

Course: Yarning and Traditional Doll Making		Lesson One: Yarning and Listening	
Learning Area: The Arts, English	Subject/Strands: Visual Arts, Literacy	Time: 60 Minutes	Year Level: 3-4
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures	
Content Descriptor: - Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110) - Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) - Year 3: Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) - Year 4: Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)			
Learning Intention: - To understand the importance of listening when yarning. - To create a painting that represents how it feels when someone listens.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Begin the session with an Acknowledgement of Country, recognising the Country on which students are learning and playing. Introduce the students to the two Noongar artists (Marcelle Riley and Yolande Yarn- Ward) by sharing their ‘Who Am I’ statements. Watch and discuss the Yarning on Wiilmen Boodjar and Traditional Dollmaking video (from the beginning to1:07). The women are yarning on Wiilmen Boodjar, in the town of Narrogin, in Western Australia. Boodjar/Boodja is the Noongar word for country. Locate the town on Google Earth or Google Maps and share the AIATSIS map to locate where the Country is compared to where your school is situated.		Relevant online resources Yarning on Wiilmen Boodjar and Traditional Dollmaking video Marcelle’s Statement Yolande’s Statement Additional resources required Explore David’s Horton’s Map of Indigenous Australia on the AIATSIS map (Schools can purchase a map or share it digitally via the hyperlinked website.)

	• What does yarnning mean to Marcelle? • What do Marcelle and Yolande tell us about yarnning and yarnning circles? • What do you know about yarnning and/or yarnning circles? Yarning has been used in Indigenous cultures for generations. Yarning circles allow all students to have their say in a safe space without judgement. A yarnning circle is traditionally used to share Aboriginal and Torres Strait Islander peoples' culture and stories in an inclusive, respectful, collaborative way. To 'yarn' is a colloquial term meaning to chat or talk. See the additional ideas and resources to learn more about yarnning circles and how to implement an indigenous perspective into your teaching practice. The QCAA provides a useful framework and diagram to help guide a yarnning circle.	• Paper (A5 or one large piece for the class to paint on) • Watercolour paints • Brushes • Containers for water Preparation Watch the Deadly Arts: Welcome to Whadjuk Country on ARTS:LIVE Read the following websites to learn more about yarnning circles: Implementing Yarning Circles: QCAA About Yarning Circles NSW Reconciliation Aboriginal Pedagogy The no language method AITSL
40 minutes	Yarning Sit in a circle outside on 'boodja' (The Noongar word for Country). Explain that you are facilitating a yarnning circle on _____ Country. The yarnning circle is a place where students feel safe to share their thoughts and ideas. • Why do you think we sit in a circle to yarn? Explain to your students that when sharing in the circle everyone's voice is equal. Only one person shares their thoughts and ideas at a time around the circle. All ideas and thoughts are to be respected to ensure everyone feels safe sharing. Active listening skills and respecting each other's ideas are important when yarnning. • How do you know if someone is actively listening?	Going further Connect with your local community • Contact indigenous education workers in your area to learn more about your local indigenous culture • Talk to local Aboriginal and Torres Strait Islander community members and ask how they might like to share their culture. • Contact traditional custodians or Elders and

	Invite students to share their thoughts around the circle. Close your eyes and think of a time when you felt you were really listened to. • Who was there? • What were you sharing? • How did it make you feel? • Why did you feel this way? • How did you feel afterwards? Students draw or paint their response on a piece A5 paper. Students can express their ideas symbolically and use different colours, shapes and lines to represent their emotions abstractly. Alternatively, the students' responses could be painted on one large piece of paper in the center of the circle. During the time painting remind students to refrain from talking so they can focus on their painting and allow their peers time to reflect.	invite them to your setting to talk to your class and share a story from the area. • Consider staring each day with a yarnning circle to check in with your students. • Create a visual diagram of the yarnning process based on the QCAA diagram with the help of local indigenous community members.
10 minutes	Reflection Place all the paintings together in the middle of the circle. Invite students to share their artwork and explain how they feel when they are listened to. Exit ticket: Why do you think it is important to listen to each other's stories? • How could I become a better listener? • How could we include yarnning circles into our classroom? • In what ways can an artwork express an idea or emotion?	