

# Little **BIG** Chats

12 little books to help kids unpack BIG topics

## EDUCATOR'S GUIDE

BOOK PROFILES & EYLF CONNECTIONS



**EDUCATE2EMPOWER** PUBLISHING

## Introducing the 'Little BIG Chats' Series

'Little BIG Chats' is a thoughtfully crafted collection of 12 picture books designed to empower early childhood educators, parents and carers in navigating crucial, and often 'tough' conversations with young learners. Written by teacher, body safety expert and award-winning author, Jayneen Sanders, each book features one of 12 relatable characters, who help make complex topics accessible and engaging for children from an early age.

To support your teaching and further learning opportunities, each book has child prompts throughout and a dedicated page of carefully curated Discussion Questions. Educators are encouraged to use these prompts to unpack the topics together with children, and follow their unique child-led conversational pathways.

## Connecting with the Early Years Learning Framework (EYLF)

The 'Little BIG Chats' series is deeply aligned with the goals and principles of the [EYLF](#) and fosters open, age-appropriate dialogue around essential themes which impact children's safety, wellbeing and their understanding of the world. Through relatable stories and guided interactions, they assist educators in fostering children's sense of **Belonging, Being and Becoming**. The diverse themes explored across these 12 engaging titles directly support children's progress across all five EYLF Learning Outcomes:

1. Children have a **strong sense of identity**
2. Children are **connected with and contribute to their world**
3. Children have a **strong sense of wellbeing**
4. Children are **confident and involved learners**
5. Children are **effective communicators**

On the following pages, we have listed examples of the observable behaviours, drawn straight from the EYLF, that each 'Little BIG Chats' titles encourages and facilitates.

## FREE Supporting Resources

Complementing the picture books, the 'Little BIG Chats' series offers further valuable and practical support for your programming with:

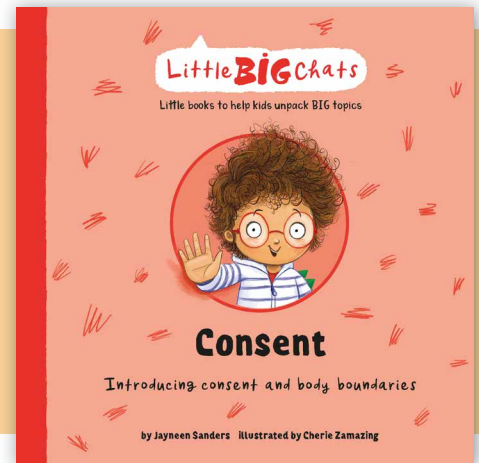
- **24 lesson plans** - Each book has its own teacher-created lesson plans which provide educators with two lesson outlines and printable activity sheets designed to reinforce the themes covered in the 'Little BIG Chats' books.
- **A poster** featuring all 12 Little BIG Chats characters to help familiarise children with the characters who will introduce them to these crucial topics.
- An **AUSLAN Feelings poster/activity sheet** featuring the Little BIG Chats kids.
- An **achievement certificate for children** to reinforce the importance of their new knowledge.
- A body safety education **template letter for parents** to help explain your Body Safety Education program, and the importance of teaching children about body safety, rights and respect.





## Consent: Introducing consent and body boundaries

'Consent' will assist educators to introduce early learners to the fundamental concepts of consent, and their inherent right to personal space and body autonomy. The narrative gently explores body boundaries; asking for, providing and refusing consent; and offering alternatives (e.g. a fist bump instead of a hug). 'Consent' is the first of the Body Safety titles and will support educators in providing children with a foundational understanding of these crucial concepts.



### EYLF Outcome Alignment:

**Outcome 1.2 - Children develop their emerging autonomy, inter-dependence, resilience and agency.**

- demonstrate increasing awareness of the needs and rights of others
- initiate negotiating and sharing behaviours
- learn how to stand up for themselves in appropriate ways

**Outcome 1.4 - Children learn to interact in relation to others with care, empathy and respect.**

- name and challenge unfair acts, and discrimination on behalf of themselves and others
- recognise safe and unsafe situations
- raise concerns or requests

**Outcome 2.1 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.**

- advocate for their own rights with the adults that care for them

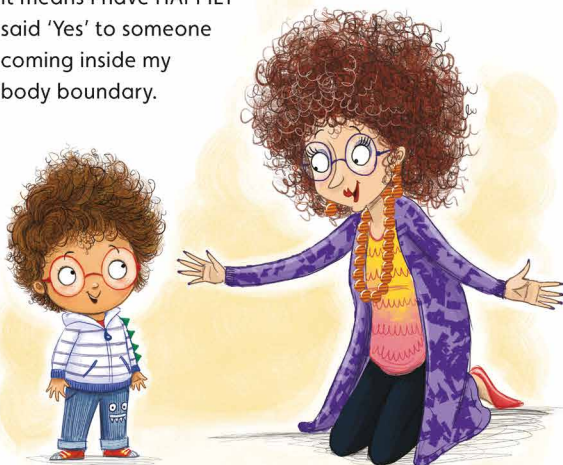
**Outcome 3.3 - Children are aware of and develop strategies to support their own mental and physical health and personal safety.**

- develop a sense of body autonomy and boundaries (e.g. my body belongs to me)
- learn ways to ask for and provide consent during everyday play

Consent is a special word.

It means I have HAPPILY  
said 'Yes' to someone  
coming inside my  
body boundary.

Can I have  
a hug?



