



Dreaming Big with Kylie Captain

A workshop series for High Schools celebrating First Nations culture, voices and aspirations

Teacher Resources

Years 7 – 12

Stages 4-6



Activities in the classroom



Lesson 1 - Introduction Acknowledgement of Country

This resource and worksheets have been designed to go along with the on demand recording of Kylie Captain's Dream Big workshops and directly reference this [playlist](#) or [AUSLAN playlist](#).

Outline:

- Introduction to Acknowledgement of Country: What it is and why it's important.
- Kylie Captain's perspective on the importance of acknowledging traditional custodians of the land.

Objective:

Students will understand the significance of an Acknowledgement of Country, recognising the connection between Aboriginal people and their lands, and will create their own personalised Acknowledgement of Country.

Activities:

1. Watch Penelope and TJ's Acknowledgment of Country at the Sydney Opera House.
2. Have your students research the traditional custodians of their local area.
3. Use the proforma provided and discuss Country and what it means for Aboriginal people.
4. Have your students reflect on their own connection to Country to create their own personalised Acknowledgment of Country.
5. Have your students share their Acknowledgement of Country with the class.

Emphasise the importance of sincerity, personalisation and respect in their acknowledgment.

Lesson 2 – We all have a Story

Outline:

- Kylie Captain shares her story in a video which explains '*We All Have a Story*'.
- This story explores Kylie's background, challenges, and successes.

Objective:

Students will reflect on the importance of personal stories in shaping identity and inspiration, using Kylie Captain's journey as a foundation.

Activities:

1. Read the excerpt from *The Teacher that Made a Difference* (pages 5-8)
2. Students to write down the parts of Kylie's video they found interesting or would like to discuss further.
3. Discussion: The power of storytelling in personal development and community connection.
4. Students reflect and identify key moments in their lives that have shaped who they are today
5. Imagine where you want to be and describe how you got there.
6. Write your story as though you've already accomplished your goals.
7. Reflection exercise: Write a brief personal story or create a digital presentation about your journey so far, inspired by Kylie's story.

That Teacher Who Made a Difference

At a very important time in my life, a teacher did something that changed my life and opened my mind to a world of possibilities. My teacher, Ms Burgess, planted the seed and believed in me and my ability.

She made me feel smart and capable of achieving. She said that she couldn't wait to see me in her Aboriginal Studies class the following year. This was massive as I was just about to drop out. I was in Year 10 with a very low attendance rate. I was heading down a very sad and negative path.

I remember how she made me feel and I started to think, "What if she's right?" I wasn't planning to be in her class the following year as I didn't feel smart enough; however, I wanted to be the first person in my family to complete the HSC. I did achieve my HSC and as you've read, much, much more, thanks to my education and a kind teacher doing a few little things that made a difference for me. Around this time, my school also supported me with a work experience placement which also changed things for me.

All of a sudden, my path was becoming clearer, and I could see myself a few steps ahead kicking goals, smashing thorough barriers and breaking cycles. My lesson here and message for you is to take those brave steps, as you never know unless you try. Trying is better than not even giving yourself a chance. I'm now fortunate enough to work alongside my former teacher, as a co-author of my second book, and as President and Vice President of the Aboriginal Studies Association.

Dr Cathie Burgess is an amazing woman who has done so much for Aboriginal Education throughout her career, and I'm fortunate to continue to learn from her, and these days, teach her a few things too.

Some of the things I teach her are pretty basic. I created a QR code for an evaluation for one of our masterclasses recently. She thought I was so smart and deadly, thinking I was some Tech Wizz for figuring that out, lol. I then showed her that you simply paste the link into a website and it generates it for you... haha. I felt deadly for teaching her something.

I believe education is the driver of change and breaking the cycle.

We need to overcome any barriers that might be getting in the way.

Let's help and encourage each other to do better and be better.

I don't know how I did it, but I managed to break through.

We need to step outside our comfort zone and take those positive first steps if we want a better future for ourselves and our families.

What can you do to break the cycle?

I continue to work hard to be the best version of myself. I don't just do this for myself, I do it to inspire and motivate others as well.

I created a program called Dream Big which I designed to engage, inspire and motivate students about the importance of education and the power of goal setting. Tyrell and I now go into lots of schools to run the program and have motivational talks with students.

Throughout the program, students create vision boards and engage in journal writing. The purpose of vision boards is for students to display their dreams and goals creatively. They use their journals to set goals, both short-term and long-term, and are provided with prompts and strategies to break down their goals into simple and achievable steps.

In this program, I share my story of growing up in Waterloo and some of the struggles I faced. The message is of hope and resilience along with the strategies that I learnt to pick myself up and to dream big.

