



## Ideas Sheet



## *All Families Come in Different Shapes and Sizes!*

Create a welcoming display of family photographs. Encourage children to bring in a framed photo of their family and/or special people to include in the room display.

Encourage children to share with you and their peers who is in their family and things that they may do together as a family. This experience supports children's sense of identity whilst fostering their awareness of diverse family dynamics.

**Tip:** Consider infants agency and think innovatively about how you may display family photographs for them to explore and interact with. You could use Perspex frames or perhaps create a photo box.



# Family Portraits

Arrange family photos in the art studio as a provocation for children to draw inspiration from and invite them to participate in creating a family portrait.

Source a range of additional family photographs to include in this space that depict diverse family structures such as:

- Single parents
- Same sex parents
- Siblings
- Blended families
- Grandparents
- Extended families
- Kinship
- Foster Care
- Adopted



**Tip:** The Koori Mail is a National First Nations newspaper that is distributed fortnightly. There is a section in every paper that showcases a First Nations family. Collect a few of these articles to create a scrap book and share with children.

# Family Portraits

Engage in one on one and small group discussions with children as they create encouraging them to share information about their family e.g. Who is in their family? Who lives in their house? What do they like to do as a family? Do they know what their parents/carers do for work?

**Tip:** Ensure this experience is open-ended and children have the opportunity to create their family portrait using a range of art materials such as clay, paint, recycled materials or pencils. Provide a range of various skin-toned provisions for children to create with.



## **Koori Mail**

*The Voice of Indigenous Australia*



# Affirmation Cards

Create or source a series of affirmation cards. Affirmations may include statements such as; I am proud, I am talented, I am helpful and I am loved. Educators to introduce affirmation cards in small groups and ask children to select a card each. Support and encourage children to elaborate on their affirmation e.g. what are they proud of?

Source a deck of affirmation cards [here](#)



# *Links to Early Years Learning Framework:*

**Outcome One:** Children have a strong sense of identity

- Children feel safe secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect





# Recommended Resources



# Yarning Cards

Yarning is an important part of Aboriginal culture, it is all about opening up and using your voice while also listening to those around us and to be supportive while building respectful relationships.

Yarning Cards are conversation starters for children and adults. Perfect for children who aren't confident in openly expressing their voice, emotions and opinions.

Included in the deck are question cards to support children's sense of identity, social and emotional development:

- What is something that made you smile today?
- What is something that made you feel embarrassed?
- What is something that makes you feel better when you are upset?
- What are you really good at?
- If you could have any superpower what would it be?





# *Love Makes a Family by Sophie Bee*

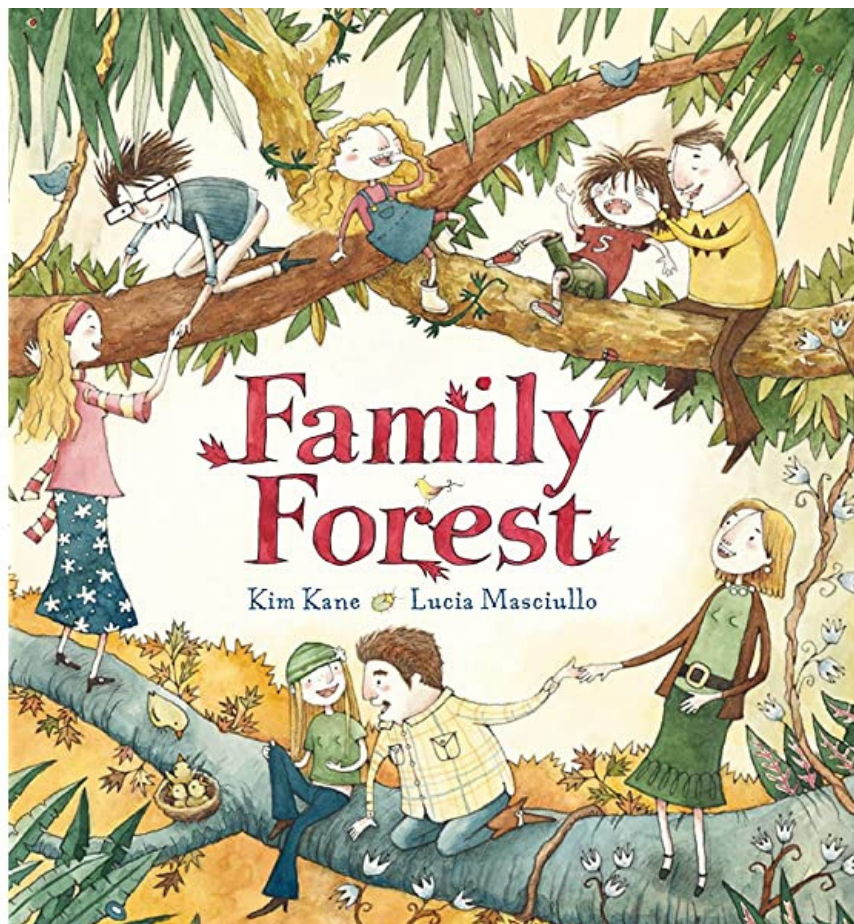
This vibrantly colourful book showcases families in many forms, including same-sex and single parents, with character skin tones varying on every page.