10

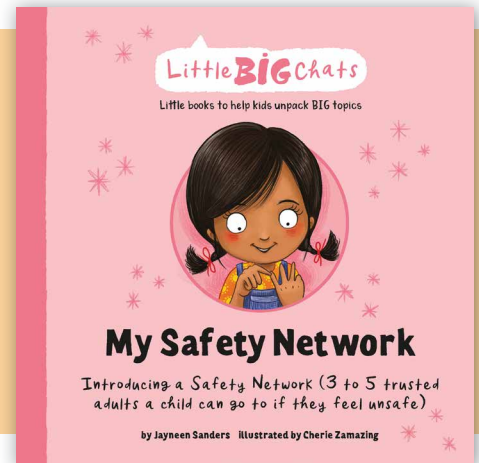


Yes,  
you can.

11

## My Safety Network: Introducing a Safety Network (3 to 5 trusted adults a child can go to if they feel unsafe)

'My Safety Network' introduces children to the concept of a Safety Network. These are 3 to 5 trusted adults in a child's life who they could confidently turn to if they feel worried or unsafe. It explores the people who might make up their Safety Network and the reasons they might need to speak with them. It also provides reassurance that their feelings will be validated and what to do if their concerns are initially ignored. 'My Safety Network' provides children with help-seeking skills and essential protective behaviours.



### EYLF Outcome Alignment:

#### **Outcome 1.1 - Children feel safe, secure and supported**

- seek and connect with adults they trust to share their accomplishments and communicate their needs for comfort and assistance

#### **Outcome 1.3 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- reach out and communicate with trusted educators and familiar children for comfort, assistance and companionship

#### **Outcome 1.4 - Children learn to interact in relation to others with care, empathy and respect**

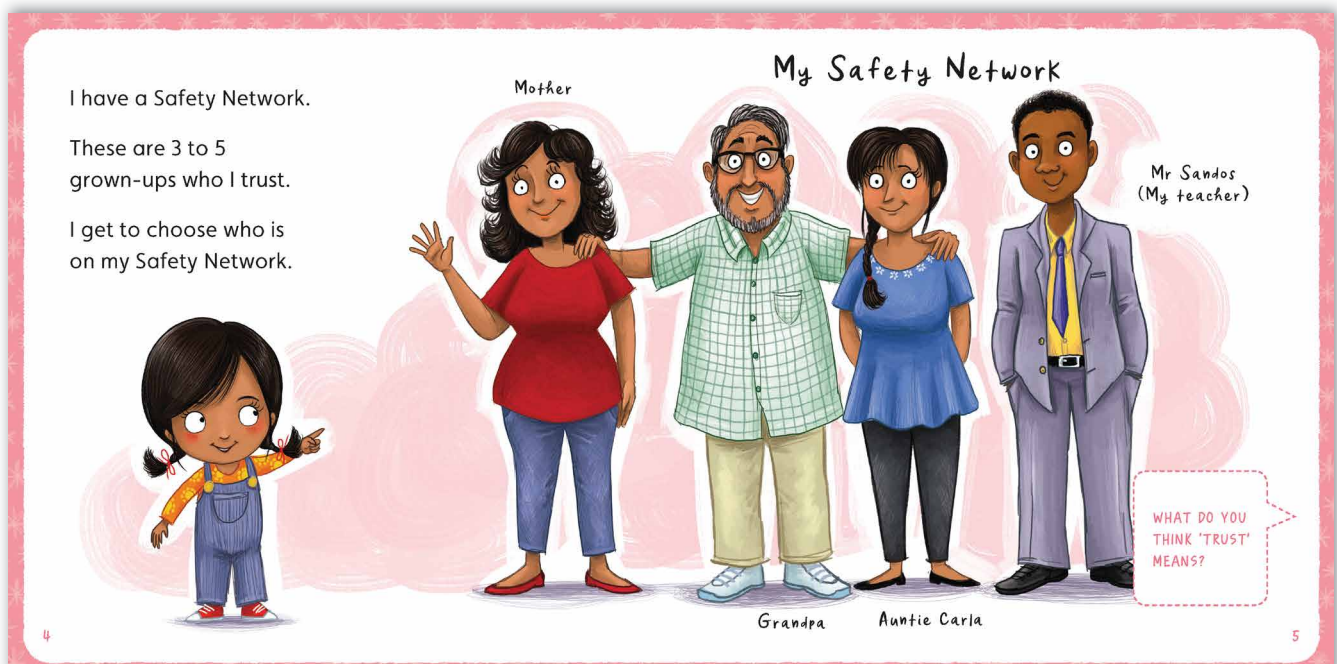
- identify trusted adults and friends
- seek help from trusted adults when needed
- raise concerns or requests

#### **Outcome 3.1 - Children become strong in their social, emotional and mental wellbeing**

- identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad
- communicate their physical and emotional needs, e.g. hunger or thirst

#### **Outcome 3.3 - Children are aware of and develop strategies to support their own mental and physical health and personal safety**

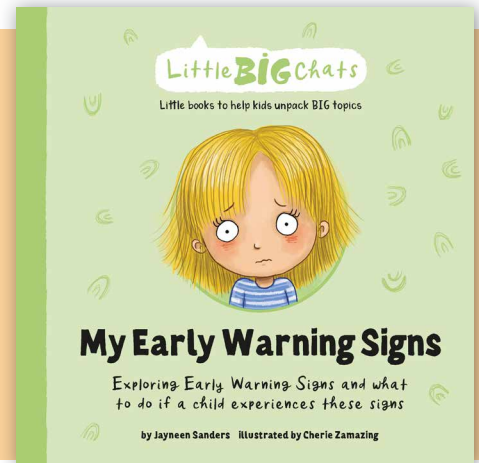
- learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad





## My Early Warning Signs: Exploring Early Warning Signs and what to do if a child experiences these signs

This title explores the physiological sensations, or Early Warning Signs, that everyone experiences when feeling unsafe, worried, scared, or excited. Using an illustrated diagram, 'My Early Warning Signs' explains different bodily sensations children might experience. It encourages them to talk to a trusted adult if these sensations occur, and also discusses safe situations where they might arise, such as going down a big slide for the first time. This understanding of the body's natural alarm system, and knowing how to respond, is empowering for children.