I encourage students to try to break the cycle and to try to inspire them to believe that their circumstances don't have to dictate their future.

My message to them is the message I hope you hear too!

Believe in yourself.

Dream big!

Go to school.

Ask for help when needed.

Be kind.

Express gratitude.

There is something powerful about the beauty of story sharing and vulnerability. It touches people's hearts and often gives hope to others.

Story sharing, honesty and vulnerability can really impact and make a difference to those around us.

Remember, we all have a story. Your story matters.

You are the author of your story.

There are many people just like you who are out there dreaming big and working on creating the life of their dreams.

You are not alone.

Don't be shame!

See a few reflections from some of the students I've worked with below. They make me proud and I share because I want you to know there are many others out there breaking cycles and working towards goals just like you.

"Hey Kylie, thank you so much for coming and sharing your story. You were so positive. You really did inspire me. I am going to do better and try harder. You made me feel that I am capable of achieving anything. Thank you!"

"I will be kinder to myself and stop worrying about what other people think. I realise that I have not been true to myself or put myself first. I am a stronger and different person now – thank you."

"I have always been seen as funny and tough. Always there to stick up for anyone and help whoever needed help. I now feel that I have not been there for myself and that I need to take care of me before I can help and be there for others. I'm going to look after myself, work towards achieving my goals and also make an effort to mend some important relationships with people I care about."

"After participating in this program and taking the time to think about my dreams and goals, I realise just how precious life is. I'm going to dream bigger and work harder."

When setting your goals or thinking about your future, I encourage you to think about your own family, community, or the things that you're passionate about that can help bring out the motivation you need.

For me, my purpose has stemmed from my own experiences and challenges.

For example, I went on to study to be a teacher, and eventually, was brave enough to share my story because of the difference a teacher made in my life.

They were many people who have believed in me and saw my potential. It's for this reason that I feel it's important that I give back and do the same for others.

I used this passion to keep me motivated when I embarked on a journey of studying full-time and working full-time whilst raising my two young children.

There were many times I wanted to give up, but I kept thinking that I needed to do this and that I wanted to do this because they were many young people who needed me.

Are there areas in your family or community that you feel you could help with?

You could have a passion for dance and see that there are no dance groups in your area.

You could be from a remote community where health issues are a problem that needs solving, or you may feel that your people or community are not being treated fairly.

These could be the passion points that steer you into building a life and career based on your values and desires to make a difference and live out your dream.

Other examples could be things like social justice, lack of services or businesses in the areas of beauty, hospitality, resources, clothing, design, land management... the possibilities are endless.

I dedicate my life and career to education by empowering more educators to understand our history and our rich and beautiful culture that is there for all to learn about.

I love sharing my knowledge and experience with educators in order to help them to build empathy and understanding.

There is always a new day and opportunity to start fresh. A chance to hit the reset button

and take those first positive steps in the right direction as you never know where they'll lead.

As we reflect on our experiences as teens and the journey we've been on, we can't help but be thankful for where we ended up.

We attribute so much of our success to the power of education. Teachers and staff at school believed in us, which opened our minds to the power of dreams and exploring the 'what if'.

All the lessons have allowed us to break the cycle and choose our path.

What if you took that leap of faith and had a go?

What if you stopped doing something negative

and replaced it with something positive?

I believe in you!

"You don't have to be great to start, but you have to start to be great."

– Zig Ziglar

Lesson 3 - Exploring Career Options and Leading with Passion and Purpose

Outline:

- Kylie introduces the concept of change-makers and the many deadly people making a difference in First Nations communities around the nation
- Advice from Aboriginal change makers as they share their tips for motivation and inspiration. These include: Luke Carroll, Jonathon Captain-Webb, Tammy Anderson, Nathan Towney & Kylie Captain

Objective:

Students will develop strategies for overcoming obstacles and building resilience, inspired by Kylie Captain's experiences and the concept of resilience in Aboriginal culture.

Activities:

1. Listen to the advice from Aboriginal change-makers as they share their tips for motivation and inspiration. List some of the challenges they have overcome and strategies they used.
2. Exploring Aboriginal Change-makers: Note the stories of resilience from Aboriginal leaders and community members. Highlight their contributions to their communities and society as a whole. Encourage students to reflect on the advice and insights shared by panellist.
3. Discuss how they can apply these lessons to their own lives and aspirations.
4. Discuss the importance of cultural identity, resilience, and community empowerment in their messages.
5. Discuss why resilience is essential in achieving your dreams. Kylie shares insights on how she overcame challenges and stayed resilient in the face of adversity. Have your students identify a challenge they have faced or are currently facing and brainstorm strategies for overcoming it.
6. As a class, create a list of strategies for overcoming challenges.
7. Reflection: Have your student write an individual resilience plan that includes coping mechanisms and support networks.

