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# SUITE 1

## THIS IS US: CHANGE THE GAME

### TOPIC: *HOW CAN I BE THE BOSS OF MY OWN MIND AND BODY?*

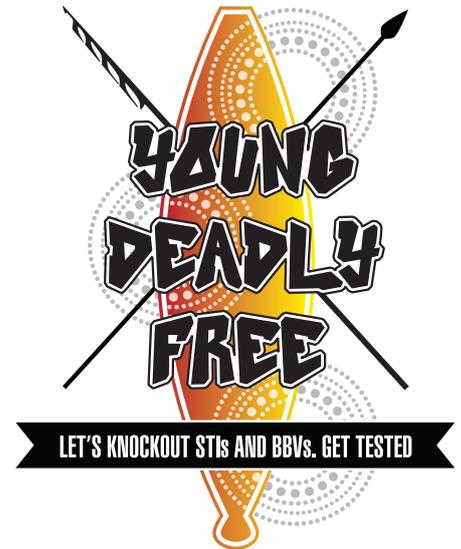
#### LESSON 2 HEALTHY RELATIONSHIPS YARNING CIRCLE

**Target age group:**

Lower, middle and upper secondary (Year 7–10)

**Lesson duration:**

45 minutes



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**Australian curriculum:** This lesson plan supports a number of capabilities in the Australian Curriculum, including Information and Communication Technology, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding.

### BEFORE COMMENCING LESSONS

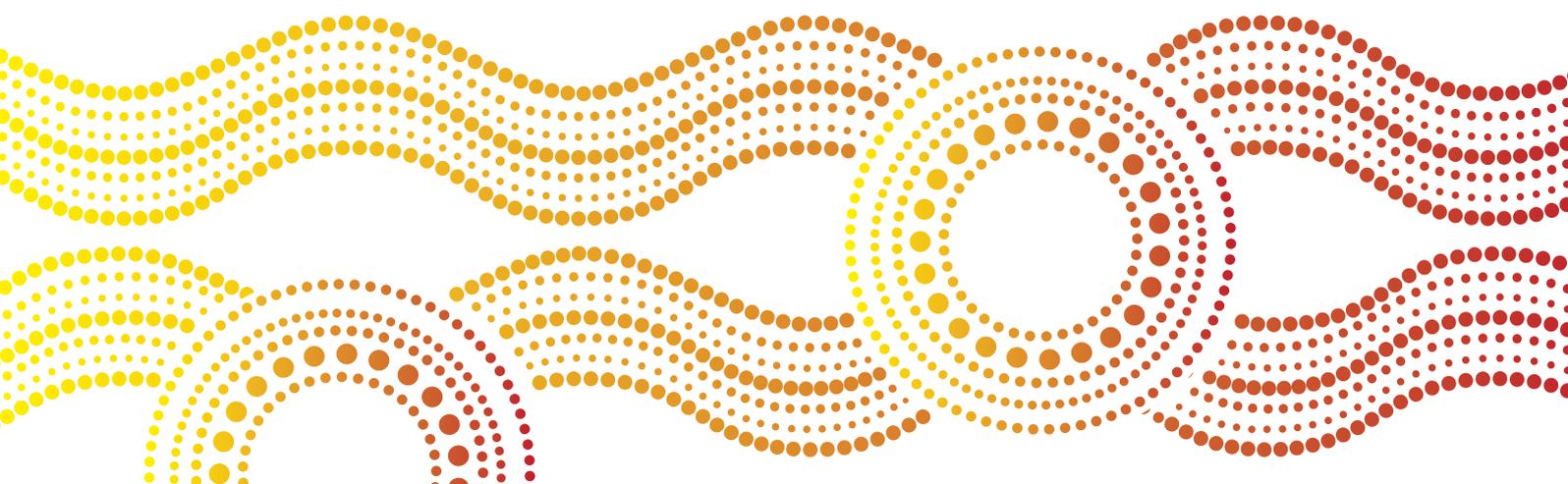
Before running any of these lessons please do the following:

- 1 Pre watch all three videos referred to in this package. <https://www.youtube.com/playlist?list=PLu8z-jO5SOE8oNc6VyYkjkQqI3P0qD0u3>
- 2 Ensure you read about and set up a group agreement with your class to maintain safety of students.
- 3 Ensure you read about and set up the anonymous question box .
- 4 Ensure you have completed and are up to date with your [RAN-EC child protection training](#) (SA only).
- 5 Read your schools procedure for dealing with disclosures of child sexual abuse.

### OTHER TRAINING AND SUPPORT

**Sexual health training:** SHINE SA provide support for schools and training on delivering RSE. Find out more here <https://www.shinesa.org.au/support-for-schools/>

**A word about partnerships:** While it is recognised that schools play an important role in the delivery of RSE, given the personal and cultural aspects of sexual health, consider partnering with your local Aboriginal community controlled health services (ACCHS) in the delivery of your program. Many ACCHSs have staff who are trained in sexual health and experienced in delivering community education. This partnership may be especially important if your school has limited Aboriginal staff. Alternatively, there may be local sexual health teams in your area who employ Aboriginal staff or can provide specialist sexual health support.