### EYLF Outcome Alignment:

#### **Outcome 1.1 - Children feel safe, secure and supported**

- seek and connect with adults they trust to share their accomplishments and communicate their needs for comfort and assistance

#### **Outcome 1.4 - Children learn to interact in relation to others with care, empathy and respect**

- recognise safe and unsafe situations
- seek help from trusted adults when needed

#### **Outcome 3.1 - Children become strong in their social, emotional and mental wellbeing**

- identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad
- communicate their physical and emotional needs, e.g. hunger or thirst
- show an increasing capacity to understand, self-regulate and manage their emotions
- recognise a range of emotions in themselves and others

#### **Outcome 3.3 - Children are aware of and develop strategies to support their own mental and physical health and personal safety**

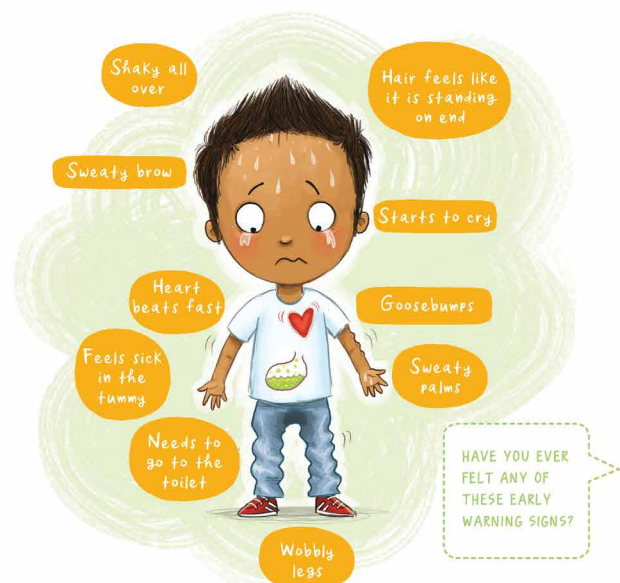
- recognise and communicate their body needs, (e.g. thirst, hunger, rest, comfort, physical activity)
- build strategies to calm the body and mind
- distinguish safe and unsafe touches
- learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad

There are many kinds of Early Warning Signs.

You might feel only one or two, or you might feel many of your Early Warning Signs.

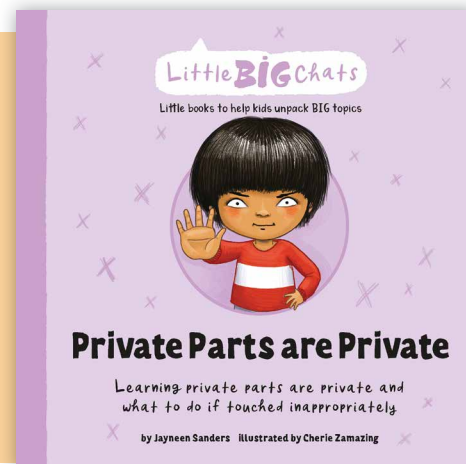
Look at this boy.

He has lots of Early Warning Signs.



## **Private Parts are Private:** Learning private parts are private and what to do if touched inappropriately

'Private Parts are Private' teaches children the correct anatomical names for their bodies and reinforces the rule that their private parts belong only to them. The books will teach children to stand up for themselves if they are touched inappropriately and to seek help from a trusted adult. It also introduces situations where someone may need to see or touch their private parts (e.g. a doctor or parent), reinforcing that consent is still necessary. By providing clear boundaries and actionable advice, this book gives children the knowledge and confidence to protect themselves.



### **EYLF Outcome Alignment:**

#### **Outcome 1.4 - Children learn to interact in relation to others with care, empathy and respect**

- name and challenge unfair acts, and discrimination on behalf of themselves and others
- recognise safe and unsafe situations
- seek help from trusted adults when needed

#### **Outcome 2.1 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens**

- advocate for their own rights with the adults that care for them

#### **Outcome 3.1 - Children become strong in their social, emotional and mental wellbeing**

- identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad
- communicate their physical and emotional needs, e.g. hunger or thirst
- show an increasing capacity to understand, self-regulate and manage their emotions
- recognise a range of emotions in themselves and others

#### **Outcome 3.3 - Children are aware of and develop strategies to support their own mental and physical health and personal safety**

- develop a sense of body autonomy and boundaries (e.g. my body belongs to me)
- learn ways to ask for and provide consent during everyday play
- distinguish safe and unsafe touches
- learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad

Sometimes if you are sick,  
a doctor might need to check or  
even touch your private parts.

