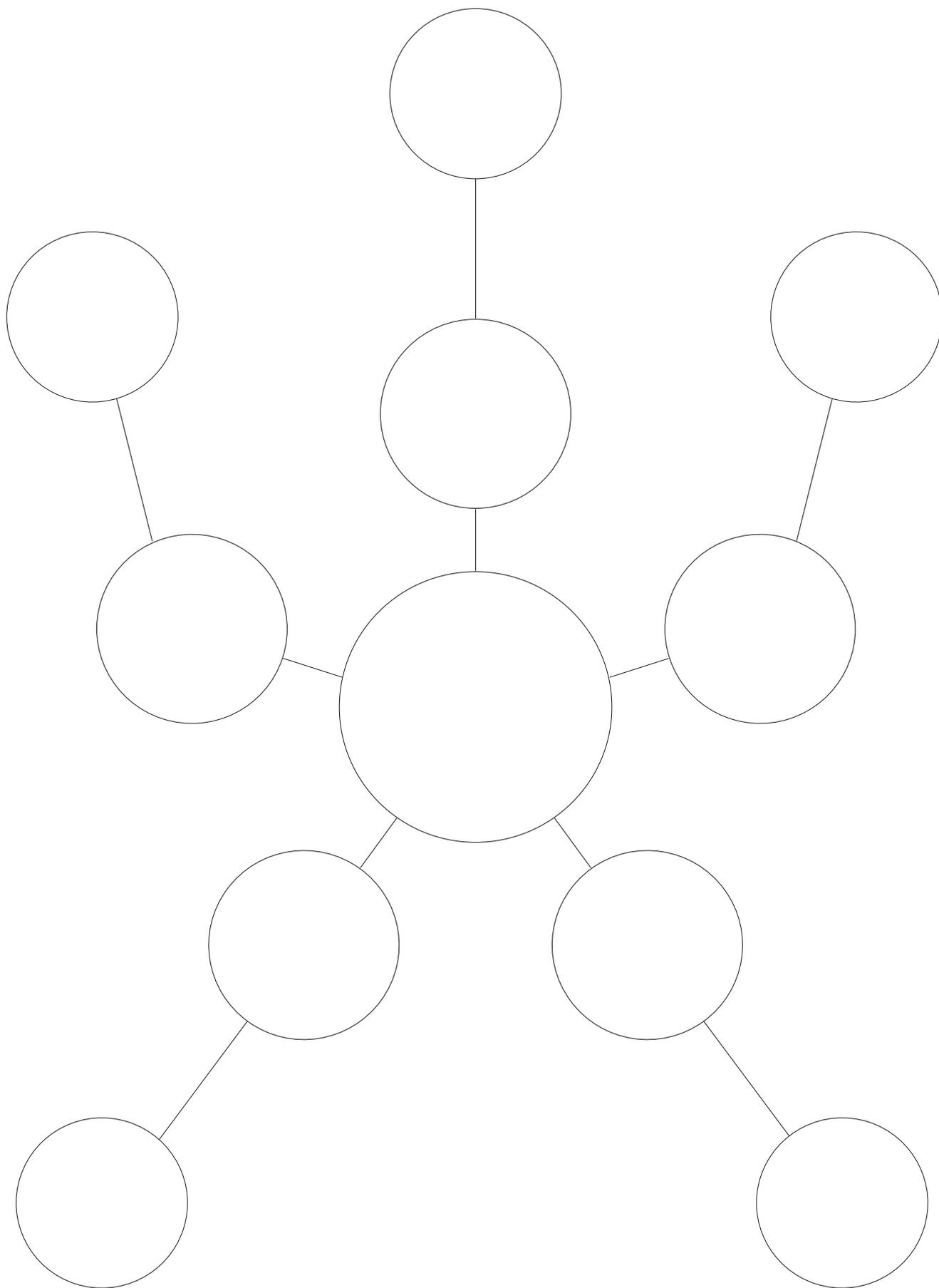


Resource 1: Family Building Blocks

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| LOVE EACH OTHER | LAUGH TOGETHER | SUPPORT EACH OTHER | LOOK "NORMAL" TOGETHER |
| TALK ABOUT FEELINGS | TAKE SELFIES TOGETHER | TALK ABOUT PROBLEMS | TEASE EACH OTHER |
| PLAY GAMES TOGETHER | EAT TOGETHER | CHALLENGE EACH OTHER | DEFEND EACH OTHER |
| FORGIVE EACH OTHER | EMBARRASS EACH OTHER | CELEBRATE TOGETHER | HELP EACH THROUGH HARD TIMES |
| GO ON HOLIDAYS TOGETHER | LISTEN TO EACH OTHER | GO FISHING TOGETHER | LIVE TOGETHER |
| SHARE A LAST NAME | LOOK ALIKE | DRESS THE SAME | SHARE THE SAME BLOOD OR DNA |
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Resource 2: Thinking Chart