Although families are at the centre of this book, diverse family representation is explored through the illustrations, not the text. Instead, the story focuses on the one thing that truly makes a family - love.



## *Family Forest by Kim Kane and Lucy Masciullo*

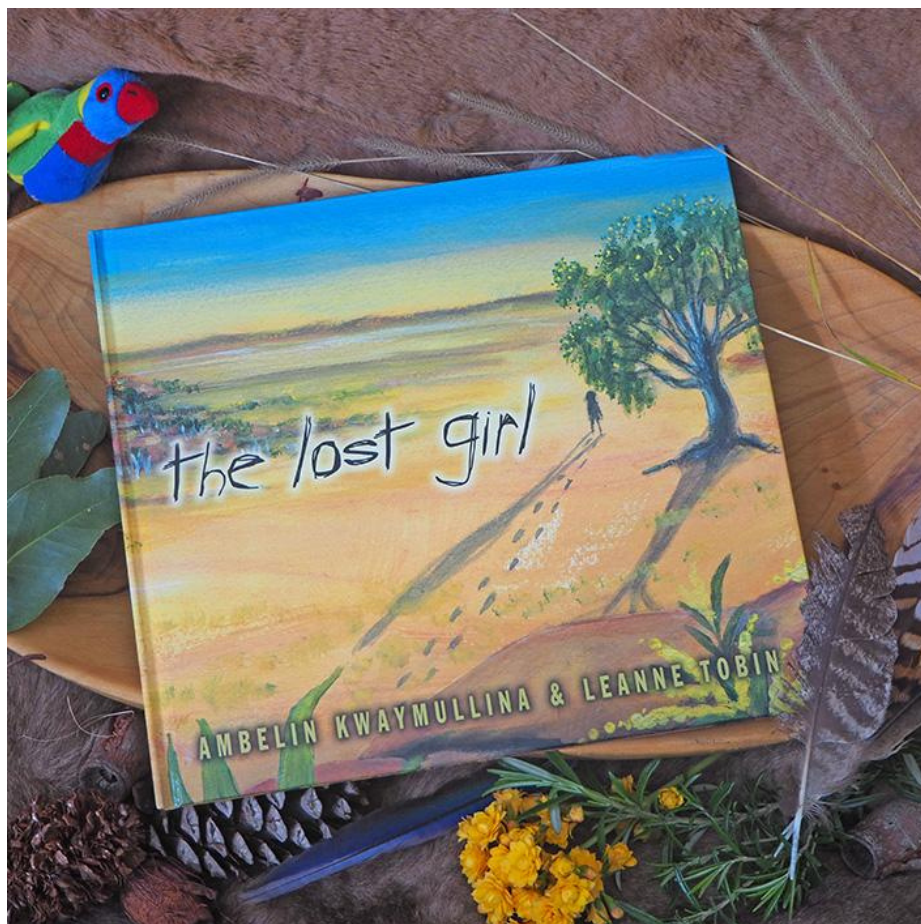
This book showcases one particular family – with half, whole and step siblings as well as different parental relationships (a father and stepmother, and a mother and her partner). A common issue with diverse family representation is that it often comes in the form of 'issue books' – books that are issue driven rather than story driven. It is often difficult to explain a topic or issue without sacrificing story, but *Family Forest* manages to explain blended families in a fun and engaging way.





## *The Lost Girl by Ambelin Kwaymullina and Leanne Tobin*

This book tells the story of a young Aboriginal girl who is lost, but finds her way home to her people's camp with the guidance of mother nature. Instead of having a mum and a dad, or one biological family, the story refers to the girl's mothers, aunties, grandmothers, fathers, uncles and grandfathers. This book is unique in that it showcases a family type very rarely explored – traditional Aboriginal kinship groups.





