



**YOUNG DEADLY FREE:
HOW TO HAVE HEALTHY RELATIONSHIPS
—UNIT OUTLINE**

**RELATIONSHIPS AND SEXUALITY
EDUCATION FOR ABORIGINAL
& TORRES STRAIT ISLANDER
STUDENTS YEARS 7–10**



UNIT OUTLINE

Unit title	Young Deadly & Free	Year level	7–10	Duration	10 weeks
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Overarching question—How can I have Healthy Positive Relationships?

Key inquiry question(s)

- How can I be the boss of my own body and mind?
- How can I plan and advocate for health, safety, wellbeing and participation in the right lifestyle behaviours for me and my mob?
- How can I include, assist and lead others to make healthy informed choices?
- How can I find preventative solutions to help stop me and my mob making unhealthy lifestyle choices?

Unit overview

Students explore a variety of decisions they will need to make about their sexual health as they grow up and move beyond school. They explore future challenges and opportunities, including the types of relationships they have and the consequences for not having trust, respect and support as the basis for their personal relationships. Students will draw on their Ancestors' strengths, using their inherited instinctive ways and interpersonal skills to successfully navigate positive change. Students identify local resources and participate in activities that encourage help-seeking and informed choices in their community and culture. Students evaluate these resources to determine their effectiveness in contributing to the healthy lifestyle choices of their mob and themselves.

Outcomes

A student will:

- evaluate strategies and resources to manage sexual health and investigate their impact on relationships
- evaluate the impact on wellbeing of relationships and valuing diversity
- investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing
- examine how connecting to the environment can enhance health and wellbeing
- analyse and evaluate factors that influence emotional responses
- apply personal and social skills to establish and maintain respectful relationships and promote safety, fair-play and inclusivity
- demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing
- synthesise and apply health information from credible sources to propose and justify responses to health situations
- critically analyse contextual factors that influence identities, relationships, decisions and behaviours
- examine the role colonisation has played historically in defining cultures, lifestyle choices and cultural identities.

HPE Focus Areas

The following HPE skills are focused on during the unit:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)

Organising ideas—Aboriginal & Torres Strait Islander Cross Curriculum Priorities

- OI.1 Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.
- OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to, and responsibility for Country/Place.
- OI.3 Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- OI.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- OI.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

Assessment

Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Some examples of assessment FOR learning in this unit includes:

- Clear learning goals or intentions and success criteria for the learning activities.
- Self-reflection and peer-feedback, e.g. strengths, yarning circle, concentric circles, research, scenarios, role-plays and games.
- Aboriginal Learning Styles of group discussion, critical thinking, verbal problem solving.

Some examples of assessment learning in this unit includes:

- Inquiry-based learning that encourages students to take responsibility for their own learning, e.g. The Consequence activity.

Some examples of assessment OF learning in this unit includes:

- Questioning/discussion strategies to assess students' knowledge and understanding to plan for future learning, e.g. discussion, affinity mapping, visual mapping, concentric circles, conversations, fishbowl, consequence discussions, quizzes.
- Observation of students' knowledge, understanding and skills through their work and participation in activities, e.g. discussions, work samples.
- Group physical activity session.

National Curriculum

Students:

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair-play and inclusivity.

Year 7 & 8

Health and Physical Education

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities ([ACPPS078](#))

✎ Exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities

Year 9 & 10

Health and Physical Education

1) Critique behaviours and contextual factors that influence health and wellbeing of diverse communities ([ACPPS098](#))

✎ Investigating the role that extended family, kinship structures and broader community play in the lives of Aboriginal and Torres Strait Islander Peoples

Teaching, learning and assessment

Introduction

- Introduce an overarching question for students to explore throughout the unit:

How can I be the boss of my own mind and body?

- Explain that this unit will examine possible scenarios they may face in their community/s, including how to ensure they have healthy intimate relationships. Students will explore the research, planning and preparation that goes into successfully managing these situations.

Teacher note: *Activities relating to students organising, implementing and leading participation in Healthy Relationships and Sexuality activities throughout the term can be found throughout this unit.*

Before watching the video

- Ensure students have a shared understanding of what a relationship is. Use the poster *Handout 1.1 Definition of "relationships"*. Ensure you discuss some of the different types of relationships people can have, e.g. mum, dad, cousin, friend, coach, partner/girlfriend/boyfriend, husband/wife.
You may wish to print this off and hand it to students or you could project it on your smartboard
- Hand out the worksheet *Handout 1.2 Character, Roles & Behaviours* and *Handout 1.3 The web of relationships in This Is Us*. Explain that they are to begin to fill in the *Handout 1.2 Characters, Roles & Behaviours* worksheet as they watch the video. Explain that the whole class will work through the worksheet together when the video is finished so it's okay if they don't get it all filled in.