Engagement Activity:

- Express how students feel inspired or motivated by the stories of Aboriginal change-makers.
- Encourage students to brainstorm ways they can incorporate these teachings into their own journeys of dreaming big.
- Who are inspirational people or change-makers in their community?

Lesson 4 - Words of Wisdom and Inspiration from Uncle Bob

Outline:

- Uncle Bob Morgan shares his story and provides words of wisdom and inspiration in a video to prompt students thinking
- The Importance of the Freedom Rides and the Connection to Uncle Bob's Inspiration
- Reflecting on Emotions and Legacy using Quotes

Objective:

Students will develop their knowledge and understanding of respect for Elders and how to effectively yarn with their own Elders through interview/consultation/yarning

Activities:

- Watch Uncle Bob's video to prompt students thinking using the following focus questions:
- What messages do we hear from Uncle Bob?
- Take some time to reflect on the messages that stood out to you. Speak with the person next to you about what you heard.
- Think about this quote: "Mother wasn't allowed to go to school." Discuss the impact of this exclusion on Aboriginal communities and how it affected generations.

Ask students: *How would you feel if you were denied the right to learn?*

The Importance of the Freedom Rides:

1. Introduce the Freedom Rides led by Charles Perkins, highlighting their aim to challenge racial discrimination and demand equal rights.
2. Connection to Uncle Bob's Inspiration: Discuss how Charlie Perkins' activism inspired people like Uncle Bob to follow their passion and strive for change.
3. Reflect on how one person's actions can spark a movement and motivate others to continue the fight for justice.

Reflecting on Emotions and Legacy (Quote):

1. Introduce Maya Angelou's quote "You'll always remember how they made you feel." as mentioned by Uncle Bob where he said he remembered how Charlie made him feel.
2. Encourage students to reflect on the power of empathy and understanding the lived experiences of others.

Ask: *How do stories like Uncle Bob's or Charlie Perkins' actions make you feel? Why is this important?*

Lesson 4 - Words of Wisdom and Inspiration from Uncle Bob

Understanding the Referendum and other significant events in Australian history.

Begin with an open question:

“What do you know about the 1967 Referendum or the 2023 Referendum?”

1. Provide background on how the 1967 Referendum allowed Aboriginal people to be counted in the Census. Explain its historical significance in the journey towards equality and the importance of understanding our shared history.
2. Have your students research events that created change in your local areas.
3. Have your students in groups create a timeline of events that have shaped Australian history and then reflect on the movements the knowledge they carry.

Activity: Deep Listening Exercise

1. Guide students through an activity where they listen to Aboriginal stories, practicing deep listening and reflecting on how they feel, encouraging empathy and understanding.
2. Encourage a discussion on how these stories change perspectives on Aboriginal histories and cultures.

Wrap-Up Discussion:

1. Ask students to share what they've learned and how they feel about the significance of Aboriginal histories.
2. Challenge them to consider how they can apply the value of deep listening in their own lives to develop empathy and understanding in their communities

Below are some questions you may want to consider asking.

1. What were some of the most significant challenges you faced growing up, and how did you overcome them?
2. Can you share any stories or wisdom that have been passed down through generations in our community?
3. What are some of the proudest moments or achievements in your life?
4. How has our community changed over the years, and what are your hopes for its future?
5. What advice would you give to teens today based on your life experience?
6. Can you share any memorable experiences from your youth that have shaped who you are today?
7. What role do you see young people playing in preserving and revitalising our cultural traditions?
8. How did you find strength and resilience during difficult times in your life?
9. What are some important lessons you have learned about relationships and community?
10. How can we as young people best honour and respect our Elders and the knowledge they carry?

Lesson 5 - Inspirational Yarns and Student Voice

Outline:

- Kylie champions the stories of young inspirational people who have excelled in business and are chasing the dreams: Tyrell Johnson, Mariah Alone, Savannah Yesil and Goodooga Central School Students

Objective:

Students embark on this journey of initiative creation with determination and passion, knowing that your project has the potential to make a meaningful difference in your community. Dream big, take action, and empower others to in creating positive change

Activities:

Ask your students to create an initiative for Community Impact: Finding Your Passion (project-based group activity)

Name and Tagline Creation:

- Brainstorm a catchy name and tagline for your project that reflects its purpose and goals.
- Consider how your name and tagline can resonate with your target audience and conveys the essence of your initiative.

Rationale Development:

- Articulate the reasons behind your initiative and its importance in addressing community needs.
- Identify the specific issues or challenges your project aims to tackle and explain why they are significant.

