

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: 5-6
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 practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114) - Develop and apply techniques and processes when making their artworks (ACAVAM115) - Year 5: Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) - Year 6: Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)			
Learning Intention: To explore the importance of listening to each other when yarning and to represent this idea visually.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Sit in a circle outside on Country. Begin the session with an Acknowledgement of Country, recognising the Country on which students are learning and playing. What do you know about yarning and/or yarning circles? Students take turns to add their thoughts or comments around the circle. Yarning has been used in Indigenous cultures for generations. A yarning circle is traditionally used to share Aboriginal and Torres Strait Islander peoples’ culture and stories in an inclusive, respectful, collaborative way. Yarning Circles allow all students to have their say in a safe space without judgement. A yarning circle can be used to share stories and have discussions	Relevant online resources - Yarning on Wiilmen Boodjar and Traditional Dollmaking video AITSIL Map of Indigenous Australia (Schools can purchase a map or share it digitally via the hyperlinked website) - Marcelle’s Statement - Yolande’s Statement Additional resources required - A4 paper	

	with your class. Yarning Circles allow all students to have their say in a safe space without judgement. For additional information see the online resources in the Going further section. Explain that students will now view a video with two Noongar artists - Marcelle Riley and Yolande Ward - who are yarning on Wiilmen Boodjar, in the town of Narrogin, in Western Australia. 'Boodja' is the Noongar word for Country. Read the artists' 'Who Am I?' Statements. Locate the town of Narrogin on Google Earth or Google Maps. Compare where you are located and appreciate the number of First Nation People language groups that make up Australia on the AITSIL Map of Indigenous Australia. Discuss with your students what languages they know for the words for talking e.g. the Noongar word for talking is: waangkaniny. The words moort wangkiny means people talking.	• Coloured pencils and textas • Watercolour paints and brushes(optional) Preparation Watch the Deadly Arts Welcome to Whadjuk Country video on ARTS:LIVE. Wherever possible 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 with you. Invite parents to share their culture and language with the class
40 minutes	Yarning and Yarning Circles Watch the introduction of the Yarning on Wiilmen Boodjar and Traditional Dollmaking video to 1:07. • What do Marcelle and Yolande tell us about yarning and yarning circles? • Why is yarning important to them? Explain to students that they will respond to four questions. They will represent what listening means to them visually through a combination of images and words. At the end of the process the students will share one of their responses with the group.	Going further Create an agreed set of expectations to ensure students feel safe to share their ideas in a yarning circle based on the students' visual responses. Explore more about yarning circles with your students • How could we learn more about yarning circles?

	Ask students to fold an A4 piece of paper into quarters. In each section students respond to one of the following questions through drawing, painting or writing. Students could respond to this question abstractly or realistically. The art elements of line, shape and colour could express these feelings and emotions. Also, encourage students to think of ways they could represent their ideas using symbols. 1. Think of a time when you felt you were really listened to. How did it make you feel? 2. Think of a time when you really listened to someone else. How did it make you feel? 3. How do you know if someone is really listening to you? How could you represent this? 4. Imagine our class listening and sharing our stories respectfully, where everyone feels safe to share their thoughts and ideas. How could you represent this? What symbols, colours, shapes, lines or words would you use? Ask each student to select one of their images that best demonstrates a positive, respectful listening experience and place their artwork in the middle of the circle. Ask students to look carefully at the artwork made up of everyone's responses. Start the conversation by sharing your story and then invite students going around the circle to contribute their own stories, thoughts or ideas	• When could we use yarnning circles in our classroom? • Who else could be part of our yarnning circles? Additional online resources: • Implementing Yarning Circles: QCAA • About Yarning Circles • Aboriginal Pedagogy • The no language method AITSL • NSW Reconciliation: Yarning Circles
10 minutes	Reflection Share the students' visual representation of what respectful listening looks like. Invite students to talk about their artwork or share their thoughts and ideas. • What do you notice? • Are there any similarities? Why or why not? • Are there any surprises? • Would the artwork look the same if we didn't listen to each other respectfully? • What might happen if we don't listen to each other respectfully?	

- What do you think we need to do as a class to ensure we have a safe space for yarning?

Consider using a 'talking stick' during the yarning circle. Only the person holding the stick can speak. The 'talking stick' is passed clockwise around the circle. The rest of the group actively listens to the speaker.