE ONE: RELATIONSHIPS



LEARNING OVERVIEW

Learning Focus

Relationships are a vital component of health and wellbeing. Connectedness in the sense of caring for others and being cared for is one of the most powerful protective factors in mental health. Although the content explores Zach's personal experience, the activities are used as a platform to explore connectedness within familial and social relationships.

Learning Mindset

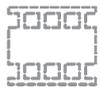
Social mindset
Growth mindset

Skills your students will develop

Communication
Teamwork
Confidence and agency

Duration

50 minutes



Vignette

The Boxing Scene: In this scene Zach explores the depth of his relationship with his dad and absence of his mother.



Main Activity

Your Support Tree

- (a) Invite your students to write down the names of people that are important to them (e.g. family, friends, coaches, teachers, supporters)
- (b) Invite your students to draw a tree with the names they stated in the previous step alongside each branch

*Tip *** you could suggest other areas students hadn't thought of to add to their tree. Such as the school counsellor etc. and then students add branches as the suggestions come from the group and the teacher, so they see they have a stronger network than they thought.*

- (c) After completing the tree outline, invite students to identify a person on their tree whose relationship they would like to strengthen
- (d) Come together in a circle and ask each person to share with the class:
- the relationship they would like to strengthen
 - why they have chosen that person
 - what are the areas of this relationship they would like to work on



Reflection Activity

Invite your students to spend 5 minutes individually reflecting on the following questions:

- What qualities do the three most important mentors/supporters in your life exhibit?
- Based on your answer above, what have you learnt about the importance of having positive relationships in your life?



Inquiry option

For students: Identify someone (adult or peer) who you would like to have as a mentor and ask them to be your mentor. Remember, mentors come in different shapes, and from different places and you may not always have a formal relationship with them - some of the best mentors are peers, siblings, teachers or family members. For teachers: If you have some Indigenous students at your school, you may consider linking in with the [Australian Indigenous Mentoring Experience \(AIME\)](#)



Tools

[VIA's character strengths fact sheet.](#)

There is also a survey that students can take if you feel like it will help them.

LEARNING MODULE TWO: HISTORY



LEARNING OVERVIEW

Learning Focus

Aboriginal and Torres Strait Islander history is our shared history. Throughout this module students will explore first contact, colonisation and the struggle for rights. Students examine the experience of Aboriginal and Torres Strait Islanders in campaigns for rights and citizenship and the associated trans-generational trauma.

Learning Mindset

Reflective mindset
Growth mindset

Skills your students will develop

Global Citizenship & Cultural Intelligence
Enthusiasm for Ongoing Learning

Duration

50 minutes



Vignette

Animation Scene: In this scene the audience is taken through the arrival of the British, throughout colonisation and the proceeding struggle for rights.



Main Activity

Turning point in History

(a) Invite your students to choose a historical turning point showcased in the animation. These could include:

- The 1967 referendum (more information can be found [here](#))
- The Mabo decision
- Federation in 1901 and the creation of the Constitution
- The arrival of the First Fleet

(b) Allocate 20 minutes for students to conduct individual research to get a grasp of the historical event and what the outcomes were for Aboriginal and Torres Strait Islander people (resources for research can be found in the tools for this module).

(c) Facilitate a group discussion by inviting your students to imagine that they were there during the event that they researched and ask them the following questions.

- What does it feel like to be in the crowd?
- What is the significance of this event for Aboriginal and Torres Strait Islander people?
- What impact does this event have on Aboriginal and Torres Strait Islander people now?
- Why is it important to discuss events like these?



Reflection Activity

Invite your students to spend ten minutes reflecting on the following questions:

- If you had no voting rights and weren't considered human, how would this make you feel?
- How do you think this inhumane treatment would have impacted future generations of Aboriginal and Torres Strait Islander people?



Inquiry option

Option 1: In Australia, discussions about Constitutional recognition of Aboriginal and Torres Strait Islander people have been spoken about for many years. Most recently, the Uluru Statement from the Heart raised the importance of enshrining a First Nations Voice in the Australian Constitution that would empower Aboriginal and Torres Strait Islander people. States are also beginning discussions to create treaties with Aboriginal and Torres Strait Islander people.

- Read about the Uluru Statement from the Heart [here](#)
- Become involved in a campaign for change or create your own with [change.org!](#)

Option 2: Organise a screening of the Zach's Ceremony film in your own community by getting in touch with the Zach's Ceremony team [here](#).