## LESSON 2

Time required:

45 minutes

### PREPARATION

- Print 1 set of [Handout 1.5 Healthy Relationship Strengths Cards](#)
- Read the description of yarning circles at <https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>
- Have markers & butcher's paper including three sheets with headings:
  - \* What does having Healthy Relationships mean for me and my family?
  - \* In what ways do we communicate in the same way as our Elders/ adults in the community, and what is different?
  - \* How can I use this new learning to help my family/community?
- Have ICT tools or collage materials ready (if including extension activity)

### TAKE HOME MESSAGE

*Yarning is a safe way to discuss many issues and share ideas and learnings. In this lesson we built on the behaviours we think are important in relationships by exploring the strengths (qualities) we see as important in healthy relationships. Knowing your own strengths and the strengths of others is important in building your own confidence and working on your areas of growth to enable you to be the boss of your own body.*

## HEALTHY RELATIONSHIPS YARNING CIRCLE

### Purpose

This lesson introduces the concepts of yarning and storytelling and their importance in Aboriginal culture. As a class, students discuss the importance of understanding their strengths and how to draw on them throughout the various life challenges and opportunities that will emerge over their lives. Students also discuss the importance of developing their areas of growth in order to successfully manage life challenges and opportunities.

### Learning goals

In this lesson students will:

- learn how to identify key themes related to having a Healthy Relationship that allows them to be the boss of their own minds and bodies
- learn how to identify different forms of communication
- learn how different forms of communication can tell stories about healthy relationships in everyone's life.

**Teacher note:** *In Aboriginal culture yarning and storytelling are very important. Yarning is an informal conversation that is culturally friendly and recognised by Aboriginal people as meaning to talk about something or someone, or provide and receive information. Yarning circles are designed to allow all students to have their say in a safe space without judgement. Each student is encouraged to speak, one at a time, without interruption. This is a process that helps to develop deep listening skills, sharing knowledge and establishing rules around respectful behaviour.*

### Procedure

- 1 As a class group, form a complete circle around butcher's paper on the floor and the *Handout 1.5 Healthy Relationship Strengths Cards* spread out.
- 2 Make sure that everyone has pens/markers, a clear space and can see one another.
- 3 Explain that sitting in a circle for yarning like this is the way things are done for many Aboriginal communities who believe the best way to learn is through stories and yarns.
- 4 In your yarning circle, explain to the class that learning and communicating through pictures and images is an important part of Aboriginal culture.
- 5 Ask students to choose up to three cards that represent what they believe are the most important values in a healthy relationship that keep relationships strong.
- 6 After students have chosen three cards, ask students if they would individually share why they chose at least one of the cards they did.
 

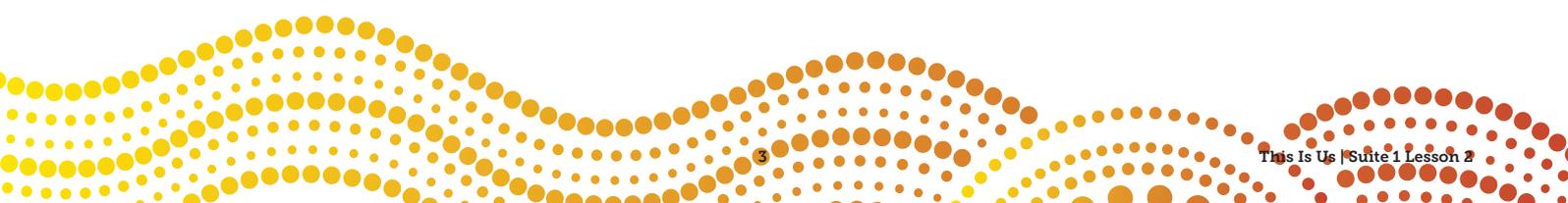
**Teacher note:** *In larger groups multiple students may pick the same cards. If this is the case, ask students to mentally choose their cards or write them down and only pick them up when/if they decide to share.*
- 7 Ask students to think about what a healthy relationship is, and brainstorm ideas about what this looks like. Encourage the class to draw or record their answers (strengths) on the butcher's paper.
- 8 Explain to the class that learning and communicating without words is another important part of Aboriginal culture.
- 9 Discuss how non-verbal communication is made up of body language, sign language and facial expressions.

- 10 Ask them to think about how in the video they could identify what was being communicated without words by each of the characters.
- 11 In your yarnning circle, as a class, students discuss the importance of understanding their strengths and how to draw on them throughout the various life challenges and opportunities that will emerge over their lives.
- 12 Discuss the importance of developing their areas of growth in order to successfully manage life challenges and opportunities.
- 13 Place paper around the room with these headings.
  - *What does having Healthy Relationships mean for me and my family?*
  - *In what ways do we communicate in the same way as our Elders/adults in the community, and what is different?*
  - *How can I use this new learning to help my family/community?*
- 14 Invite students to take a marker and rotate around the room contributing to the answers on the butcher's paper.
- 15 Close the activity with a discussion on students' responses and thoughts.

### **Extension activity**

#### **Strength Mapping**

- Students use ICT tools or art paper to create a mind map using illustrations that highlight the things they believe are most important to have a healthy relationship.
- Teachers could use this activity to create a Strength mural and add to the mural as the students learn new knowledge or gain confidence to share their beliefs



## HANDOUT 1.5 & 2.3 HEALTHY RELATIONSHIP STRENGTHS CARDS

Print A4 double sided and cut in half for a total of 89 A5 sized cards

Download from:

[https://youngdeadlyfree.org.au/wp-content/uploads/Handout1.5\\_2.3\\_HealthyRelationshipCardsA4.pdf](https://youngdeadlyfree.org.au/wp-content/uploads/Handout1.5_2.3_HealthyRelationshipCardsA4.pdf)

### Example of cards