# *King and King by Linda de Haan and Stern Nijland*

Once there lived a lovelorn prince whose mother decreed that he must marry by the end of the summer. So began the search to find the prince's perfect match and lo and behold....his name was Lee. You are cordially invited to join the merriest, most unexpected wedding of the year.





# Superheroes & Dolls



# Superheroes

Read the book 'I want to be a Superhero' by Breanna Humes and Ambelin Kwaymullina. This is a story about Breanna who wants to be a superhero. She asks her family and friends if she can become a hero by wishing upon a shooting star. She tries but it does not work. Breanna is happy when she finally realises that she can become a superhero by working hard and becoming a doctor, lawyer, engineer or vet.

After reading this story yarn with children about superheroes that they have heard of, use intentional open ended questions to engage children in critical reflection and discussion surrounding the values needed to be a superhero e.g kind, funny, loyal, happy etc Ask children if they know anyone that has these values?

**Tip:** To help children identify someone in their life who embodies hero values and traits ask children who helps them when they have a problem or comforts them when they feel sad?





## Community Heroes

Ask families to supply pictures of each child's hero to add to a class photo album. Include additional images of members of the community that may also be considered a safe person/hero e.g. Doctors, teachers, fire fighters and police officers and share with children why they have also been included in the album. This is an opportunity for educators to challenge common gender stereotypes by showcasing roles such as female police officers and male nurses in their picture selection.

**Tip:** Foster relationships with 'heroes' by inviting them to spend time with children at a morning tea.

**Note:** Some cultural groups may not feel that police represent safety due to historic and general community experiences.



## Create a Superhero

Design and create class superheroes. Encourage group discussion on superheroes to brainstorm ideas on class hero identities including; name, gender, values, powers and costume.

Challenge children's thinking by intentionally asking questions such as; what makes a good superhero? Can superheroes be female? Etc.

**Tip:** Source cloth craft dolls in a variety of skin-toned colours to use as the base for creating your class heroes.



Image Source: NilaDolss - Etsy

# Persona Dolls

Use class superheroes as persona dolls.

Persona dolls provide educators with a way to engage children and encourage them to talk about their feelings in a safe space. Persona dolls can be used to discuss various issues such as; bullying, gender and family relationships.

They can also be used to highlight diversity and foster respect for difference.

“To transform inanimate dolls into special friends, educators create personas for them – imaginary identities covering their ethnicity, gender and family circumstances. The similarities and differences between the Dolls and the children highlight diversity and commonality.

Introducing Dolls that do not reflect the children in the group can promote cross-cultural respect and understanding. This is particularly important where the children are all from the same ethnic or cultural group and are monolingual.” *Personadoll.uk*

## *Links to Early Years Learning Framework:*

Outcome Two: Children are connected with and contribute to their world

- Children respond to diversity with respect.
- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.







# Recommended Resources



# Deadly Squad Card Collection

Meet the deadly squad

Tiddas - Marli, Kirra, Jedda, Bindii & Inala

Brothas - Koen, Jarrah, Yarran, Birrani & Daku

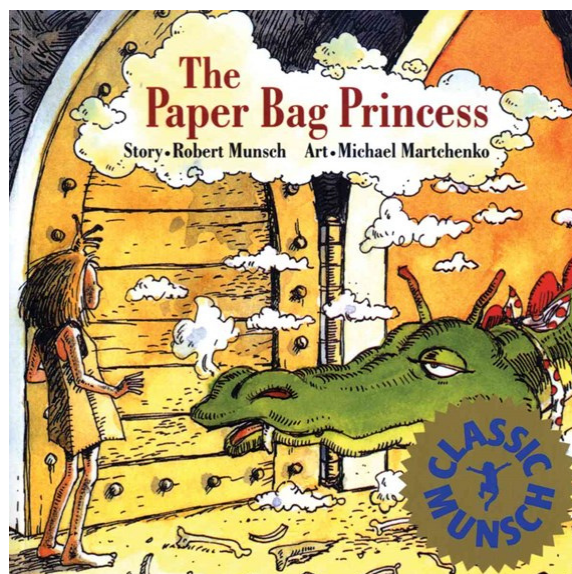
10 Deadly Characters that represent our men, women and sports whilst also highlighting our days of significance, traditional foods, family dynamics and ways of being. The characters represent our spirits, our totems and traditional animals of our lands.