Tools

[The 1967 referendum](#)

[The Mabo Decision](#)

[Federation in 1901 and the creation of the Constitution](#)

LEARNING MODULE THREE: CULTURAL UNDERSTANDING



LEARNING OVERVIEW

Learning Focus

Throughout this module students explore the Ceremonies students may often see in their life and discover the importance of these Ceremonies. Aboriginal and Torres Strait Islander culture is alive and thriving throughout Australia. The Initiation Ceremony allows a young man to take on the knowledge of his past and that of his family, and share the embodiment of their ancestors. Rites of passage are evident in many cultures, and this learning module explores the significance of these passages in a young person's development.

Learning Mindset

Reflective mindset

Growth mindset

Skills your students will develop

Global Citizenship & Cultural Intelligence

Enthusiasm for Ongoing Learning

Creativity

Communication

Duration

60-70 minutes



Vignette

Ceremony Scene: In this scene the audience is shown parts of men's initiation Ceremony, following Zach's growth from boy to man.



Main Activity

Activity 1: Initiation and other Ceremonies

(a) Invite your students to spend 20 minutes independently researching the following cultural protocols:

- Acknowledgement of Country
- Welcome to Country
- Smoking Ceremonies

(b) Facilitate a group discussion using the following questions:

- What differences are there between the cultural protocols you learnt about?
- Why is it important to have different cultural protocols?
- Has anyone experienced any of these cultural protocols? If so, what was it like?

Activity 2: Rites of passage

(a) Write the term "Rite of Passage" on the wall and spend 5 minutes brainstorming with the class what this term means.

(b) Working in small groups (3-4), invite your students to discuss the following questions.

- Do you see any changes in Zach one year after his Ceremony?
- What are some experiences that you have had that you would consider as going through a rite of passage?
- How have these experiences strengthened your own cultural identity?
- What are the similarities and differences between the people in your group?



Reflection Activity

Invite your students to spend five minutes individually reflecting on the following questions:

- What did learning about Ceremony and rites of passage teach you about Aboriginal and Torres Strait Islander histories and cultures?
- Why are rites of passage important to young people in all cultures?



Inquiry option

Plan a process for building relationships with your local Aboriginal and Torres Strait Islander community. If you already have a relationship, plan ways you could strengthen this relationship.



Tools

Information about Welcomes to Country can be found [here](#).

A guide to building relationships with Aboriginal and Torres Strait Islander communities can be found [here](#).

A useful definition of Rights of Passage can be found [here](#).

LEARNING MODULE FOUR: IDENTITY



LEARNING OVERVIEW

Learning Focus

Throughout this module we explore the strengths of our identity, whether that be one or many, and discuss the positive opportunities and challenges of living in a world where there are many differences between individuals. These activities aid students in understanding the complexities of walking between two worlds, explore the value we place on acceptance and how seeing our identity as strength can positively affect us.

Learning Mindset

Reflective mindset
Growth mindset

Skills your students will develop

Confidence and Agency
Enthusiasm for Ongoing Learning
Team Work

Duration

60-70 minutes



Vignette

Ceremony Scene: In this scene Zach shares his experience of living between two worlds. As a young Aboriginal man, he sometimes feels like an outsider both in the Western suburbs of Sydney and back on traditional homelands.



Bullying scene: This scene follows the development of the scene above, describing the racial discrimination Zach experiences at school.



Main Activity

Activity 1: Identity Mapping

Discuss with your students that they will have an opportunity to explore their identity through a strengths based approach, which is an approach to people that views situations realistically by looking for opportunities to complement and support existing strengths and capacities as opposed to focusing on and staying with the problem or concern. The problem and the person are separate; however, the problem is never minimised. In this case, we see Zach's Aboriginality and his Western upbringing as a strength. The problem of bullying still exists however the focus is NOT on the bullying, but rather the opportunity for growth and how to respond to the problem is based on the Zach's dual identities.

