

SUITE 2

THIS IS US: TRUST EACH OTHER

TOPIC: *HOW CAN I PLAN AND ADVOCATE FOR HEALTH, SAFETY, WELLBEING AND PARTICIPATION IN THE RIGHT LIFESTYLE BEHAVIOURS FOR ME AND MY MOB?*



LESSON 2 RELATIONSHIP WEB & YARNING CIRCLE

Target age group: Lower, middle and upper secondary (Year 7–10)

Lesson duration: 45 minutes

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-jO5S0E8oNc6VyYkjkQqI3P0qD0u3>
- 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

- A ball of string or wool
- Print 1 set of [Handout 2.3 Healthy Relationship Strengths Cards](#) (same as Handout 1.5)
- Butcher's paper
- Markers/pens

TAKE HOME MESSAGE

Each one of us has character traits and this lesson will help you identify some of yours. Certain character traits can be useful to us when we support our friends to seek help. Other character traits are useful when we want to help others.

RELATIONSHIP WEB & YARNING CIRCLE

Purpose

This activity builds on 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.

Discuss the themes of relationships, behaviours and strengths that are explored in the video *This Is Us: Trust each other* <https://youtu.be/DWb5dehQqds>

Learning goals

In this lesson students will:

- identify key themes related to healthy relationships, dependability and help seeking
- identify specific actions required to have a Healthy Relationship
- identify ways of seeking help
- identify traits of people who are safe to seek help from.

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, 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

Part 1: Our Relationship web

- 1 As a class group, form a complete circle around butcher's paper on the floor.
- 2 Explain that you are going to call a student's name and throw a ball of string or wool to them.
- 3 That student is then going to hold on to the end of the string and throw the ball to the next person and so on and so forth, forming a web.
- 4 When the ball gets back to you, make sure that the web is strong i.e. the string is being held taut.
- 5 Explain that the web represents the relationships you all have in this classroom. You are connected as peers, students and teacher, and people who are part of the school community. Together, if we have a healthy relationship, we can be strong.
- 6 Ask students what will happen if one or two people drop their piece of string?
- 7 Get two people to drop the string.
- 8 Discuss how the web is no longer strong like it was. Say something like, "This represents how important our relationships are in supporting us and keeping us strong. Help-seeking is the same, the ability to connect with people and services helps keep us strong, enabling us to be the boss of our own body but also helping us maintain our physical health and social and emotional wellbeing".

Part 2: Yarning Circle

- 1 Make sure that everyone has pens/markers, a clear space and can see one another.
- 2 Explain that sitting in a circle for yarning like this is the way things are done for many Aboriginal communities, and the best way for learning is through stories and yarns.
- 3 In your yarning circle, explain to the class that learning and communicating through pictures and images is an important part of Aboriginal culture.
- 4 Spread the *Handout 2.3 Healthy Relationship Strengths Cards* out on the floor.
- 5 Using the cards to assist students, discuss the following questions:
 - What characteristics do you think a person needs to seek help?
 - What characteristic do you think a person needs to help others?
 - When seeking information (e.g. online or in hard copy) how do you know if that information is reliable?
- 6 Explain to the class that learning and communicating without words is another important part of Aboriginal culture.
- 7 Discuss how non-verbal communication is made up of body language, sign language and facial expressions.
- 8 Ask them to think about how a person's body language assists them to decide if a person is safe to speak with about private or sensitive topics.
- 9 Place butcher's paper on the floor with the following headings:
 - Help-seeking is...
 - A characteristic of someone who can help me is...
 - I can help others by...
- 10 Ask students to walk around the room and write their responses.
- 11 Discuss the responses and place butcher's paper up in the room for the following activities.

Extension activity

Strength Mapping

- Students use ICT tools or art paper to create a map using illustrations that highlights the lesson learnt about help-seeking.
- 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 2.3 & 1.5 HEALTHY RELATIONSHIP 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

Example of cards

