

Educator Note

This is the Educator Note for Junior Landcare's 8-part 'Creating a yarning circle' learning activity series that has been developed to help you design, build and use a yarning circle in your space. The order of these activities are: [background](#), [site selection](#), [involving First Nations people](#), [building the yarning circle](#), [connecting to Landcare](#), [using the yarning circle](#), [yarning circle activities](#) and [yarning and wellbeing](#).

Learning and Engagement Approach

This series of learning activities is designed to engage young learners aged from 7-13 years.

The activities are intended to:

- Explain what a yarning circle is
- Inform how to select a site for a yarning circle
- Involve First Nations people in your yarning circle project and demonstrate the importance of doing this throughout
- Guide you on how to build a yarning circle
- Connect you to your local Landcare group or similar
- Help you use your yarning circle
- Suggest activities that can take place in your yarning circle
- Link yarning to the wellbeing curriculum.

Safety Considerations

- Check the weather before conducting any outdoor activity. If there is going to be extreme temperatures, storms or high wind, postpone the activity.
- Ensure everyone is wearing closed shoes, hats, sunscreen, and has a water bottle handy.
- Keep any allergy plan information at hand and any associated allergy medication.
- Situate your yarning circle where it can be monitored by staff during recess and lunch.
- Ask extra staff to assist when digging, labouring or during other physical activity.
- Model how to use equipment and limit the amount of tools available to a small group that can be easily supervised.
- If contractors are onsite to help construct your yarning circle, work with them to ensure that the appropriate site safety protocols are in place and observed.

Educator Tips per Activity

Background

The '[Creating a yarning circle: Background](#)' activity is designed to help you introduce the yarning circle to your learners, as well as to explore communication. In this activity you and your learners will investigate both verbal and non-verbal communication. The main teaching point in this activity is how communication changes when everyone is seated in a circle and everyone is at the same level, compared to when an audience is listening to a speaker in front of them.

Students may need you to model how communication works. The associated activity sheet is designed to record the back-and-forth nature of communication and how being in a circle helps to facilitate communication through body language and other non-verbal modes of communication.

Site Selection

In this [activity](#) you will be comparing sites and getting students to consider what would make a good site for a yarning circle.

We have supplied writing frames to help make a persuasive argument for the preferred site. A writing frame is a guide that helps address the conventions of a particular genre. We have developed a simpler frame, intended for the younger grades, as well as a more complex frame for the older grades.

Building the Yarning Circle

In this [activity](#) students will be looking at perimeter and area. They will be measuring the space, calculating and then transferring this information onto a map.

Involving First Nations People

Involving First Nations people and organisations in your project is an important consideration. As much as possible, get the students to help drive this. This will increase their ownership of the project. The first step in this activity is for the students to understand the Country they are on. As a group, find out [‘Whose Country am I on?’](#)

You may also like to reach out or find contacts in your local First Nations community. You could speak to parents of First Nations students, speak to the Indigenous Learning Officer at your school and/or your local Land Council or Landcare group. You can also use [the interactive AIATSIS Map of Indigenous Australia](#).

If you would like to approach a First Nations provider, you can also use the [First Nations Providers Database](#) to connect with providers in your area.

Connecting to Landcare

This [activity](#) has been included for you to connect with your local Landcare or environment group, as well as identify what is working well in the space and what could be improved. The associated activity sheet has been designed to support students to record their findings.

Using the Yarning Circle

In this [activity](#) you will be modelling how a yarning circle is used as well as how elements such as a talking stick can be included.

You will also investigate how different materials can have important Cultural considerations. This is because some types of wood and rock, for example, may be suitable to use in some areas but not in others due to their Cultural significance. Researching and consulting with local Traditional Owners and Elders can ensure that you are being culturally appropriate when creating and using your yarning circle.

Yarning Circle Activities

One of our primary aims in producing this activity series is to help ensure that yarning circles are used regularly and do not become a tokenistic gesture.

In this [activity](#) your students will be creating a calendar that highlights the various times of year when a yarning circle can be used as well as the many different types of activities that the yarning circle can be used for, including on an everyday basis.

Yarning and Wellbeing

This [activity](#) is about establishing a morning circle as part of your routine and using your yarning circle space to conduct your morning circle. Morning circles help to create a cohesive classroom and a baseline for the day.

Aligning this Activity Series

The ‘Creating a yarning circle’ series aligns with the 10 existing curriculum-linked [First Nations perspectives learning activities](#) in the Junior Landcare Learning Centre, which include the topic areas of *Local seasons: exploring First Nations weather*, *Creating an Indigenous plant use garden*, and *Whose Country, exploring First Nations peoples languages map*.

It is also supported by a [Professional Development Webinar](#) featuring Junior Landcare ambassador Costa Georgiadis in conversation with proud Wiradjuri man and First Nations educator Adam Shipp and environmental education specialist Sam Harrison about the importance of embedding First Nations perspectives into everyday learning and environmental education for children and young people. **Professional Development Certificates can be requested upon viewing the webinar.**

Community Engagement

Use the [First Nations Providers Database](#) on the Landcarer platform to locate and connect with First Nations businesses and providers in your area.

Use [The National Landcare Directory](#) to find a community environmental ‘care’ group near you.

Explore the [Junior Landcare Community Page](#) for organisations to help support your projects.

Curriculum and Framework Links

SCIENCE

Year 2: [ACSSU030](#), [ACSHE035](#)

Year 3: [ACSSU044](#), [ACSIS054](#)

Year 4: [ACSHE062](#), [ACSIS064](#)

Year 5: [ACSHE083](#)

Year 6: [ACSSU094](#), [ACSHE100](#)

Year 7: [ACSHE120](#)

Year 8: [ACSHE135](#)

HUMANITIES AND SOCIAL SCIENCES

Year 2: [ACHASSI042](#)

Year 3: [ACHASSI052](#), [ACHASSI059](#), [ACHASSI060](#)

Year 4: [ACHASSI080](#), [ACHASSK088](#), [ACHASSK090](#)

Year 5: [ACHASSI102](#), [ACHASSK120](#)

Year 6: [ACHASSI122](#), [ACHASSI130](#)

DESIGN AND TECHNOLOGIES

Year 2: [ACTDEK003](#)

Year 3 & 4: [ACTDEP017](#)

Year 5 & 6: [ACTDEP019](#)

Year 7 & 8: [ACTDEK032](#)

HEALTH AND PHYSICAL EDUCATION

Year 2: [ACPPS018](#), [ACPPS022](#), [ACPPS023](#)

Year 3 & 4: [ACPPS036](#), [ACPPS040](#), [ACPPS041](#)

Year 5 & 6: [ACPPS054](#), [ACPPS059](#)

Year 7 & 8: [ACPPS073](#), [ACPPS078](#)

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

[Cross Curriculum Priorities](#)

ETHICAL UNDERSTANDING

[Exploring values, rights and responsibilities.](#)

PERSONAL AND SOCIAL CAPABILITY

[Social awareness](#)

CURRICULUM CONNECTIONS

[Outdoor Learning](#)

CROSS CURRICULUM PRIORITY

[Sustainability](#)

MY TIME, OUR PLACE: FRAMEWORK FOR SCHOOL AGE CARE

[Outcome 2 and 4](#)