- (a) Write the word "identity" on the board and brainstorm a working definition with the whole class. We suggest noting that identity spans gender, race, culture, family roles, sexuality and markers such as being a musician, traveler, writer.
- (b) Invite your students to create an Identity Web
 - Starting with a blank sheet of paper, invite your students to write their name in the center and then start writing words and phrases around their name that make up their identity, eg the strengths they have. You can use VIA's character strengths fact sheet to guide the discussion and link it the qualities that they identified in the friend advertisement activity in Learning Module One.
 - Encourage students to be creative and include illustrations and symbols to represent themselves.
- (c) Hang all the maps on the wall, and invite students to walk around the room looking at all the unique posters, thinking about any identity that they share with another person.
- (d) Facilitate a whole group debrief using the following questions:
 - What was it like creating your identity web? (did you enjoy it?)
 - Why is it important to understand our strengths?
 - What was it like seeing other people's identity web?
 - What did you learn about yourself?
 - What did you learn about other people?

Activity 2: Australian Identity

- (a) Explain to your students that you are going to have a World Cafe, which involves having “conversations that matter”.
- (b) Divide the class into small groups of 5 - 6 people, each with a few pieces of butcher’s paper and markers. Ask students to allocate a scribe and write their answers on large sheets of paper.
- (c) Invite each group to spend 6 minutes answering each of the following questions.
- What does an Australian person ‘look’ like in physical appearance?
 - What are their religion’s and cultural practices?
 - What language groups are there in Australia?
 - What values do Australian people believe in?

After each question invite everyone to find a new table, except one person who stays at their table to explain to the new people what they spoke about.

Continue this process until you have worked through all questions.

- (d) Following the group discussions, post the sheets on the wall and invite students to spend five minutes walking around, in silence, observing all of the answers.
- (e) Facilitate a whole group debrief using the following questions:
- What did we learn about ‘Australian’ people?
 - Are Australian’s different to people from other countries? If so, how are Australian’s different?
 - Where do you see diversity in Australian people?



Reflection Activity

Invite your students to spend 5 minutes individually reflecting on the following questions:

- What are the strengths in yourself that you are most proud of?
- Why is acknowledging and respecting diversity important?



Inquiry option

Option 1: Create a short story or poem about your identity and what it means to you. Encourage students to enter their story or poem into a local or national literary competition (options below).

Option 2: Research bullying and its relationship to culture and race. To start your research, take a look at the ‘it stops with me’ campaign.



Tools

[Heywire](#) (a national competition for young people who live outside main cities to tell their stories)

[Somerset National Poetry Prize](#)

[It Stops With Me campaign](#) which also provides great resources on bullying

[VIA’s Character Strengths Fact Sheet](#)

[Overview of the Strengths Based Approach](#)

APPENDIX ONE: TABLE OF CURRICULUM MAPPING

MODULE	AREA	AUSTRALIAN CURRICULUM CONTENT
Module One - Relationships	English	<p>Year 9</p> <p>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)</p> <p>Year 10</p> <p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)</p>
	Health and PE	<p>Year 9</p> <p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) Examine the impact of changes and transitions on relationships (ACPPS090)</p> <p>Year 10</p> <p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) Examine the impact of changes and transitions on relationships (ACPPS090)</p>
Module Two - History	History	<p>Year 9</p> <p>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020)</p> <p>Year 10</p> <p>Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104) The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106). The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (ACDSEH143). Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)</p>

MODULE	AREA	AUSTRALIAN CURRICULUM CONTENT
Module Three - Cultural Understanding	English	<p>Year 10</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</p>
	Civics and Citizenship	<p>Year 9</p> <p>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)</p> <p>Year 10</p> <p>Account for different interpretations and points of view (ACHCS098)</p>
Module Four - Identify	Civics and Citizenship	<p>Year 8</p> <p>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)</p> <p>Year 9</p> <p>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)</p> <p>Year 10</p> <p>Account for different interpretations and points of view (ACHCS098)</p>
	Health and PE	<p>Year 9</p> <p>Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089)</p> <p>Year 10</p> <p>Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089)</p>
	English	<p>Year 9</p> <p>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633) Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)</p> <p>Year 10</p> <p>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</p>

APPENDIX TWO: FILM BIOGRAPHIES



ALEC DOOMADGEE *DIRECTOR, CONCEPT CREATOR & ASSOCIATE PRODUCER*

Alec Doomadgee is an Aboriginal activist, respected leader and advocate for Aboriginal rights. He is highly regarded amongst his people and peers as a Tribal Lore man and Warrior for the "Knowledge Keepers". He began his career in radio, later breaking into television presenting and acting, and more recently became a much sort after motivational speaker, Emcee and mentor. Alec starred in the award winning TV series Redfern Now (2012) and co-presented the ABC3 series On the Edge (2010). He hosted music TV show Volumz for NITV and has become a well-respected and much loved TV personality among Aboriginal people. In 2015, Alec performed Street Theatre at the famous Venice Biennale, Italy. Later that year, one of Alec's career highlights was giving a TEDx talk to a packed out concert hall at the Sydney Opera House and a global audience via a live internet stream. Alec conceptualised Zach's Ceremony over a decade ago and is looking forward to the film's release in 2016. This will be his first feature film.