# *The Paper Bag Princess by Robert Munsch and Michael Martchenko*

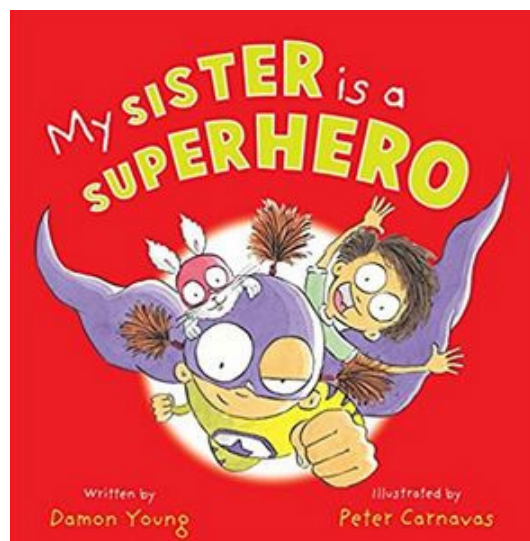
Princess Elizabeth is slated to marry Prince Ronald when a dragon attacks the castle and kidnaps Ronald. With her dress burned up, Elizabeth has no choice but to wear a paper bag, but there's no way she's going to let some dragon interfere with HER happily ever after! In resourceful and humorous fashion, Elizabeth finds the dragon, outsmarts him, and rescues Ronald, easy as pie.

Except Ronald is less than pleased at her un-princess-like appearance, and isn't very nice about it, either. Maybe her Prince "Charming" isn't a part of her "happily ever after" after all.... This laugh-out-loud modern classic with its empowering message is sure to delight a new generation of Mighty Girls!



# *My Sister is a Superhero*

Damon Young and Peter Carnavas bring us an inspiring book celebrating sisters and the many unique and amazing qualities they have. Some might say... they are Superheroes! We sure think so. This book is reinforcing the power all individuals possess and highlights those we look up to - our sisters and each other.







# Challenging Gender Stereotypes



## *Book Audit*

Take time to audit your book collection to review if gender bias and stereotypes are present. Consider the following:

- Is gender-neutral language used in the book e.g. police officers instead of policemen?
- Do you have an equal number of books that show males and females as main characters?
- Do the roles of main characters conform to or challenge traditional stereotypes?
- Are there any negative biases within the book?

Remember, sometimes it's not what we do but what we don't do that also creates bias in young children. By not showing holistic representations of male and female roles and identities in narratives and throughout play experiences, educators could inadvertently be creating gender biases and stereotypes.

# Early Years Learning Framework

## Outcome Two: Children become aware of fairness

- Become aware of ways in which people are included or excluded from physical and social environments
- Develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness
- Begin to think critically about fair and unfair behaviour







# Recommended Resources



## Jacob's New Dress

Jacob loves to wear dresses: the princess costume at his school dress-up corner, a witch dress he wore for Halloween, even a homemade dress he fashioned from a towel. His classmate, Christopher, insists boys don't wear dresses and tears away his homemade dress.