Watch the video <https://youtu.be/DWb5dehQqds>

While students watch the video, they begin to fill in the *Handout 1.2 Characters, Roles & Behaviours*

After viewing

- Encourage students to share their initial responses to the video.
- Discuss the different types of relationships they saw in the video e.g. coach, team mate, assistant coach, friend, best friend.

Resources

Pre-Session Information

[Background of the *This Is Us* series](#)

Video: This Is Us: Change The Game <https://youtu.be/DWb5dehQqds>

[Handout 1.1 Definition of "relationships"](#)

[Handout 1.2 Character, Roles & Behaviours](#)

[Handout 1.3 The web of relationships in *This Is Us*](#)

[Handout 1.4 Being the boss of my own body means...](#)

[Handout 1.5 Healthy Relationship Strengths Cards](#)

[Handout 1.6 Respectful & Disrespectful signs](#)

[Handout 1.7 *This Is Us*: Is it respectful or disrespectful?](#)

National Curriculum

Teaching, learning and assessment

Resources

- Discuss the roles and behaviours that each character took on.
- Ask students if the behaviours were helpful or unhelpful to their team mates/friends.
- Ask students to reflect on whether those behaviours are desirable in a friend or someone you trust.
- Hand out or display *Handout 1.4 Being the boss of my own body means...*
- Ask the class which characters showed they were bosses of their own bodies and minds.

Healthy Relationship Strengths Cards

- Explain that you are going to explore these behaviours further by looking at strengths in relationships using some cards.
- Students stand or sit in a yarning circle*. Place *Handout 1.5 Healthy Relationship Strengths Cards* in the middle of the circle and asks students to choose up to three cards that represent what they believe are the most important values in a healthy intimate relationship that keep relationships strong. 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.*

- 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.

Teacher note: **Yarning circles are used in a range of contemporary Aboriginal contexts to reinforce customary cultural practices of communication where each participant's contribution is equally valued.*

As a class, using the board, group work or a collaborative online space, students record the strength(s) and the area(s) for personal growth that they chose.

- In your yarning 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.
- Students also discuss the importance of developing their areas of growth in order to successfully manage life challenges and opportunities

National Curriculum

Teaching, learning and assessment

Resources

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.
- Ask students to reflect on their map by considering:
 - A challenge they might have identified. Why did they see it as a challenge?
 - An opportunity they have identified. Why did they see it as an opportunity?

HRS Barometer

- After reflecting on previous challenges and opportunities to having a healthy relationship, as a class have students explore various situations to determine whether they would view them as respectful or disrespectful. One side of the room is identified as respectful, the other as disrespectful using *Handout 1.6 Respectful & Disrespectful* signs, or similar handwritten. Read the scenarios from *Handout 1.7 This Is Us: Is it respectful or disrespectful?* to students and ask them to move to one of the areas in the room, depending on how they would view the situation.
- Encourage class discussion by asking 1–2 students to explain why they chose to stand where they are.
- When you have finished reading the scenarios, ask students to sit or stand in a circle and share one thing that makes a relationship respectful. Encourage each student to come up with something different.

National Curriculum

Organising idea 6 *Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.*

Health & Physical Education

Learning Area—There is the capacity for making strong connections between cultures and identities and to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander Peoples

Year 7 & 8**Health and Physical Education**

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities ([ACPPS077](#))

☞ Explore how spiritual connection to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples

Teaching, learning and assessment

Advocating for Health, safety and wellbeing (possible assessment opportunity)

- The teacher introduces the key inquiry question that students will be exploring:

How can I plan and advocate for health, safety, wellbeing and participation in the right lifestyle behaviours for me and my mob?

Before watching the video

- Hand out the worksheets *Handout 2.1 Character, Roles & Behaviours episode 2* and *Handout 2.2 The web of relationships in This Is Us*. Explain that they are to begin to fill in the *Handout 2.2 Characters, Roles & Behaviours* worksheet as they watch the video. Explain that the whole class will work through the worksheet together when the video is finished so it's okay if they don't get it all filled in.

