

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: F-2
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: - Foundation – Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) - Foundation – Year 2: Create and display artworks to communicate ideas to an audience (ACAVAM108) - Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) - Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) - Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)			
Learning Intention: To develop an understanding of the importance of listening and what it feels like to be listened to when yarning			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Sit in a circle outside. Begin the session with an Acknowledgement of Country, recognising the Country on which students are learning and playing. Yarning is a practice that 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. The colloquial expression, to have a 'yarn,' means to have a chat or talk. Ask your students to listen carefully. Explain that you will now introduce yourself to the group and share some information about yourself.	Relevant online resources Reflection Sheet Perth Zoo website Additional resources required - Paper or brown cover paper - Scissors - Stapler - Masking Tape or Sticky tape - Glue sticks	

	My name is..... I am onCountry. I love listening to stories. My favourite food is.....and ...I like to play.... • What helped you to listen carefully? • What did your ears do? • What did your eyes do? • What did your bodies do? Explain that when we listen carefully that this is sometimes referred to as 'active' listening.	Preparation Watch the Deadly Arts Welcome to Whadjuk Country on ARTS:LIVE Contact traditional custodians or Elders and invite them to your setting to speak about their community and the importance of listening. Read the following websites to learn more about yarning circles: • Implementing Yarning Circles: QCAA • About Yarning Circles • NSW Reconciliation Going further Yarning circles can be incorporated into the contemporary classroom setting and provides an opportunity for students to understand Aboriginal and Torres Strait Islander knowledge and ways of working. Integrate Aboriginal pedagogies into your classroom practice. • Aboriginal Pedagogy • The no language method AITSL
40 minutes	Numbat ears and listening The numbat is the animal emblem of Western Australia. Show students what numbats look like using the Perth Zoo website. Conduct some simple web-based research as a class to find out some numbat facts and discuss the key physical features of this amazing endangered animal using a Google image search. There are less than 1000 numbats left in the wild. Numbats are very good listeners. Invite students to imagine being a numbat using their senses to help them listen carefully. When I listen carefully... • My eyes are open • My ears are alert • My body sits quietly • My body faces the speaker Students create their own 'numbat' ears. Examine the numbat images found on the Perth Zoo website and in your class research to help students understand the shapes they will need to cut.	

	Provide paper, scissors, and access to a range of joining tools and materials such as staplers, masking tape, sticky tape or glue. Allow children time to explore how to create a headband that fits them. • How many strips of paper will you need to cut to make your headband? • How can you make the paper head band long enough? • How can you make the ears with the rest of the paper? • What shapes will you cut? • How could you cut two shapes the same size? Model how children could work collaboratively on this task and demonstrate how they could ask their peers for assistance or ideas. Remind students to listen to each other when having these conversations.	Develop with your class a visual language map to recall how to facilitate a yarnning circle. Create symbols to represent each step e.g. 1. Sit in a circle. Create your own Numbat drawings and share them with Project Numbat. Research as a class how students can help save the numbat from extinction. The project numbat website or Perth Zoo website are good places to start. (Science) Explore the Symbols of Western Australia and research the symbols on the Aboriginal and Torres Strait Islander flags. What symbols are special to the state that you live in?
10 minutes	Reflection Students wear their numbat ears and take turns going around the circle to share some information about themselves. • What did it feel like to yarn together? • Why do you think it is important to listen carefully to each other when we yarn? • How can you tell if someone is actively listening? Extension Using the Reflection Sheet, students record what it feels like when someone listens to them. They draw or write about an experience where they felt they were listened to and how it made them feel.	