### JACOB'S NEW DRESS



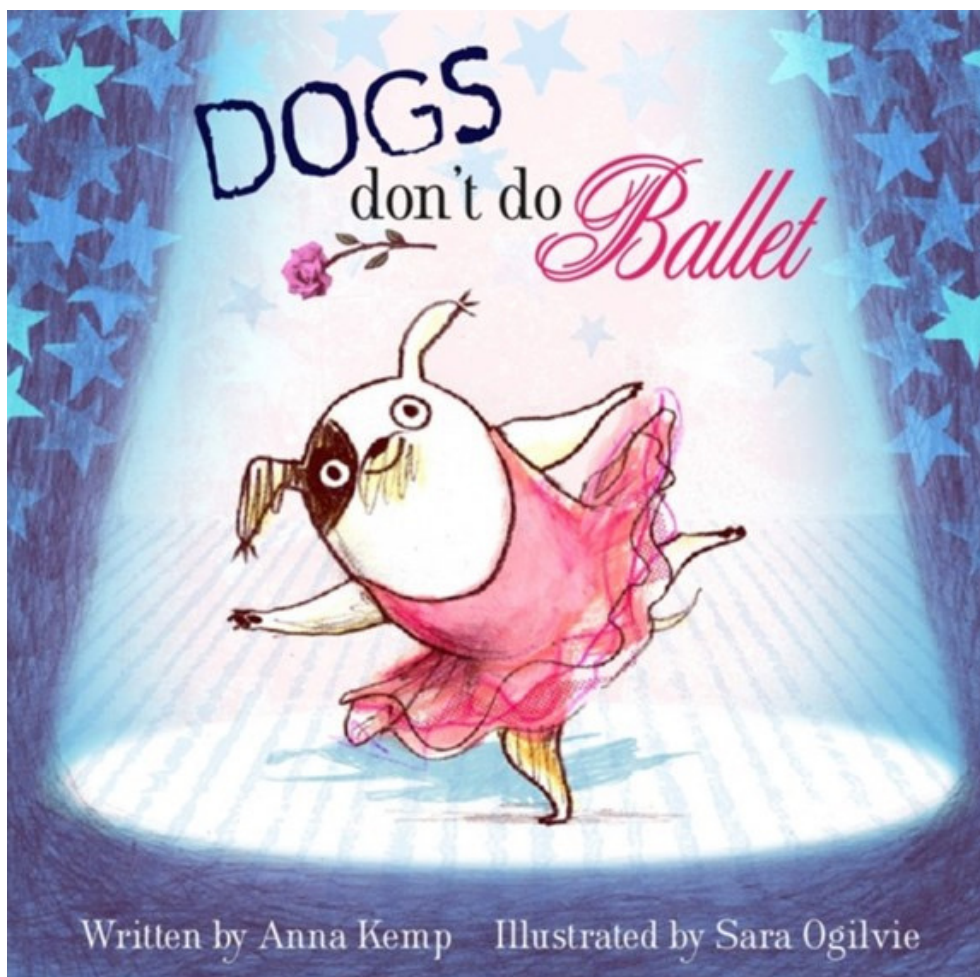
Sarah and Ian Hoffman

illustrated by Chris Case

# *Dogs Don't Do Ballet by Anna Kemp*

Meet Biff, an adorable little puppy who will stop at nothing to become a ballet dancer.


My dog is not like other dogs. He doesn't do dog stuff like weeing on lampposts or scratching his fleas, or drinking out of the toilet. No, my dog likes moonlight and music and walking on his tiptoes. You see, my dog does think he's a dog. My dog thinks he's a ballerina.





# Reflective Questions





Here are a list of questions that you may ask children when reading to provoke them to critically reflect on gender roles and stereotypes:


- What things do girls/boys like to do?
- What things do you like to do?
- What types of things do you think you will do when you are older?
- Do you think you could do that?
- What characters were happy in the end? Why?
- What role does the girl have?
- Do you think a girl/boy could do that role? Why?
- What can girls do? What can boys do?
- Do you think there's something that a girl can do that a boy can't do?
- Do you think there's something that a boy can do that a girl can't do?
- What would you like to do that you've been told that you can't?
- How do you feel when you are told you can't do something that you love?
- How would you feel if...?
- Is that a nice way to treat someone?
- Who is in your family? What do the people in your family like to do?





Emotions





Talking to children about emotions both individually and in small groups supports caring, considerate and respectful relationships.

Helping children to identify their feelings allows them to make healthy choices regarding how they manage comfortable and uncomfortable emotions.

By children being more self-aware of their own emotions builds empathy for how others may be feeling.

Yarning one on one with children regularly about their emotions and feelings supports them to feel safe and secure. Educators may also work with small groups of children assisting them to identify specific emotions and feelings within themselves and their peers.

Discussions can also take place about what they can or should do if they feel or see a friend feeling sad/angry/lonely etc.

For children that are more reserved using puppets or persona dolls can be a useful aid in helping them express their thoughts and feelings. Using emotion flash cards can also be a useful visual aid for group time discussions.