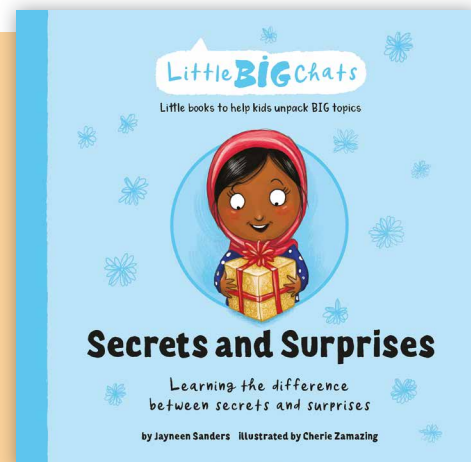
This is only okay if a grown-up  
from your Safety Network is  
with you.

The doctor should always  
ask for your consent first.



## Secrets and Surprises: Learning the difference between secrets and surprises

This title introduces children to the important distinction between secrets and surprises, a secret might never be told, but a surprise will always be told. Grooming can start with children being asked to keep small secrets, such as 'Don't tell mum I gave you lollies.' Encouraging children to not keep secrets, especially those that make them feel unsafe is an important part of their 'toolkit' to help keep them safe.



### EYLF Outcome Alignment:

#### **Outcome 1.4 - Children learn to interact in relation to others with care, empathy and respect**

- name and challenge unfair acts, and discrimination on behalf of themselves and others
- recognise safe and unsafe situations
- seek help from trusted adults when needed

#### **Outcome 2.1 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens**

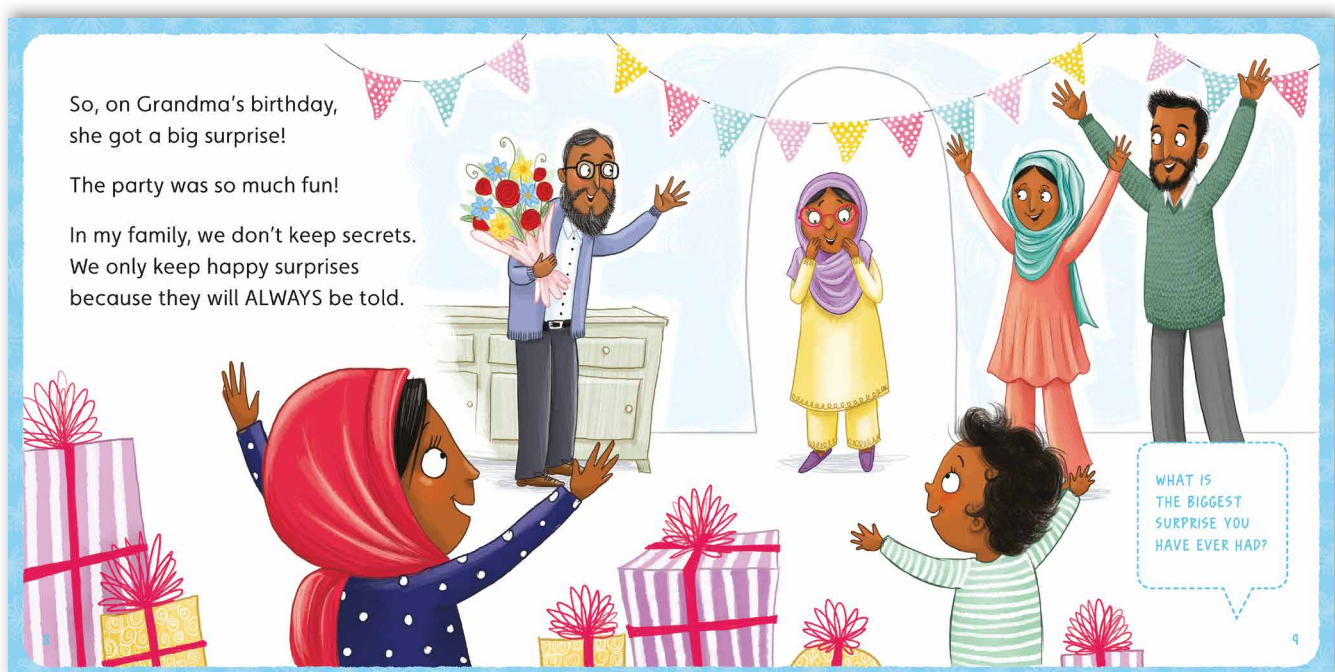
- advocate for their own rights with the adults that care for them

#### **Outcome 3.1 - Children become strong in their social, emotional and mental wellbeing**

- identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad
- communicate their physical and emotional needs, e.g. hunger or thirst

#### **Outcome 3.3 - Children are aware of and develop strategies to support their own mental and physical health and personal safety**

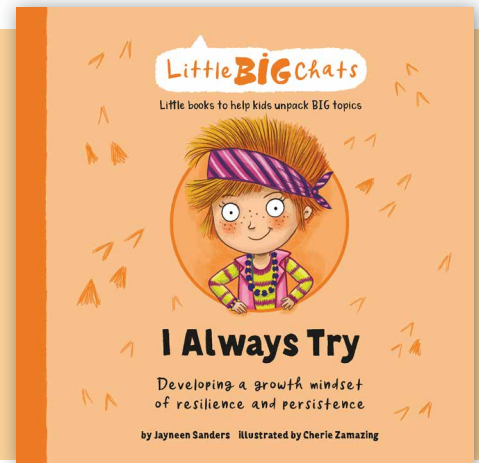
- recognise and communicate their body needs, (e.g. thirst, hunger, rest, comfort, physical activity)
- learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad





## **I Always Try:** Developing a growth mindset of resilience and persistence

'I Always Try' will help young children understand and develop the skills of resilience and persistence. This book will encourage children to keep trying even though something is difficult and reminds them that they have already mastered many difficult tasks. It also provides some examples of positive self affirmations children can use when facing difficult situations. Developing a growth mindset from a young age will assist children to cope with the ups and downs of life which will inevitably occur!