AARON PETERSEN *DIRECTOR & EDITOR*

Aaron's passion has informed a lifetime of experience in a variety of mediums. He began his production career over twenty years ago focusing on the craft of editing and design. This is where Aaron honed his skills, mentored by

industry professionals and created hundreds of commercial campaigns, many of them award winners. In 2004, Aaron started the highly respected PostBox Studios working predominantly in post-production. As the industry has evolved, Aaron followed suit and transitioned into directing. His directing and editing credits span across documentaries, television series and films. Zach's Ceremony represents the culmination of Aaron's many years of industry experience and enthusiasm for documentary film making and storytelling. Aaron first met Alec in 2009 whilst working on the TV series On the Edge (2010). Alec shared his idea of a film about his son, Zach, and his ancient rite of passage into manhood. Aaron became immediately engaged and with a sense of envy, "Why didn't I have something like this to share with my sons". Since then, Aaron has been on his own journey of self-discovery, immersing himself in indigenous culture and sharing his observations with the world through film.



SARAH LINTON *PRODUCER & WRITER*

Sarah started her production career in the UK as a Live Event Producer for London agency, Crown Business Communications. Swiftly rising through the ranks, Sarah pursued her passion for film making and became a production manager at Stark Films for award winning TVC and Film Director, Colin Gregg. In 2002, Sarah moved to Australia, gaining valuable film experience working in production on Star Wars Episode III: Revenge of the Sith. In 2009, Sarah won an Astra Award for producing and writing the "Most Outstanding Music Program" for a one-hour music documentary on Coldplay. In 2010, Sarah co-wrote and post-produced On the Edge for NITV; a 13-part series that highlighted the plight and transformation of ten Aboriginal kids living in Sydney. Sarah began working on Zach's Ceremony in 2010 and has been integral to its development and refinement.

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LINKS

Zach's Ceremony

<http://www.zachsceremony.com/>

Foundation for Young Australians

<http://www.fya.org.au/>

Share our Pride

<http://shareourpride.reconciliation.org.au/>

Narragunnawali – Reconciliation in Education

<https://www.narragunnawali.org.au/>

Narragunnawali - Cultural competence for staff

<https://www.narragunnawali.org.au/rap/actions/21/cultural-competence-for-staff>

Narragunnawali - Cultural competence for students and children

<https://www.narragunnawali.org.au/rap/actions/31/cultural-competence-for-students-and-children>

Lifeline

<https://www.lifeline.org.au/>

Beyond Blue

<https://www.beyondblue.org.au/>

Reachout

<http://au.reachout.com/>

Headspace

<https://www.headspace.org.au/>

Australian Indigenous Mentoring Experience (AIME)

<https://aimementoring.com/>

Referendum Council

<https://www.referendumcouncil.org.au/>

Reconciliation Victoria

<http://www.reconciliationvic.org.au/treaty>

Change

<https://www.change.org/>

1967 Referendum

<https://www.reconciliation.org.au/27-may-the-1967-referendum-fact-sheet/>

The Mabo Decision

https://www.reconciliation.org.au/wp-content/uploads/2017/11/mabo-decision_2017.pdf

Federation in 1901 and the creation of the Constitution

<https://www.humanrights.gov.au/our-work/constitutional-reform-fact-sheet-recognising-aboriginal-torres-strait-islander-people>

Welcome to country fact sheet

<https://www.narragunnawali.org.au/rap/actions/2/welcome-to-country>

Build relationships with Community

<https://www.narragunnawali.org.au/rap/actions/27/build-relationships-with-community>

Rights of Passage definition

<http://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/rites-passage>

Heywire

<http://www.abc.net.au/heywire/competition/>

Somerset National Poetry Prize

<http://www.somerset.qld.edu.au/celebration-of-literature/competitions/poetry-prize/>

It Stops With Me campaign

<https://itstopswithme.humanrights.gov.au/>

Overview of the Strengths Based Approach

<https://www.bernadetteglass.com.au/strengths-approach>

Headspace meditation app

<https://www.headspace.com/>