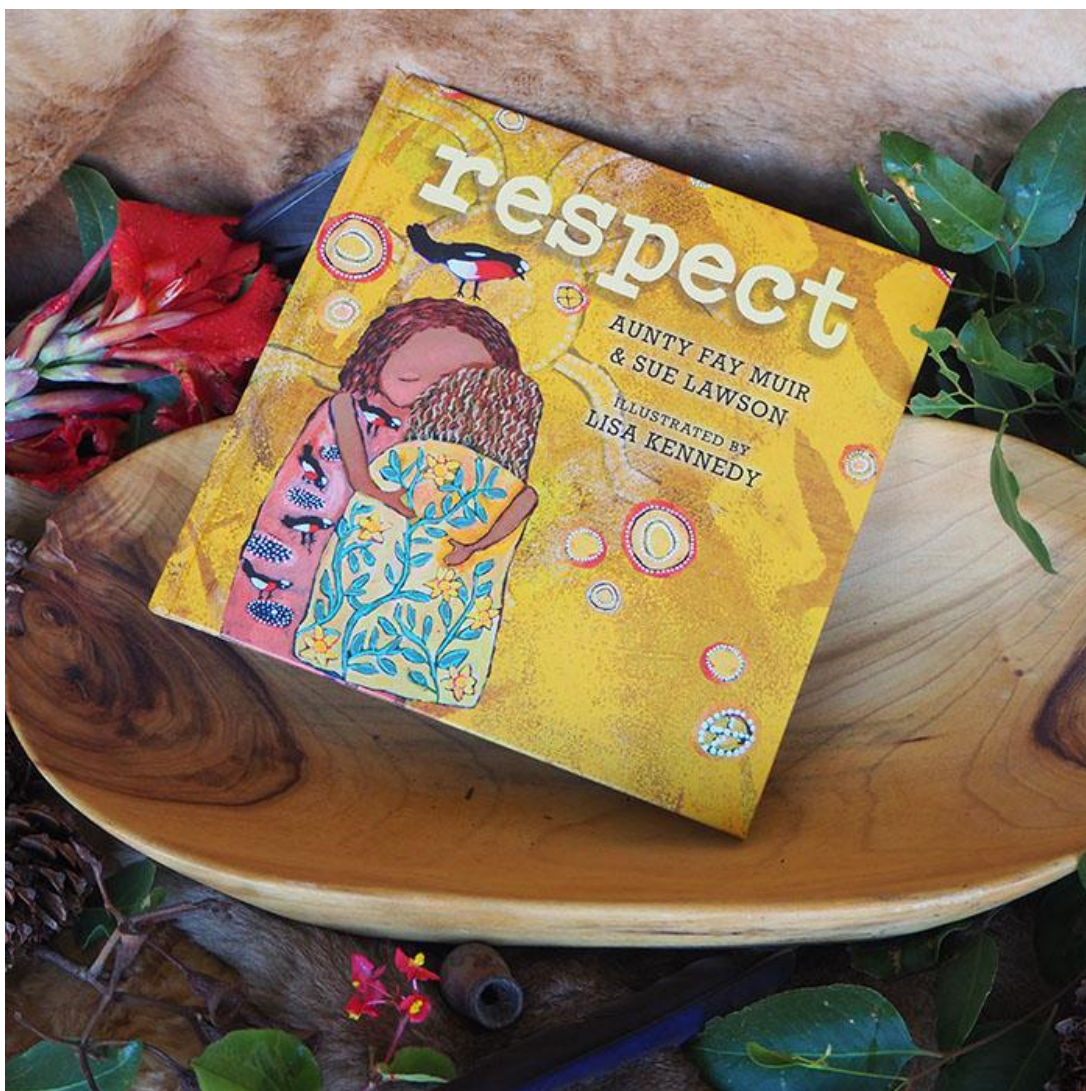


# Recommended Resources



# *Respect by Aunty Fay Muir*

Our Way is old. Older than the red earth. Older than flickering stars. Our way is respect. A tender, thoughtful story reminding us to respect others and respect ourselves. Part of the Our Place series which welcomes children to culture....