### **EYLF Outcome Alignment:**

#### **Outcome 1.2 - Children develop their emerging autonomy, inter-dependence, resilience and agency**

- initiate exploration and independent learning
- are open to new challenges and discoveries
- take considered risk in their decision-making and cope with the unexpected
- recognise their individual achievements and the achievements of others
- approach new safe situations with interest and confidence
- persist and persevere in self-chosen tasks, including when faced with challenges and when first attempts are not successful

#### **Outcome 1.3 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- express and share pleasure and pride in their own efforts, achievements and accomplishments through language, gestures, facial expressions and/or movements
- celebrate and share their contributions and achievements with others
- show curiosity and growing confidence in their identity as a learner

#### **Outcome 3.1 - Children become strong in their social, emotional and mental wellbeing**

- seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others
- recognise their individual efforts and achievement
- make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected
- experience and share personal successes in learning and initiate opportunities for new learning
- use positive self-talk when encountering difficulties or setbacks

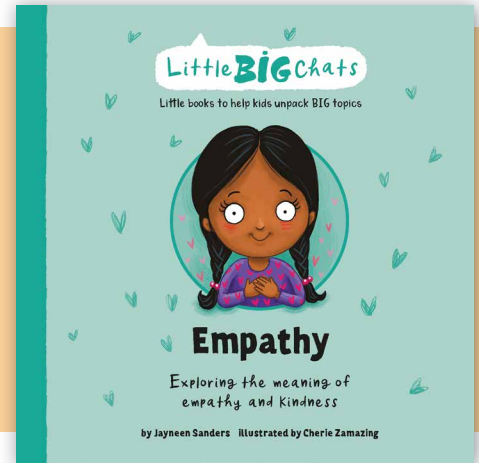
#### **Outcome 4.1 - Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity**

- persevere and experience the satisfaction of achievement
- persist even when they find a task difficult
- use positive self-talk when trying to overcome a problem or setback
- talk about what is happening in their brain when they are learning new things



## Empathy: Exploring the meaning of empathy and kindness

This title serves as a simple introduction to empathy. It provides children with several scenarios where the main character uses empathy to offer comfort, understanding, help, and encouragement to the people in her life. Empathy and kindness are learned traits, nurtured through stories, behaviour modeling and ongoing discussions, making books like this an essential tool in the development of social-emotional skills.



### EYLF Outcome Alignment:

#### **Outcome 1.1 - Children feel safe, secure and supported**

- establish and maintain respectful, trusting relationships with other children and educators
- initiate and join in play

#### **Outcome 1.2 - Children develop their emerging autonomy, inter-dependence, resilience and agency**

- demonstrate increasing awareness of the needs and rights of others.
- increasingly cooperate and work collaboratively with others
- recognise their individual achievements and the achievements of others

#### **Outcome 1.4 - Children learn to interact in relation to others with care, empathy and respect**

- show interest in other children and their play
- approach and initiate interactions with other children in order to form or be part of a group
- engage in and contribute to shared play experiences
- help and offer care to other children
- recognise and name a range of feelings in themselves and others
- empathise with and express concern for others
- display awareness of and respect for others' perspectives
- reflect on their actions and consider consequences for others
- listen to others' opinions or points of view

#### **Outcome 2.1 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens**

- take action to include and assist children to participate in social groups
- participate in reciprocal relationships
- gradually learn to 'read' the feelings and behaviours of others and respond appropriately
- are playful and respond positively to others, reaching out for company and friendship

#### **Outcome 2.3 - Children become aware of fairness**

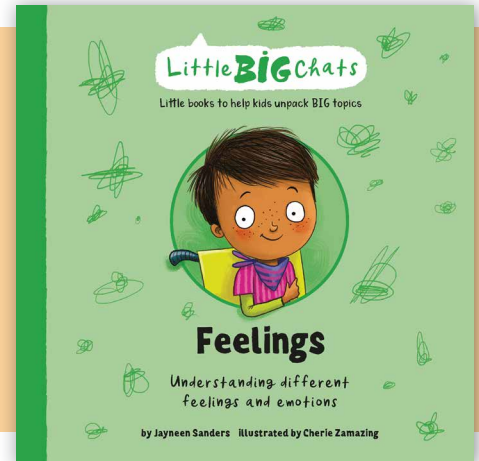
- become aware of ways in which people are included or excluded from physical and social environments
- understand what it means to be treated fairly and to treat others fairly
- show empathy for those unfairly treated

#### **Outcome 3.1 - Children become strong in their social, emotional and mental wellbeing**

- seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others
- appreciate the feelings and needs of others
- assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others
- initiate approaches and actions to interact with other children and form friendships
- recognise a range of emotions in themselves and others

## Feelings: Understanding different feelings and emotions

This title will help children explore their feelings and emotions. It will provide them with the skills and vocabulary to express themselves. It offers a range of methods children can use to understand and communicate their feelings, and teaches them to seek help when their feelings make them worried, unsafe or unhappy. Having a broad emotional vocabulary and emotional regulation skills is the foundation of child wellbeing.