Obstacle Identification and Solutions:

- Identify potential obstacles that may arise during the implementation of your initiative.
- Devise strategies to overcome these obstacles, such as seeking support from mentors, collaborating with other organisations, or leveraging technology.

Opportunity Exploration:

- Explore opportunities for implementing your initiative and accessing funding or support from local community organisations.
- Research potential partnerships, grants, or sponsorships that align with your project's goals and mission.

Presentation Preparation:

- Prepare a presentation that outlines your initiative, including its name, tagline, rationale, obstacles, and opportunities.
- Create visuals and key talking points to effectively communicate your project's vision and impact.

Lesson 6 - Goal Setting: Something Magical Happens When We Dream

Outline:

- Introduction to goal setting: Why it matters and how to approach it. Techniques for setting goals.
- The Power of Visualisation Objective: Students will explore the concept of visioning and how to create a clear and inspiring vision for their future.

Objective:

Students will learn the importance of setting goals and the steps required to turn dreams into achievable outcomes.

Activities:

1. Introduction to goal setting: Why it matters and how to approach it. Explore techniques for setting goals.
2. Have students reflect on their story so far and the story they are yet to write.
3. Discuss how challenges can shape character and resilience.
4. Using the goal-setting tool with personal reflection resource to guide their self- reflections.
5. Encourage students to identify their strengths and areas for growth.
6. Guide teens in setting short-term and long-term goals for themselves aligning them with their personal dreams.
7. Use a goal-setting tool to map out your goals and steps to achieve them.
8. Break down big dreams into actionable tasks including:
 - large goals into manageable steps,
 - identifying potential obstacles,
 - planning how to overcome them.

The Power of Visualisation Objective

Activity: Create your own vision board using images, words, and symbols that represent your goals and aspirations.

Visualising success – now write a letter to your future self, imagining the life of your dreams.

Dream Big

GOAL SETTING TOOL





Journal Writing Prompts

What are you grateful for?



What are your dreams and goals?

Short term (3-6 months)

Long term (1-5 years)



What strategies do you need to put in place
to help you reach your goals?



List the people who may help you achieve your goals?

What do you think may get in the way of
you reaching your dreams and goals?
(blockers)



What can you do to prevent those blockers
from sabotaging your goals?



What traits or characteristics do you admire
about those who inspire you?

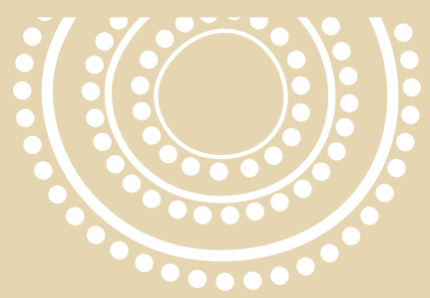


How will you feel when you have reached your goal?



Fast forward to the future and visualize yourself expressing
gratitude because you have achieved your goal. Write a letter to
the Universe giving thanks because you have achieved your goal.





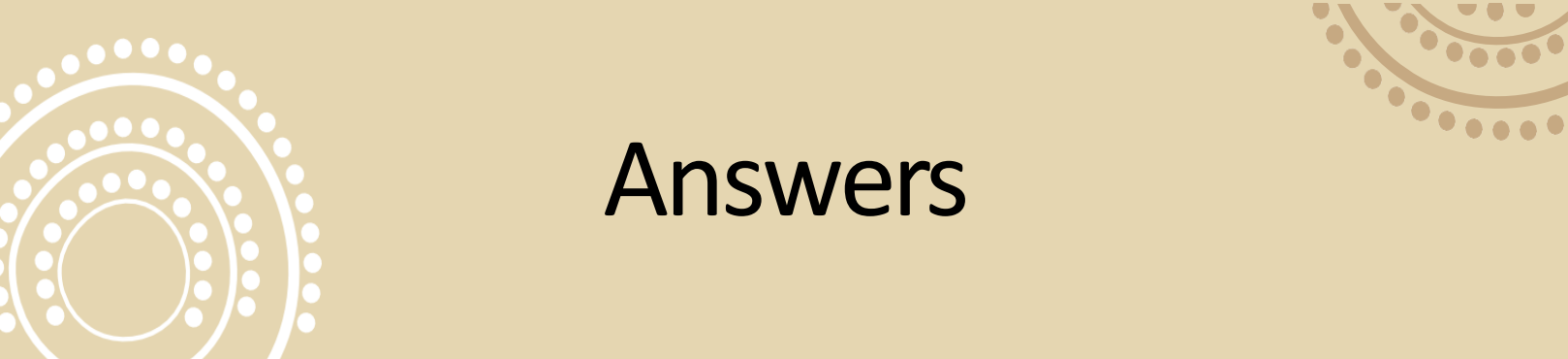
Answers

What are you grateful for?