# *I Love Me by Sally Morgan*

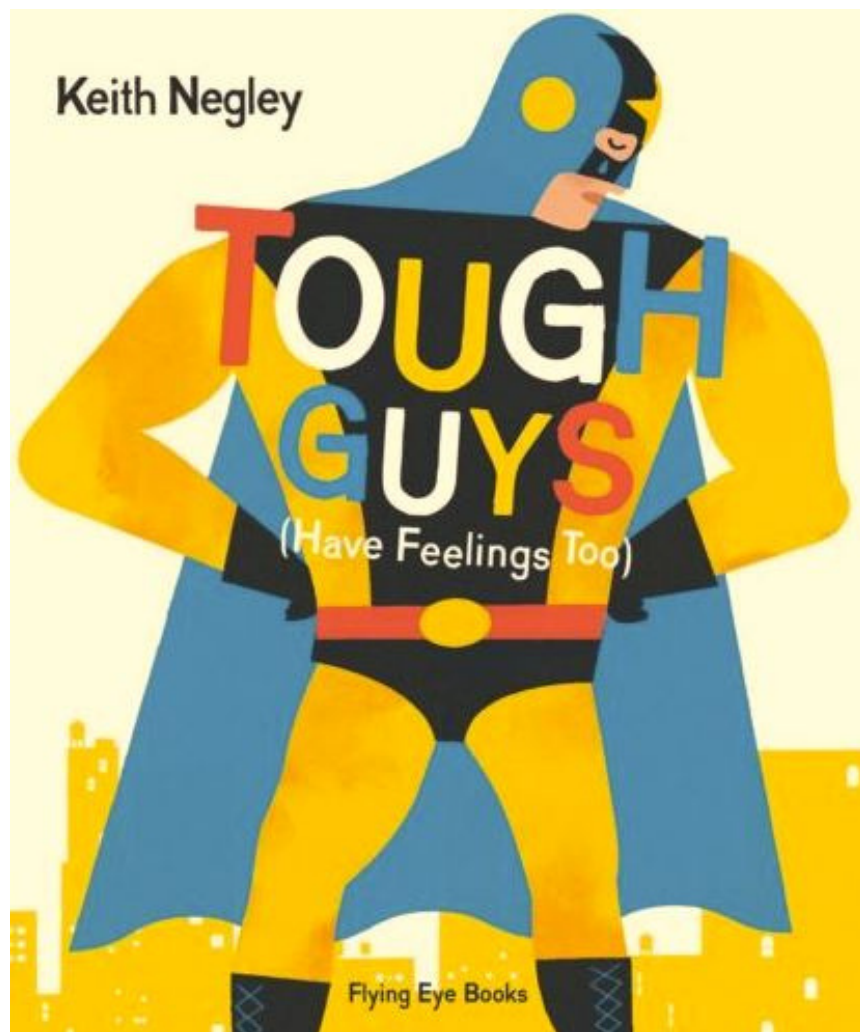
I love the way my heart knows best.  
I am me. Who else would I be?  
I love me!

A celebration of individuality and joyous self-esteem in bouncy, rhythmic prose and riotous colour



# *Tough Guys Have Feelings Too*

We all feel a range of different emotions and this book highlights those feelings from different perspectives. A mixture of feelings are shared by tough guys, in fact all sorts of guys! Creator Keith Negley illustrates feelings in recognisable ways, encouraging children to identify that as natural and part of life. This is done in a gentle, celebratory way.





# *Fair Skin Black Fella by Renee Fogorty*

The story of Mary, a young girl who lives on a dusty cattle station. When she is shunned by the other girls because of her fair skin, Old Ned, one of the community elders, speaks up for her. With words of wisdom, he teaches the girl that Aboriginal identity transcends skin colour and that family, community, country, and culture is what being Aboriginal is really about.