Watch the video *This Is Us: Trust Each Other* <https://youtu.be/ngYADDbIW5c>.

- While students watch the video, they begin to fill in the *Handout 2.1 Characters, Roles & Behaviours episode 2*

After viewing

- Conduct a brief class discussion about the different types of relationships they saw in the video: boyfriend, girlfriend, health worker, friends, best friend, write their answers on the board.
- Discuss the roles and behaviours that each character took on.
- Discuss the concept of help-seeking.

Teacher note: *The following factsheet on help-seeking from Lifeline may assist: What is Help-seeking?* <https://www.lifeline.org.au/static/uploads/files/what-is-help-seeking-wfqyhtavxnmg.pdf>

- Ask students to identify who was able to seek help, who didn't seek help but should have, and who supported their friends in seeking help.
- Explain that while being a teenager is about finding independence and developing their own identity, it's still very important that they are able to identify people and places that they can seek help from. Everyone needs help sometimes.

Resources

Video: *This Is Us: Trust Each Other* <https://youtu.be/ngYADDbIW5c>

[Handout 2.1 Characters, Roles, Behaviours episode 2](#)

[Handout 2.2 The web of relationships in This Is Us](#)

[Handout 2.3 Healthy Relationship Strengths Cards](#) (same as Handout 1.5)

Condom Card Game & Condom Negotiation Cards (SHINE SA) <https://www.shinesa.org.au/product/condom-card-game-condom-negotiation-cards/>

National Curriculum

Teaching, learning and assessment

Resources

Relationship Web

- As a class group, form a complete circle around butcher's paper on the floor.
- Explain that you are going to call a student's name and throw a ball of string or wool to them. 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. When the ball gets back to you, make sure that the web is strong i.e. the string is being held taut.
- 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.
- Ask students what will happen if one or two people drop their piece of string? Get two people to drop the string.
- Discuss how the web is no longer strong like it was.

Yarning Circle

- Students sit in a yarning circle, with pens/markers.
- Spread the *Handout 2.3 Healthy Relationship Strengths Cards* out on the floor.
- 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?
- Discuss how non-verbal communication is made up of body language, sign language and facial expressions. 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.
- 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...
- Ask students to walk around the room and write their responses; discuss the responses and place butcher's paper up in the room for the following extension activity.

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.

Support Services Investigation*Researching services*

- Discuss with students the scene from the video *This Is Us: Trust Each Other*, where JB and Clarry go to the clinic. Hint: You may wish to replay this scene: 6:48mins–9:22mins <https://youtu.be/ngYADDbIW5c?t=408>
- Get students to work in small groups with butcher's paper to write down any questions they have about accessing a service such as a sexual health clinic (some questions might include cost of service, is it confidential etc.). When they have completed their lists, do not get them to report back on their answers. Collect the butcher's paper and stick them up at the front of the classroom.
- Explain to the students that they are to use these questions to guide their enquiry with a service in real life. They can write more questions if they want but these are to get them started.
- In groups, students research local youth and health services in their community and online that can assist them to engage in healthy relationships. Allocate each group topics/types of services (e.g. sexual health, mental health, youth services, sexuality and gender services) Note: ensure at least one group accesses youngdeadlyfree.org.au
- Explain to students that the research they do this week will inform next week's activity where they will create a directory of services. Note: Students should record links, factsheets and any relevant information on paper for the activity the following week.

Creating a directory

Students create a healthy relationships directory (booklet) list of websites, Apps, local community services and professionals, and even tips for others on how to have a healthy relationship, that they believe are important.

- In small groups from last week report last week's findings back to the whole group.
- The whole class has a discussion about how to collate all their information together and makes a plan to complete the task. Get them to think about:
 - Will it be in a booklet?
 - What size should the booklet be?
 - How will they get all the information in to one document?
 - What will the directory be called?
- Students carry out the production of the booklet, once completed, students could make this resource available in the library or student services offices.

Protect Yourself Activity

Split students into two groups. Ensure you have enough *Condom Card Game & Condom Negotiation Cards* (SHINE SA) <https://www.shinesa.org.au/product/condom-card-game-condom-negotiation-cards/> for each group to have one full set of cards.

