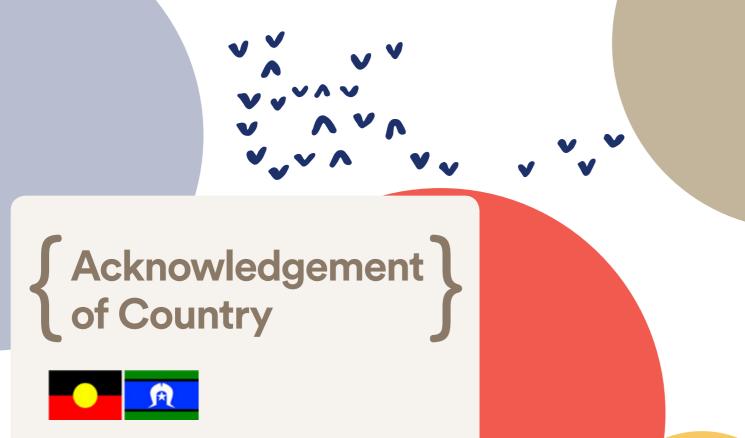
Embrace Summer 2025 | Your inclusion support magazine



VICTORIAN INCLUSION AGENCY

One For All



The Victorian Inclusion Agency acknowledges
Aboriginal and Torres Strait Islander peoples
as the First Peoples of this nation and the
Traditional Custodians of the land on which we
work. We recognise their continuing connection
to culture, land, water and community. We pay
our respects to Elders past and present. We
acknowledge the strength of family connection
and kinship within Aboriginal and Torres
Strait Islander communities and their ongoing
dedication to educating and caring for children.
Sovereignty of these lands was never ceded.
We support Treaty.

{Contents}

02 FEATURE

How to talk to young children about Aboriginal history and colonialism in an age-appropriate way

Hear why these conversations are so important to have with young children and learn how to approach these important topics with confidence.



You don't need to be an expert to develop a Reconciliation Action Plan (RAP) – just bring curiosity and a willingness to learn.

08 Q&A: How do you look after your wellbeing?

Victorian Inclusion Agency Program Manager Jane McCahon gives us an insight into the strategies she uses to look after her wellbeing at work and at home.

09 Why transitions matter for your wellbeing as an educator

As an educator, you experience a whole range of transitions from day to day. Here, Be You explores how transitions can impact your wellbeing and how you can be best supported in times of change.

12 Supporting autistic children throughout their education

As an educator, you play a vital role in supporting children with autism to thrive! Here are some top tips from Maryanne Gosling, National Director at Aspect Education.

15 POSTER

7 questions to spark gratitude in children

Pop this poster up at your service to remind staff of the many ways they can spark children's gratitude each day.

16 FREE RESOURCE

Rainbow families checklist

How inclusive is your service when it comes to welcoming and celebrating rainbow families? Use our checklist to find out!

18 POSTER

Colourful breathing activity

Breathe in, breathe out... Colourful breathing is a quick and simple activity to find calm and clarity in moments of overwhelm. Display this poster at your service for a daily reminder!

Contributors

We would like to thank the following people for their contribution to this edition of *Embrace*:

Zoe Kaskamanidis – Editor, Jacinta Butterworth, Jane McCahon, Lara Spiers, Laura Boehm, Michelle Lester, Samantha Williams, Skye Davey









How to talk to young children about Aboriginal history and colonialism in an age-appropriate way

BIANCA SIMPSON, Consultant, Victorian Aboriginal Education Association Incorporated (VAEAI)



In the past, Aboriginal history and culture were glaringly absent from Australian education institutions including early childhood and OSHC settings. When Aboriginal people were referred to in our classrooms and kindergartens, the information given was most often misinformed not derived from community knowledge. As a result, many children ended up confused about Aboriginal history and culture.

A lot of racism towards Aboriginal people has been driven by a lack of education at the societal level. This is why what happens in classrooms and early years services today is so important.

In recent times there has been great positive change. Today's Australian educators, from the early childhood through to the tertiary years, want to integrate Aboriginal history, culture and knowledge into their teaching and learning. This time, they want to 'get it right'. They want to make sure that the content they deliver is true to Aboriginal people and that it does justice to

But what does 'get it right' actually mean? How can educators speak to young children of Aboriginal history and of rupture caused by colonialisation, when so much of that history is fraught with traumatic events? What is appropriate when we talk to children?

Beginning with the big picture – 60,000-plus years of continuing history and culture

Beginning to understand Aboriginal history and culture takes big-picture thinking. It starts with the fact that Aboriginal people are born into an inheritance of the oldest continuing culture on this planet – over 60,000 years of history and culture. That is a lot for a developing mind to take in!

One of the first things that children can be taught is how huge and awe-inspiring that 60,000-plus span of time is. But how can you explain what 60,000-plus years of history really means to developing minds that are, for example, not yet able to count to 100?

Young children are just starting to grasp abstract concepts that adults take for granted. Early childhood and OSHC educators understand this better than anyone.





Educators can begin by introducing that quantum of time in a visual sense – what does 60,000 look like, in something like pixels, grains of sand or dots? How does that compare in terms of quantity, to the 250-plus years of the postinvasion period, for example. This kind of exercise shifts the unconscious assumption that the Australia we know now is how it has always been, when in fact Australia is a relatively recent invention.

When a young child says something like 'There used to be dinosaurs but then they became extinct' they are demonstrating sophisticated cognitive leaps. Suddenly children are showing signs that they understand things like the past and ancient past. They are showing that they understand that the way things are now is not how they have always been.