Resource 3: Scenario Cards

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| <p><i>Ahmed has just asked Sara whether her mum and dad let her watch TV at night, and Sara replies that she lives with her mum and her grandmother.</i></p> <ul style="list-style-type: none"> • What might Ahmed be feeling? • What might Ahmed be wondering? • What might Sara be feeling? • What could he say or do in response? | <p><i>Esther's teacher has just asked the class to write about their families for the newsletter. Will is Esther's friend and sees that she looks worried. Will knows that Esther has two mums.</i></p> <ul style="list-style-type: none"> • What might Esther be feeling? • What might Will be feeling? • What might they be wondering? • What could Will say or do to help Esther feel less worried? |
| <p><i>Brooktown Primary is having a school camp for all the Yr 6 students. Millie wants to attend but her parents can't afford the fee.</i></p> <ul style="list-style-type: none"> • What might Millie be feeling? • What might Millie be wondering? • What can the teachers do to support all students/families to attend school events? • What can the students do to support all students/families to feel welcome and included? | <p><i>Kai overhears another student teasing his friend Soriya for having a gay older brother.</i></p> <ul style="list-style-type: none"> • What might Kai be feeling? • What might Soriya be feeling? • What could Kai do to support his friend Soriya? • What can the teachers or school do to support Soriya? • What can other students do to support Soriya? |
| <p><i>Sam is in a big group of friends when someone asks why Sam's mum never picks her up from school. Sam lives just with her mother, who cannot work or drive because she has a mental illness. Only some of Sam's friends know about her mum.</i></p> <ul style="list-style-type: none"> • What might Sam be thinking or fearing? • How can Sam's friends support her through this conversation? • What can the school do to support all families to feel welcome and included in the school? | <p><i>Ella sends Michael a text message asking for his parents' phone number, so that her father can invite them to Ella's 12th birthday. Michael hasn't responded because his parents don't speak English and he doesn't know what to say.</i></p> <ul style="list-style-type: none"> • What might Ella be thinking or feeling? • What might Michael be thinking or feeling? • What can Ella do to support her friend? • What can the school do to support Michael's family to feel welcome and included in the school? • What can Ella's family do? |

Resource 1: Family Statistics Cards

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| <p>Q: How many people are there in the average Australian family?</p> <p>A: The average household has 2.6 people. Families with children had, on average, 1.8 children.</p> <p>Source: 2016 Australian Census</p> | <p>Q: What percentage of young people in Australia today are <i>not</i> raised in families with two biological parents?</p> <p>A: Statistics on Australian families from the 2016 Census indicate that as many as 28% of Australian families are not comprised of a male and female couple with their biological children.</p> <p>Source: 2016 Australian Census</p> |
| <p>Q: How many families in Australia are led by grandparents as the primary carers?</p> <p>A: 60,000 of the Australian families that responded to the Census said they were led by grandparents.</p> <p>Source: 2016 Australian Census</p> | <p>Q: How many children in Australia are being raised by same-sex parents?</p> <p>A: TRICK QUESTION! We don't have accurate figures for this.</p> <p>The 2016 ABS Census reports that 10,500 children are being "raised in same-sex couple households". But why might this figure be under-representative of the number of kids growing up with LGBTIQ parents?</p> <p><i>Hint: what other kinds of family structures have you learnt about? Does this figure account for all of those variations in a LGBTIQ context?</i></p> <p>Source: 2016 Australian Census</p> |
| <p>Q: What percentage of Australian families include a couple who have no children?</p> <p>A: According to the 2016 Census, 37.8% of Australian families are a couple family without children.</p> <p>Source: 2016 Australian Census</p> | <p>What percentage of Australians speak a language other than English?</p> <p>A: 22.3%. Most people in Australia speak English only.</p> <p>Source: 2016 Australian Census</p> |

