BACKGROUND TO THE “PROUD RACE” INITIATIVE THAT HAS LED TO SHOUT RECOGNITION

PROUD RACE is an exciting initiative which enables schools to record and celebrate the stories of Indigenous Australians on life-size bollards which will be exhibited in our community at key celebrations. They will also provide an opportunity for students to be involved in the Memorial Service for Aboriginal and Torres Strait Islander service people at the Shrine during Reconciliation Week.

The National PROUD RACE campaign is initiated and supported by the Aboriginal Catholic Ministry for Victoria and by Reconciliation Victoria.

A Proud Race empowers communities to participate in keeping alive the spirit of the “I Feel Proud Today” campaign which began to commemorate the National Apology delivered by former Prime Minister of Australia, Mr Kevin Rudd in February 2008.

“I encourage all schools to participate in this Project to ensure that the Apology and all that it requires of us becomes and remains an integral part of our shared story. It is vital that this significant date is central to our children’s understanding of our history and the story of our Country’s First Peoples,” said Ms Vicki Clark, Coordinator of Aboriginal Catholic Ministry Victoria.

We remember that on the 13th of February 2008 the Prime Minister of Australia, Kevin Rudd, said “Sorry” for the wrongs that have been inflicted on a proud race of people and a proud culture.

“… today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.”

(The Honorable Kevin Rudd, 13 February 2008)

February 2012 over 4,000 joined together across Australia to celebrated “I Feel Proud Today” as a way of commemorating that moment.

A Proud Race is a continuation of this commemoration and offers a way to actively participate in keeping alive the Spirit of that moment.

“A future based on mutual respect, mutual resolve and mutual responsibility. A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.”

(The Honorable Kevin Rudd, 13 February 2008)

This year the project will be called: “SHOUT RECOGNITION”.

The project will prepare student communities for the upcoming referendum concerning the recognition of Australia’s First Peoples in the Australian Constitution.
PROUD RACE ACTIVITY PLANNING SHEET (STAFF)

COORDINATING STAFF MEMBER:

CLASSES OF STUDENTS INVOLVED:

SUPERVISING STAFF:

**PREPARATION FOR THE DAY**

The time needed for the activity will vary according to amount of time given to preparatory work and the number of students involved.

An approach for this as an all day activity would be:

*Prior to recess:* The Acknowledgment / Introductory talk on topic and questions.

*Between recess and lunch:* Practical instructions / research/ designing/ creating and printing materials such as images and symbols and key words

*After lunch:* the bollards are decorated and lacquered / final prayer / clean up

**PRIOR TO THE DAY**

a) Students will be put into groups of approximately 4 students
b) one of the students in each group has some skill in art where possible
c) at best some class time would be given to introducing the principles of “Installation Art” and some ideas for planning their bollard.
d) If the activity includes history/politics students then extensive preparation could be done by using the resource kit from the “RECOGNISE” website: [http://www.recognise.org.au](http://www.recognise.org.au)

**HOW THE ACTIVITY WILL WORK**

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|                       | * Acknowledgement of the Land  
* An introduction to the issue by the coordinator or guest speaker  
* see powerpoint (the making of a bollard) |       |          |
**SHOUT RECOGNITION**  
**ACTIVITY PLANNING SHEET (STAFF)**

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|      | *Research, planning and printing of materials – students will need access to photocopiers*  
*all materials are to be glued onto the bollards*  
*The aim is to tell the story of the  
*person involved in the recognise campaign*  
*OR  
*a key moment on the journey to recognition* (see timeline page 10 of the “RECOGNISE” kit)  
USE picture, words, maps and symbols  
ALL BOLLARDS SHOULD HAVE THE WORD “RECOGNISE” OR “RECOGNITION” ON THEM |      |          |
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<tr>
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<tbody>
<tr>
<td></td>
<td>Decorate bollards</td>
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<td></td>
<td>Have them checked</td>
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<tr>
<td></td>
<td>Lacquer</td>
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<tr>
<td></td>
<td>Bollards are taken by the student leader in each group to the Art Rooms to dry</td>
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<tr>
<td></td>
<td>Students thanked.</td>
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<td></td>
<td>Students invited to sign the petition on the “RECOGNISE” website</td>
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<td></td>
<td>Complete Peer Assessment</td>
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<td></td>
<td>Closing Prayer</td>
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<td></td>
<td>Clean classrooms</td>
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**Materials**

* In order to speed up the process schools may like to pre-prepare packs on people or topics from the timeline to recognition. Resources for these can be found in the stories on [www.proudrace.org.au](http://www.proudrace.org.au) or the “RECOGNISE” site or media reports or national archives or wikipedia. Library staff may assist with this. BUT THESE PACKS AREN’T ESSENTIAL AS THE STUDENTS WILL USE COMPUTERS FOR RESEARCH ON THE DAY

* Symbols designs can be found at sites such as:
  [http://www.aboriginal-dreamtime.net2go.info/Aboriginal/Aboriginal_Symbole.htm](http://www.aboriginal-dreamtime.net2go.info/Aboriginal/Aboriginal_Symbole.htm)

or it is even better for students to create their own symbols that fit closely to the life or event they are exploring.

* bollards and glue from the art dept. for both attaching materials and lacquering

* some spare scissors; poster paper in a range of colours but lots of earthy colours including red, yellow and black; newspaper for working on

* access to computers and printers for additional research and access to the art room for drying purposes