What are your dreams and goals?

Short term goals (3-6 months)

Long term goals (1-5 years)



Answers

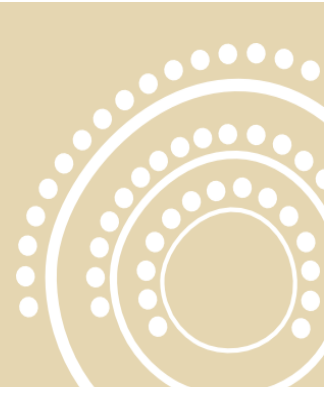
What strategies do you need to put in place to help you reach your goals?

List the people who may help you achieve your goals?

What do you think may get in the way of you reaching your dreams and goals? (blockers)



Answers



What can you do to prevent those blockers from sabotaging your goals?

What traits or characteristics do you admire about those who inspire you?

How will you feel when you have reached your goal?

Answers

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

The change starts now

It's time to commit to your dreams and goals.
Remember the only person who can stop you is you.

I,, commit to working towards my dream of
..... I start today (insert date)

I choose to work on this goal because.....
.....
.....
.....

Three things I am going to do to help me achieve my goal:

1.
2.
3.

Three things I'm going to stop doing:

1.
2.
3.

My positive affirmations to help me stay motivated are:

1.
2.
3.

Remember...

A dream without a plan is just a wish.

Katherine Paterson

Curriculum links



Curriculum Links – English & Geography

KLA	Stage 4	Stage 5	Stage 6 Preliminary	Stage 6 HSC
English	AC9E7LY03 analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E8LE01 explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E8LY01 identify how texts reflect contexts	AC9E9LE01 analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E9LA01 recognise how language empowers relationships and roles AC9E10LE01 analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors		
Geography	AC9HG7K07 the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place			

Curriculum Links – History

KLA	Stage 4	Stage 5	Stage 6 Preliminary	Stage 6 HSC
English	AC9HH7K06 the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time	AC9HH9K03 the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia AC9HH9K06 different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values AC9HH10K09 the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations AC9HH10K10 the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society AC9HH10K11 the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change AC9HH10K20 different historical interpretations and debates during the second half of the 20th century AC9HH10K13 the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women		

Curriculum Links – Aboriginal Studies

KLA	Stage 4	Stage 5
Aboriginal Studies – Knowledge & Understanding Objective: Students develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression	AST4-1 identifies the factors that contribute to an Aboriginal person's identity AST4-2 outlines ways in which Aboriginal Peoples maintain identity AST4-3 recognises the changing nature of Aboriginal cultures AST4-4 outlines changes in Aboriginal cultural expression across time and location AST4-5 identifies the importance of families and communities to Aboriginal Peoples	AST5-1 describes the factors that contribute to an Aboriginal person's identity AST5-2 explains ways in which Aboriginal Peoples maintain identity AST5-3 describes the dynamic nature of Aboriginal cultures AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-5 explains the importance of families and communities to Aboriginal Peoples
Objective: Students develop understanding of the importance of Aboriginal self-determination and autonomy	AST4-6 defines the concepts of self-determination and autonomy in relation to Aboriginal Peoples	AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
Objective: Students develop understanding of Aboriginal Peoples' ongoing local, regional, national and international roles, and range of relationships with non-Aboriginal peoples	AST4-7 describes the roles and significance of Aboriginal Peoples locally, regionally, nationally and internationally AST4-8 describes the range of relationships between Aboriginal Peoples and non-Aboriginal peoples	AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples

Curriculum Links – Aboriginal Studies

continued...

KLA	Stage 4	Stage 5
Aboriginal Studies – Knowledge & Understanding Objective: Students develop knowledge and understanding of the factors influencing non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions	AST4-9 recognises the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures	AST5-9 analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
Aboriginal Studies – Skills Objective: Students develop research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities	ST4-10 uses appropriate community consultation protocols and ethical research practices to gather and protect data AST4-11 uses research techniques and technologies to locate, select, organise and communicate information and findings	AST5-10 identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Information and further resources for teachers

To continue your learning opportunities for your students you can purchase a copy of 'Create the Life of Your Dreams in Your Teens' by Kylie Captain and Tyrell Johnson. Further teacher developed activities can be found within the book. This can be purchased at [Kylie Captain](#) Dream Big Education Wellbeing & Consultancy.

Let's keep in touch

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