### EYLF Outcome Alignment:

#### **Outcome 1.1 - Children feel safe, secure and supported**

- seek and connect with adults they trust to share their accomplishments and communicate their needs for comfort and assistance
- openly express their feelings and ideas in their interactions with others

#### **Outcome 1.2 - Children develop their emerging autonomy, inter-dependence, resilience and agency**

- demonstrate an increasing capacity for self-regulation and self-soothing

#### **Outcome 1.4 - Children learn to interact in relation to others with care, empathy and respect**

- express a wide range of emotions, thoughts and views constructively
- recognise and name a range of feelings in themselves and others
- seek help from trusted adults when needed
- raise concerns or requests

#### **Outcome 2.1 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens**

- gradually learn to 'read' the feelings and behaviours of others and respond appropriately

#### **Outcome 3.1 - Children become strong in their social, emotional and mental wellbeing**

- remain accessible to others at times of distress, confusion and frustration
- identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad
- communicate their physical and emotional needs, e.g. hunger or thirst
- share humour, happiness and feelings of satisfaction
- show an increasing capacity to understand, self-regulate and manage their emotions
- appreciate the feelings and needs of others
- recognise a range of emotions in themselves and others

#### **Outcome 3.3 - Children are aware of and develop strategies to support their own mental and physical health and personal safety**

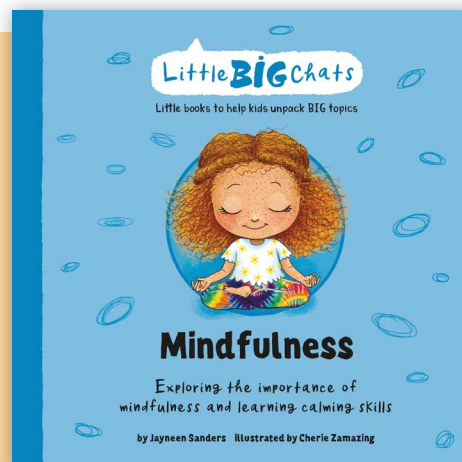
- build strategies to calm the body and mind
- notice and label feelings/emotions in themselves and others
- learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad

#### **Outcome 5.1 - Children interact verbally and non-verbally with others for a range of purposes**

- exchange ideas, feelings and understandings using language and representations in play
- express ideas and feelings and understand and respect the perspectives of others

## **Mindfulness:** Exploring the importance of mindfulness and learning calming skills

This title introduces children to the power of mindfulness. When faced with challenges, children can feel anxious, and learning simple mindfulness techniques from a young age can help them build resilience. These skills are designed to reduce anxiety and stress, providing a foundation for well-being as they grow throughout childhood and into adulthood.



### **EYLF Outcome Alignment:**

#### **Outcome 1.2 - Children develop their emerging autonomy, inter-dependence, resilience and agency**

- demonstrate an increasing capacity for self-regulation and self-soothing
- are open to new challenges and discoveries

#### **Outcome 1.3 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- express and share pleasure and pride in their own efforts, achievements and accomplishments through language, gestures, facial expressions and/or movements

#### **Outcome 3.1 - Children become strong in their social, emotional and mental wellbeing**

- enjoy moments of solitude
- show an increasing capacity to understand, self regulate and manage their emotions
- experience and share personal successes in learning and initiate opportunities for new learning
- use positive self-talk when encountering difficulties or setbacks

#### **Outcome 3.3 - Children are aware of and develop strategies to support their own mental and physical health and personal safety**

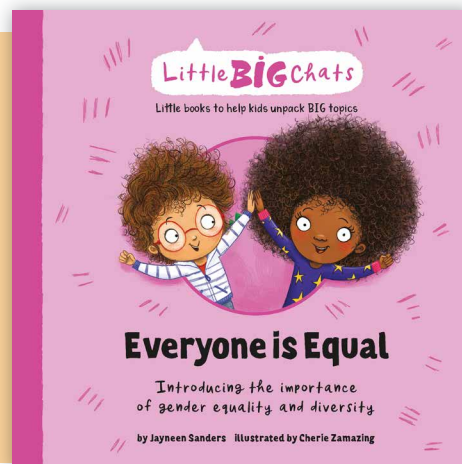
- build strategies to calm the body and mind





## Everyone is Equal: Introducing the importance of gender equality and diversity

‘Everyone is Equal’ serves as a simple introduction to the core values of gender equality, diversity, acceptance, and inclusion. It helps children understand that everyone has the right to be themselves, regardless of their gender, race, appearance, or ability. By providing children with the language of acceptance, this book empowers them to stand up for themselves and others with confidence and kindness.



### EYLF Outcome Alignment:

#### **Outcome 1.1 - Children feel safe, secure and supported**

- sense and respond to a feeling of belonging
- explore aspects of identity through role play
- access resources that support cultural diversity, family structures and gender identities

#### **Outcome 1.3 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- feel recognised and respected for who they are
- explore different identities, roles and points of view in pretend play
- share information about their family, culture, home languages and aspects that make them unique
- display a positive image of themselves, families, culture and community
- feel accepted and affirm their group membership
- feel safe to participate in all activities regardless of gender, age, culture or ability
- share spaces and resources safely and equitably regardless of gender, age, culture or ability

#### **Outcome 1.4 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- display awareness of and respect for others' perspectives
- display awareness of and respect for children's diverse worlds, e.g. culture, family structure, capabilities and strengths

#### **Outcome 2.1 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens**

- identify themselves as being part of family and community groups
- begin to recognise there is a diversity of cultures, traditions and family structures
- begin to recognise that they have a right to belong and contribute to many communities
- take action to include and assist children to participate in social groups
- build on their own social experiences to explore other ways of being