- Students will test their knowledge of condom use. They will work in teams to put the cards in to the correct order of how to put a condom on. The team who completes the task first AND gets the order correct wins.
- Hand the cards out. When ready, get them to begin. When the groups finish, check that the cards are in the right order. If they are not, give them more time to adjust the order.
- Once the groups have completed the activity read the correct order out as per the activity card (found in the condom card game box) and give out prizes for winning group. If time permitting, discuss extra points as below;

Discussion points

- **What would happen if they started having sex, but then one partner said they wanted to stop?** Legally, they would need to stop having sex. Anyone can decide at any time that they want to stop, and their partner must respect their wishes.
- **Where else could the consent cards go?** Consent can be sought or withdrawn at any point. (*TIP: Demonstrate this by moving the consent cards in to different points of the timeline as you discuss*)
- **Where can you get condoms from around here?**
- **How much do condoms cost?** Often people can get them for free from health clinics. If there are no free condoms in your community, you can buy them, usually in packs ranging from four condoms a pack to 30 condom packs. These cost between \$4 through to \$20, depending on the brand and how many condoms are in the pack. It works out about 40c–\$1.20 per condom.
- **What if you have a Latex allergy?** Latex-free condoms are also available for people who have latex allergies. Ansell's *Skyn* condoms are latex free and widely available.

National Curriculum

Years 9–10

Health and Physical Education

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments

([ACPPS097](#))

- ✎ Investigating different approaches to managing environmental resources, including how Aboriginal and Torres Strait Islander communities demonstrate custodial responsibility for Country/Place

Teaching, learning and assessment

Healthy informed choices (possible assessment opportunity)

- The teacher introduces the key inquiry question that students will be exploring:

How can I include, assist and lead others to make healthy informed choices?

- Have students read through Handout 3.1 Advertising Health Poster.
- Hand out blank piece of paper to each student. Explain to the class that as they are watching the following video they are to write down the characters' behaviours and strengths that they notice are represented in the video.
- Watch the video This Is Us: Make it good <https://youtu.be/EdtjerZIX14>
- Discuss This Is Us: Make it good with students; have them share the strengths they noticed in the video You could ask:
 - What lessons do you think each character took away?
 - What did you learn from the videos?
- Hand out Handout 3.2 Strengths in me and my community. Ask students to create a profile of the strengths inside themselves and outside in their communities and families they see as being critical to having a healthy relationship.
- Students put their own strengths in the middle circle, their friends'/family's strengths in the 2nd circle and their community's strengths in the outer circle.

HIR profile and Media production (possible assessment opportunity)

- Students read *Handout 3.1 Advertising Health Poster* and create a profile of the strengths inside themselves and outside in their communities and families they see as being critical to having a Healthy Positive Relationship. This may be a poster or presentation that students can share with the class. Students should include behaviours, feelings, mental health, Culture, influencers (role models), society, friends, family etc.
- In small groups, develop an action plan that would help a friend your age in the community to have Healthy Positive Relationships.
- Add these action or steps to the poster and have each group design the poster in any style they choose.

Resources

Video This Is Us: Make It Good
<https://youtu.be/EdtjerZIX14>

[Handout 3.1 Advertising Health Poster](#)

[Handout 3.2 Strengths in me and my community](#)

[Handout 3.3 Talkin' True: Key messages](#)

[Handout 3.4 Film roles required to make Talkin' True](#)

Talkin' True Videos:
<https://youngdeadlyfree.org.au/resources/health-messages/talkin-true-videos/>

Sample: A great ad from NZ:
<https://www.youtube.com/watch?v=iUj2OHLAG3w&t=7s> (8 mins length)

National Curriculum

Teaching, learning and assessment

Resources

Creative intervention (possible assessment opportunity)

- As a class, watch the short effective Talkin' True videos (link listed in Resources) and have the students identify key messages and record them on *Handout 3.3 Talkin' True: Key messages*. In small groups have students brainstorm the various key messages they have identified to be included on a selection of video grabs just like the Talkin' True videos they have just seen.

(If taking the students offsite you will need to get permission and make appointments)

Note: *Although a phone works fine, perhaps consider a visit a film studio or have a professional videographer/ film producer visit the class to discuss script writing, video production and use etc.*

- Students then create a short video—under 1-minute—communicating the key message. Refer students to *Handout 3.4 Film roles required to make Talkin' True* to decide what role each student will take in the production of the video. If there is time, students present their video to the class.

Role-play scenarios

- Introduce the concept of individuals needing to refine interpersonal skills in order to take greater responsibly in successfully managing their own health, safety and wellbeing throughout life.