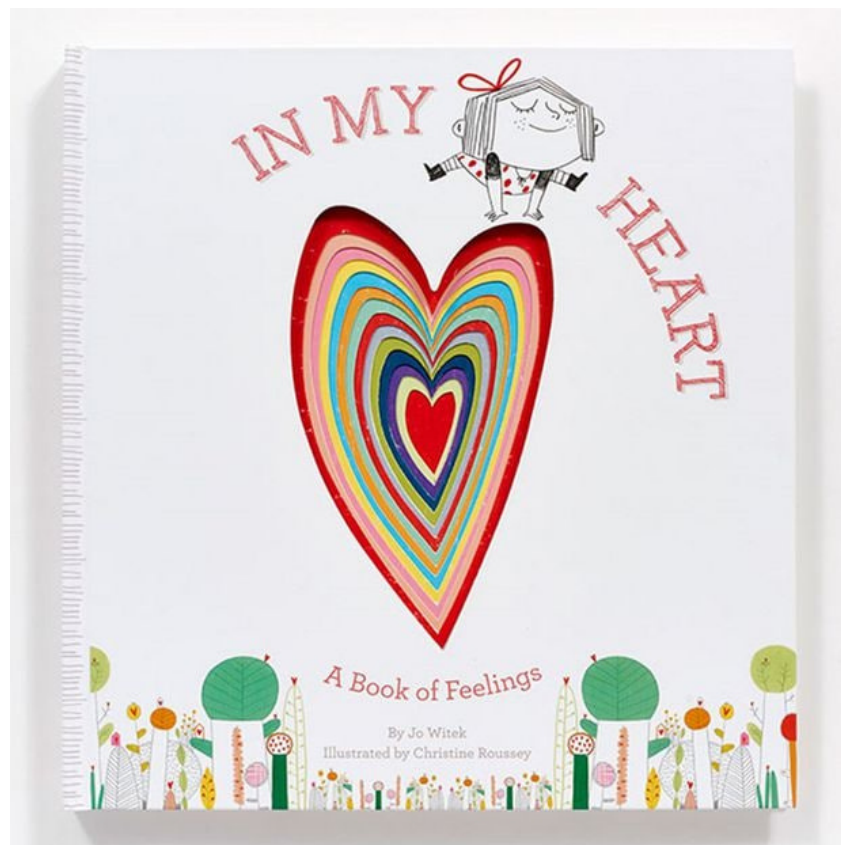


# *In My Heart: A Book of Feelings by Jo Witek*

Sometimes my heart feels like a big yellow star, shiny and bright. I smile from ear to ear and twirl around so fast. I feel as if I could take off into the night sky. This is when my heart is happy.

Happiness, sadness, bravery, anger, shyness...our hearts can feel so many feelings! Some make us feel as light as a balloon, other as heavy as an elephant.

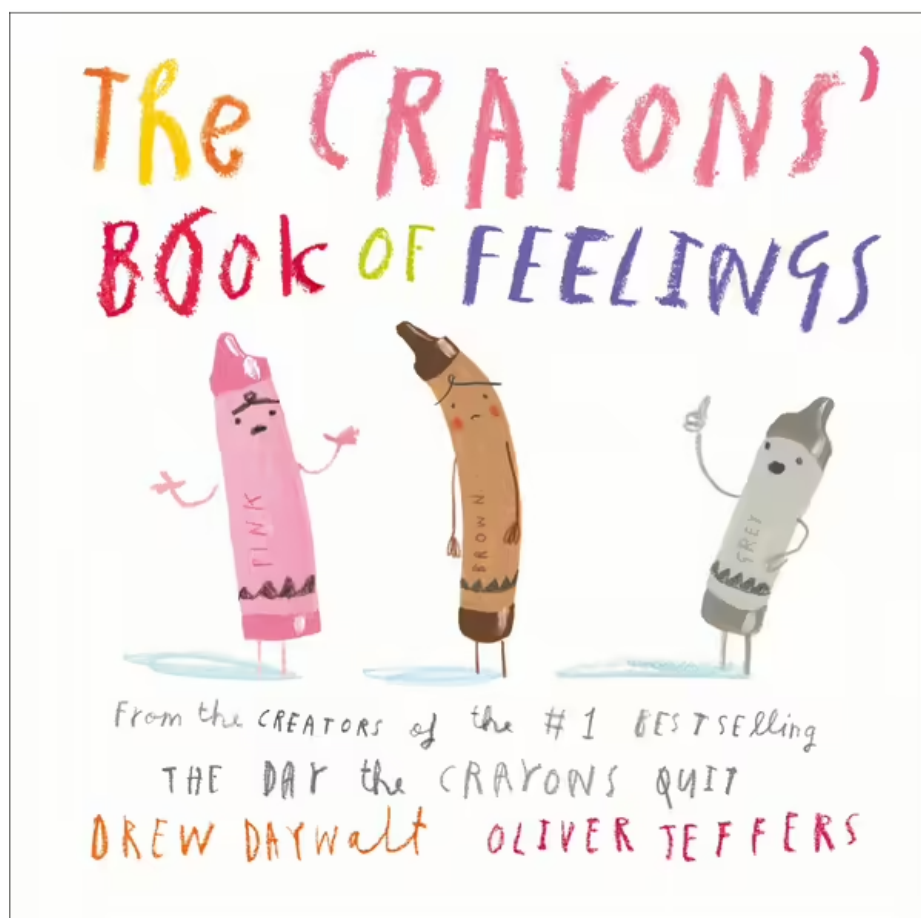
'In My Heart' explores a full range of emotions, describing how they feel physically inside.



# The Crayons Book of Feelings by Drew Daywalt

Everyone knows that crayons like to colour but did you know that crayons have feelings too?

Sometimes they are happy and sometimes they feel downright blue.





# Early Years Learning Framework

Outcome Three: Children have a strong sense of wellbeing.

- Children become strong in their social and emotional wellbeing





**Come Out to Play!**  
with our digital book.  
Read the story, dance  
and sing anytime:

<https://all-come-out-to-play.vercel.app/>





© 'ALL Come Out To Play!'

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