#### **Outcome 2.2 - Children respond to diversity with respect**

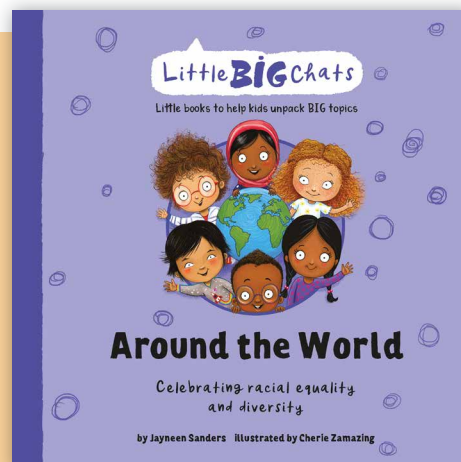
- show respect for others
- show interest in and explore the diversity of cultures, heritage, backgrounds, traditions and families
- become aware that diversity presents opportunities for choices and new understandings
- become aware of connections, similarities and differences between people
- listen to others' ideas and respect different ways of being and doing
- practise inclusive ways of being with others and achieving coexistence
- notice and react in positive ways to similarities and differences among people

#### **Outcome 2.3 - Children become aware of fairness**

- become aware of ways in which people are included or excluded from physical and social environments
- understand what it means to be treated fairly and to treat others fairly
- develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness
- appreciate and respect different ways of knowing, being and doing

## **Around the World:** Celebrating the importance of racial equality and diversity

‘Around the World’ is a celebration of racial equality, diversity, acceptance, and inclusion. It teaches that in all the most important ways—like our capacity for love, kindness and empathy—all humans are the same. While our unique differences make us special, our shared humanity is what connects us all as part of the human race.



### **EYLF Outcome Alignment:**

#### **Outcome 1.1 - Children feel safe, secure and supported**

- sense and respond to a feeling of belonging
- share ideas and information about their culture and cultural artefacts
- access resources that support cultural diversity, family structures and gender identities
- describe things that make them unique
- tell stories about their family and culture

#### **Outcome 1.3 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- feel recognised and respected for who they are
- develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities
- share information about their family, culture, home languages and aspects that make them unique
- display a positive image of themselves, families, culture and community
- share their stories about their Country and community
- feel safe to participate in all activities regardless of gender, age, culture or ability
- share spaces and resources safely and equitably regardless of gender, age, culture or ability

#### **Outcome 1.4 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- display awareness of and respect for others' perspectives
- display awareness of and respect for children's diverse worlds, e.g. culture, family structure, capabilities and strengths
- name and challenge unfair acts, and discrimination on behalf of themselves and others

#### **Outcome 2.1 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens**

- identify themselves as being part of family and community groups
- begin to recognise there is a diversity of cultures, traditions and family structures
- begin to recognise that they have a right to belong and contribute to many communities
- take action to include and assist children to participate in social groups
- broaden their understanding of the world in which they live

#### **Outcome 2.2 - Children respond to diversity with respect**

- show respect for others
- show interest in and explore the diversity of cultures, heritage, backgrounds, traditions and families
- become aware that diversity presents opportunities for choices and new understandings
- become aware of connections, similarities and differences between people
- listen to others' ideas and respect different ways of being and doing
- practise inclusive ways of being with others and achieving coexistence
- notice and react in positive ways to similarities and differences among people
- become aware of their own and other children's linguistic and cultural events, e.g. Diwali, Easter, Harmony Day, Chuseok, NAIDOC, Sorry Business
- investigate other cultures around them

## Around the World: Celebrating the importance of racial equality and diversity **CONT.**

### Outcome 2.3 - Children become aware of fairness

- become aware of ways in which people are included or excluded from physical and social environments
- understand what it means to be treated fairly and to treat others fairly
- develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness
- consider and think critically about fair and unfair behaviour
- appreciate and respect different ways of knowing, being and doing
- investigate the cultural and linguistic diversity represented in their community through a range of creative expressions
- show empathy for those unfairly treated

Our world is made up  
of all kinds of people.



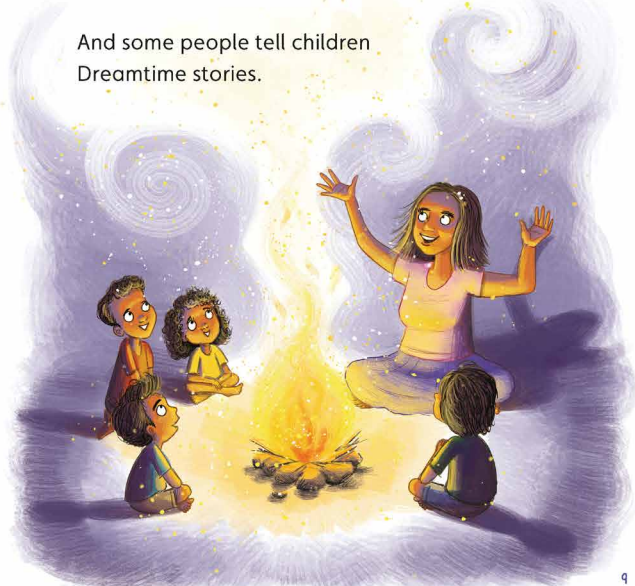
Some people wear  
head coverings.



And some people wear  
bright clothes and  
perform special dances.