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| <p>Q: What percentage of Australians include two parents born in Australia?</p> <p>A: 47.3% of people in Australia recorded that both parents were born in Australia, while 34.4% recorded that both parents were born overseas, and 11.1% had 1 parent born overseas.</p> <p>Source: 2016 Australian Census</p> | <p>Q: What percentage of Australian families are single parent households?</p> <p>A: 16% of the families who completed the Australian census were living in a single parent household.</p> <p>Source: 2016 Australian Census</p> |
| <p>Q: What percentage of families in Australia are blended or step-parent families, meaning they have one or more children who are step children?</p> <p>A: According to the 2016 Census, 10% of Australian families are blended or step families</p> <p>Source: 2016 Australian Census</p> | <p>Q: What percentage of Australian families have two parents who both work full time?</p> <p>A: In Australia, of couple families, 21.6% had both partners employed full-time</p> <p>Source: 2016 Australian Census</p> |
| <p>Q: What percentage of Australians have some form of disability?</p> <p>A: Over 4 million people in Australia have some form of disability, which is about 16%. That's 1 in 5 people.</p> <p>Source: 2016 Australian Census</p> | <p>Q: What are the top 4 languages spoken at home, after English?</p> <p>A: Mandarin (2.7%), Arabic (1.5%), Cantonese (1.3%) and Vietnamese (1.3%).</p> <p>Source: 2016 Australian Census</p> |
| <p>Q: Which is more common in Australia: families with kids or families without kids?</p> <p>A: The most-common family form in Australia is the couple family with no children (37.76%).</p> <p>Source: 2016 Australian Census</p> | <p>Q: In any year, what percentage of Australians will experience a mental illness?</p> <p>A: In each year, approximately 1 in every 5 Australians will experience a mental illness. That's approximately 16%.</p> <p>Source: http://www.mindframe-media.info/for-mental-health-and-suicide-prevention/talking-to-media-about-mental-illness/facts-and-stats</p> |

Resource 2: Big change scenario cards

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| <p>Jackie has just been put in a new Maths class, and she doesn't know any of the other students.</p> <p><i>What might Jackie fear?</i></p> <p><i>What might Jackie hope?</i></p> <p><i>What strategies can Jackie use to manage the change?</i></p> | <p>Mal always hangs out with the same two boys, but he is uncomfortable with the way they treat other students.</p> <p>Mal wants to make some new friends in his class.</p> <p>It is half way through the year, and everyone seems pretty settled in their social groups.</p> <p><i>What might Mal fear?</i></p> <p><i>What might Mal hope?</i></p> <p><i>What strategies can Mal use to manage the change?</i></p> |
| <p>Samantha has just asked Selina, who goes another school, if she wants to be her girlfriend. Selina said yes! Samantha is excited, but she has never had a girlfriend before and she is not sure what to tell her school friends.</p> <p><i>What might Samantha fear?</i></p> <p><i>What might Samantha hope?</i></p> <p><i>What strategies can Samantha use to manage the change?</i></p> | <p>Max lives with his mum around the corner from school. Every morning he walks to school with his two best friends.</p> <p>Max is about to move in with his dad, step mum, and four step sisters on the other side of town.</p> <p><i>What might Max fear?</i></p> <p><i>What might Max hope?</i></p> <p><i>What strategies can Max use to manage the change?</i></p> |
| <p>Leila has left her parents in Bangladesh to live with her aunt in Sydney.</p> <p>Leila visited her new school before the start of term, and noticed that none of the other students wore a head scarf, which Leila wears because of her religious faith.</p> <p><i>What might Leila fear?</i></p> <p><i>What might Leila hope?</i></p> <p><i>What strategies can Leila use to manage the change?</i></p> | <p>Brody's parent Sal has recently transitioned, and identifies as a transgender woman. Only a few of Brody's best friends know. She has asked Sal to be a parent volunteer at the school formal.</p> <p><i>What might Brody fear?</i></p> <p><i>What might Brody hope?</i></p> <p><i>What strategies can Brody use to manage the change?</i></p> |
| <p>Chris' father has just married a new partner, and they are moving to live with their new, blended family, including two step-sisters who also attend the same school.</p> <p><i>What might Chris fear?</i></p> <p><i>What might Chris hope?</i></p> <p><i>What strategies can Chris use to manage the change?</i></p> | <p>Max is attracted to another boy in his class. He has never been attracted to someone of the same sex before.</p> <p><i>What might Max fear?</i></p> <p><i>What might Max hope?</i></p> <p><i>What strategies can Max use to manage the change?</i></p> |