A suggested special guest might be someone from the legal profession to explain and discuss legal responsibilities required by law regarding Healthy Intimate Relationships

- As a class, students identify the skills they may need to successfully manage the following scenarios:
 - The character's partner does not have any condoms.
 - The character is arrested.
 - The character's close friend is behaving out of character and skipping school.
 - The character is being attacked online due to inappropriate photos they sent to someone they trusted being posted.
 - The character is being pressured to get into a car when the driver has consumed alcohol.

Stayin Strong

- In small groups, students choose one of the scenarios above or devise their own.
- They prepare a script and role-play a response to the situation that ensures they stay strong and healthy. They then rotate positions and provide feedback on how the individual expresses his/her thoughts, while acknowledging the indirect communication strategies commonly used by Aboriginal people.
- As a class, students brainstorm strategies to demonstrate assertive verbal and non-verbal communication in different situations, while being respectful and empathetic of others.

National Curriculum

Year 7 & 8

Health and Physical Education

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities

([ACPPS078](#))

- ✎ Exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities

Teaching, learning and assessment

Know the risk—Students identify what does or does not place a person at risk for contracting BBVs

How can I find preventative solutions to help stop me and my mob making unhealthy lifestyle choices?

HIR profile and Media production (*possible assessment opportunity*)

Students identify what does or does not place a person at risk of contracting a blood borne virus (BBV).

- Place the *Handout 4.1 BBV risk factors cards* in a box
- Write two headings on the board: Risk Factor and Not a Risk Factor.
- Remind students how blood borne infections are passed from one person to another (refer to *Handout 4.2 BBV Factsheets* if needed).
- Have one student at a time pick a card from the box and read it aloud. As a class, determine which category the card belongs in. Place it under the appropriate heading.
- Ask students to identify which cards in the Risk Factor category are the situations they are most likely to encounter. Ask the students to list several ways they could avoid the situation or keep themselves and their friends safe in that situation

Answers

Risk Factors For BBV:	Not a Risk Factor for BBV
<ul style="list-style-type: none"> • Being born to a mother who has a blood borne infection • Body piercing or tattooing with unclean equipment • Helping a bleeding person without using latex gloves • Mixing blood between people • Sexual activity • Sharing needles with another person 	<ul style="list-style-type: none"> • Being coughed or sneezed on • Bites from a dog or cat • Bites from insects • Drinking from a water fountain • Getting a vaccination • Giving blood • Hugging or touching someone • Kissing someone • Shaking hands with someone • Sharing food, cutlery, cups or dishes • Swimming in a public pool • Using a crowded elevator • Using a public toilet

Resources

[Handout 4.1 BBV risk factors cards](#)

[Handout 4.2 BBV Factsheets](#)

National Curriculum

Understanding movement

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time

([ACPMP104](#))

✎ Analysing the significant contributions Aboriginal and Torres Strait Islander people make, and have made, to sport in Australia

Teaching, learning and assessment

Resilience

- As a group have students discuss what makes a person resilient? Individually, students reflect (research if necessary) on a well-known Aboriginal sports person (can be someone famous or not see links) they feel is resilient and comment on the following questions:
 - Why do you think this person is resilient?
 - What characteristics do they display that make them resilient?
 - Why do you think some people are more resilient than others?
 - What characteristics would you like to develop in order to be more resilient?
 - Who can support you in developing these characteristics?
- Facilitate a discussion about the interpersonal skills and actions that are beneficial for managing opportunities or challenging situations.
- Students reflect on:
 - one interpersonal skill or action they used during the week
 - one interpersonal skill they observed others using effectively that they would like to develop and how they can practise this skill over the next month.

Extension activity—Motivation for managing life challenges

Have the students listen to and identify a motivational theme song or saying.

Students research theme songs that encourage resilience and managing life challenges

- In small groups, students share song titles, poems or sayings and the lines or lyrics most effective in promoting positive interpersonal skills or actions.
- Students listen to one song they find empowering for managing life opportunities and challenges and share with the group their thoughts about why this song resonates with them.
- Students participate in a class discussion about other ways to help their community and friends manage challenges/stress and who or where they can turn to seek help, for example, deep breathing, physical activity, sport, culture, talking to a trusted adult.

Resources

<https://hatch.macleay.net/naidoc-week-the-25-greatest-aboriginal-indigenous-sports-people-stars/>

<https://www.olympics.com.au/resources/articles/indigenous-australian-olympians/>