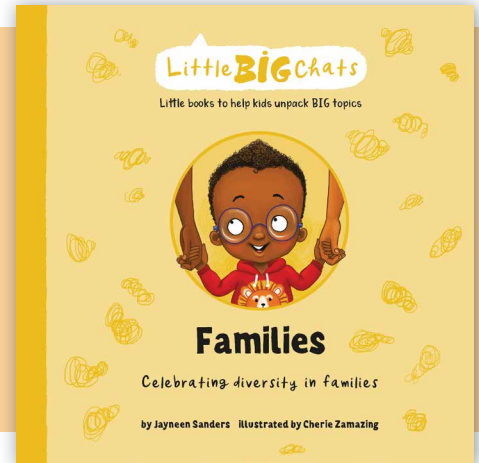
And some people tell children  
Dreamtime stories.





## Families: Celebrating diversity in families

This book is a vibrant celebration of the many wonderful forms a family can take. It introduces children to diverse family structures, including those with adoptive parents, grandparents as caregivers, and more. By showcasing a variety of loving households, it helps ensure that children feel proud of their own unique family while learning to respect and celebrate the families of others.



### EYLF Outcome Alignment:

#### **Outcome 1.1 - Children feel safe, secure and supported**

- sense and respond to a feeling of belonging
- access resources that support cultural diversity, family structures and gender identities
- tell stories about their family and culture

#### **Outcome 1.3 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- feel recognised and respected for who they are
- develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities
- share information about their family, culture, home languages and aspects that make them unique
- display a positive image of themselves, families, culture and community

#### **Outcome 1.4 - Children develop knowledgeable confident self-identities, and a positive sense of self-worth**

- display awareness of and respect for others' perspectives
- display awareness of and respect for children's diverse worlds, e.g. culture, family structure, capabilities and strengths

#### **Outcome 2.1 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens**

- identify themselves as being part of family and community groups
- begin to recognise there is a diversity of cultures, traditions and family structures
- begin to recognise that they have a right to belong and contribute to many communities
- broaden their understanding of the world in which they live

#### **Outcome 2.2 - Children respond to diversity with respect**

- show respect for others
- show interest in and explore the diversity of cultures, heritage, backgrounds, traditions and families
- become aware that diversity presents opportunities for choices and new understandings
- become aware of connections, similarities and differences between people
- listen to others' ideas and respect different ways of being and doing
- practise inclusive ways of being with others and achieving coexistence
- notice and react in positive ways to similarities and differences among people

#### **Outcome 2.3 - Children become aware of fairness**

- appreciate and respect different ways of knowing, being and doing

## Connecting with the Early Years Learning Framework (EYLF)

Use this quick reference chart to easily align the 'Little BIG Chats' series with your planning. Simply find the Learning Outcome you are focusing on to see the relevant book titles, or look up a title you've recently read to identify the key outcomes it covers for your documentation.

Book Title	Outcome 1 Children have a strong sense of identity				Outcome 2 Children are connected with and contribute to their world				Outcome 3 Children have a strong sense of wellbeing			Outcome 4 Children are confident and involved learners				Outcome 5 Children are effective communicators				
	<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>1.4</u>	<u>2.1</u>	<u>2.2</u>	<u>2.3</u>	<u>2.4</u>	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>	<u>4.1</u>	<u>4.2</u>	<u>4.3</u>	<u>4.4</u>	<u>5.1</u>	<u>5.2</u>	<u>5.3</u>	<u>5.4</u>	<u>5.5</u>
Consent		✓		✓	✓						✓									
My Safety Network	✓		✓	✓					✓		✓									
My Early Warning Signs	✓			✓					✓		✓					✓				
Private Parts are Private				✓	✓				✓		✓									
Secrets and Surprises	✓			✓	✓				✓		✓					✓				
I Always Try		✓	✓						✓			✓								
Empathy	✓	✓		✓	✓		✓		✓											
Feelings	✓	✓		✓	✓				✓		✓					✓				
Mindfulness		✓	✓						✓		✓									
Everyone is Equal	✓		✓	✓	✓	✓	✓													
Around the World	✓		✓	✓	✓	✓	✓													
Families	✓		✓	✓	✓	✓	✓													

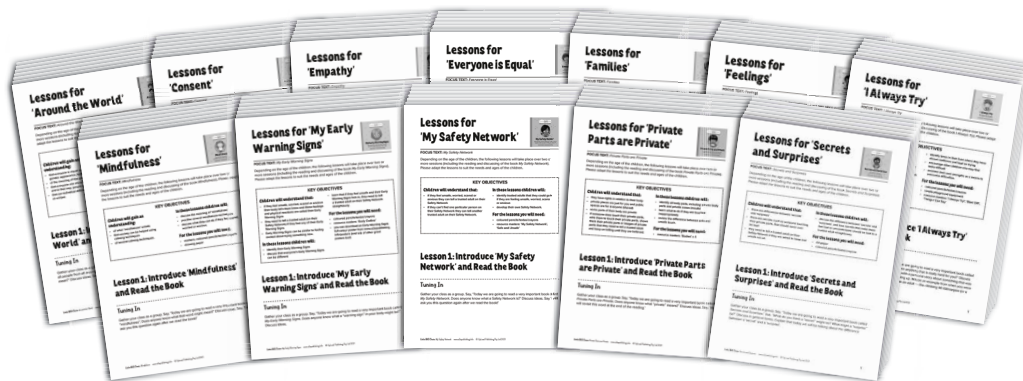
# LittleBIGChats



Available in hardcover with a slipcase or a softcover set

## FREE Lesson Plans

**24 lesson plans** - Each book has its own teacher-created lesson plans which provide educators with two lesson outlines and lots of printable activity sheets designed to reinforce the themes covered in the 'Little BIG Chats' titles.



## Lots of FREE Supporting Resources