Resource 3: Strategies for managing change cards

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| ASK FAMILY FOR HELP | RESEARCH ADVICE ON INTERNET | IGNORE IT |
| REMIND THEMSELVES THEY ARE NOT ALONE | ASK AN ADULT FOR HELP | ASK AN EXPERT FOR HELP |
| TALK TO SOMEONE THEY TRUST | ASK A FRIEND FOR HELP | MAKE A PLAN |
| REMIND THEMSELVES THEY HAVE COPEDED WITH CHANGE BEFORE | TELL THEMSELVES THAT IT WILL BE OKAY | USE THEIR STRENGTHS TO DEAL WITH IT |
| DO THINGS THEY ENJOY | SPEND TIME WITH PEOPLE THAT MAKE THEM FEEL GOOD | LEARN AS MUCH AS POSSIBLE ABOUT THE CHANGE |
| TRY TO FOCUS ON POSITIVES | TRY AND FIND OTHERS WHO HAVE SIMILAR CHALLENGES | TALK TO A TEACHER |
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Resource 4: Gender cards

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| THEY CAN HAVE CHILDREN | THEY USE SOCIAL MEDIA | THEY LIKE TO PLAY ROUGH | THEY TALK ABOUT FEELINGS |
| THEY CARE ABOUT THEIR FAMILY | THEY ARE STRONG | THEY ARE INTERESTED IN SEX | THEY LIKE TO DANCE |
| THEY LIKE TO READ | THEY KNOW THINGS ABOUT CARS | THEY PLAY FOOTY | THEY CAN FIGHT WITH FRIENDS |
| THEY CAN GET A JOB | THEY CRY | THEY EAT | THEY LIKE TO TALK |
| THEY CAN WEAR WHATEVER THEY WANT | THEY LIKE SINGING | THEY ARE GENTLE | THEY LIKE MAKE-UP |
| THEY LIKE TO COOK | THEY LIKE TO CLEAN | THEY LIKE TO BE ORGANISED | THEY ARE NURTURING |
| THEY TAKE SELFIES | THEY WORRY ABOUT HOW THEY LOOK | THEY HAVE A VAGINA | THEY HAVE A PENIS |
| THEY ARE LOUD | THEY ARE CONFIDENT | THEY WORRY ABOUT THEIR FRIENDS | THEY LIKE HORROR MOVIES |
| THEY APOLOGISE | THEY ASK FOR HELP | THEY LIKE TO DRESS UP | THEY ARE LEADERS |

Resource 5: Respectful communication scenario cards

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| <p><i>Sarah invited Khaled to her barbecue. Sarah gets a text from Khaled saying that because of his religion he won't be able to eat the meat at the party, so maybe he shouldn't come.</i></p> <ul style="list-style-type: none"> • What might Khaled be thinking? • What might Khaled be feeling? • What can Sarah say in response? | <p><i>When Linh was waiting to be picked up after school, she made a mean joke to her friends about a woman across the road "looking like a man".</i></p> <p><i>Linh then realised that the woman was her classmate Amy's mum, and Amy had heard the mean joke.</i></p> <ul style="list-style-type: none"> • What might Linh's classmate be feeling? • What might Linh's classmate be thinking? • What can Linh say in response? • What can Linh's friends say to Linh and Amy? |
| <p><i>Millie is the lead role in the school musical. Millie's wants both her dads to be in the audience, but her friend suggests that she says one of her dads is an uncle so she doesn't get bullied.</i></p> <ul style="list-style-type: none"> • What might Millie be thinking or feeling? • What kinds of things can the teachers say or do to support all families to feel welcome and included? • What kind of things can the students say or do to support all families to feel welcome and included? | <p><i>Aleisha overhears another student harassing her friend Brayden for having a gay older brother.</i></p> <ul style="list-style-type: none"> • What might Aleisha be thinking or feeling? • What might Brayden be thinking or feeling? • What can Aleisha say to support her friend? • What can the teachers or the school do to support Brayden? |
| <p><i>Sam is in a big group of friends, when someone asks why Sam never invites them over on the weekend. Sam lives just with her mother, who has a mental illness. Only some of her friends know.</i></p> <ul style="list-style-type: none"> • What might Sam be thinking or fearing? • What can Sam do or say? • What can Sam's friends do or say to support her? • What can the school do to support Sam and her family? | <p><i>Ella sends Mihi a text message asking for his parents' phone number, so that her mum can invite them to Ella's 16th birthday. Mihi hasn't responded because his parents don't speak English and he doesn't know what to say.</i></p> <ul style="list-style-type: none"> • What might Ella be fearing or hoping? • What might Mihi be fearing or hoping? • What can Ella and her family do to support Mihi? • What can the school do to support Mihi? |