When children show the beginnings of understanding big ideas, they are ready to begin learning about how immense Aboriginal history is.

Acknowledging Country in a meaningful way

It has become a standard practice for early childhood centres around Australia to teach children about the traditional owners of the local area through Acknowledging Country. It is wonderful to see how quickly children are able to grasp Aboriginal place names that their parents may never have had an opportunity to learn. They go home ready to teach the family a thing or two.



But Acknowledging Country is not just about being able to say something from memory. There are important teachings to be grasped within the concept of Acknowledging Country that educators can use for the benefit of young children.

In early childhood, children acquire language rapidly and learn many new words every day. They are also learning the more abstract concept of 'naming'. Children are discovering that names are something human beings give to things; that names are not inherent to objects. Children can learn this through activities like naming a class toy or mascot, for example. Or through the experience of naming a new sibling or a pet. Through the names we give, we make the world.

It is important for children to begin to understand that Aboriginal languages and place names came before the place names we usually see around us in Standard Australian English. An exercise could be to compare what the local names were before colonialism to how they are now. Or educators could guide children to discover the Aboriginal origins of local place names.

For example, you could say:

Port Phillip Bay has only been called that since 1805. Before that, it was known as Naarm.

The name 'Maribyrnong' comes from a number of words in the Woi-wurrung language. It is said to have come from 'mirringgnai-birr-nong,' meaning 'I can hear a ringtail possum'.

Lang Lang in the Woiwurung language – also spelled Laang Laang – means 'stones' or 'stony'.





With this foundation of knowledge and understanding, Acknowledging Country becomes a deeper, more informed experience for the developing mind.

From this point, children are ready to begin learning words, songs and rhymes in the local Aboriginal language of their area. They are ready to be introduced to what Aboriginal people mean when they talk about Country and connection to their ancestral lands. This use of the word 'Country' is very different to the standard use of the word 'country' in English.

At all stages of young people's developing understanding of Aboriginal history and culture, there are excellent, community-designed and produced resources to guide educators. VAEAI has developed a variety of these resources, listed at the end of this article.

Did you know?

Aboriginal language maps show the amazing and broad variety of languages that pre-date the universalisation of English-speaking in Australia. The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) has developed a map of Indigenous Australia which shows language, social or nation groups using information from published sources available up to 1994.

Resources

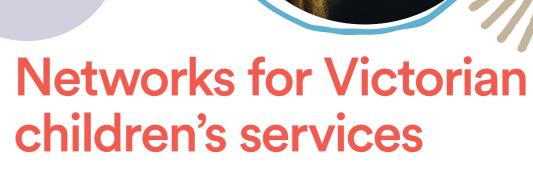
VAEAI's Local Aboriginal Education Consultative Groups (LAECGs) can provide guidance on connecting with local Aboriginal community and resources.

VAEAI has developed support materials specifically for early childhood educators. VAEAI's Koorie early years resource quide contains information on recommended contacts, activities, games, storybooks and resource kits.

VAEAI's Koorie early years best practice and *protocols: A practitioner's quide*, helps educators who are seeking to develop respectful relationships with Koorie students, families and communities.









Our networks are a place for early childhood, outside school hours care and occasional care educators, teachers and leaders to share ideas and resources.

It's completely free to join!

To find out where your closest network is, check out our website: viac.com.au/connect/networks











From unaware to advocate: An OSHC service's reconciliation journey

Julie DeJong, a long-time educator at Vermont Primary School's outside school hours care (OSHC), started with limited knowledge of what a Reconciliation Action Plan (RAP) meant. After joining Community Child Care Association (CCC)'s RAP Working Group (RWG), she has become a passionate advocate for reconciliation within her service and the broader community.

The seeds of Vermont Primary OSHC's RAP were planted when Julie DeJong, a dedicated educator with over a decade of experience at the school, joined CCC's RWG.

'Being part of the RWG gave me the courage to think about where we are, whose land we are on and why. I listened to everything and looked at all the information that was given to us. It was great because there was so much information out there that I didn't know about.'

Julie's involvement was nothing short of transformative. 'It was a very enlightening experience because I knew what a RAP was, but I was oblivious to what it really meant,' Julie reflects.

Vermont Primary OSHC's reconciliation journey started with a simple but powerful step: seeking understanding. Julie and her team started by integrating Aboriginal perspectives and cultural practices into their daily routine, such as storytimes





and library sessions featuring First Nations books like The Rainbow Serpent. These initial efforts laid the foundation for a more extensive exploration of reconciliation.

With the support of CCC RAP Coordinator Marli Traill, Julie and her team expanded their efforts, seeking to educate both themselves and the children about the rich cultural heritage of Aboriginal and Torres Strait Islander peoples and to begin developing their very own RAP.

Julie admitted to initially being 'sort of oblivious' to the significance of a RAP, especially in a school with a predominantly multicultural population and very few Aboriginal students. However, as the RAP took shape, its importance became increasingly evident. 'It really didn't feel like it had impacted us until I started doing the RAP and [understood] what its meaning is to our school, our staff and our children,' Julie shares.

Known for its commitment to providing high-quality, inclusive care through its various programs, Vermont Primary OSHC has embraced this journey with open arms. The implementation of their RAP has since had a profound impact on the service and its community.

The RAP has not only increased awareness among staff, students and families but has also empowered the children. They actively participated in the process, creating their own Acknowledgment of Country and contributing to the service's promise to ensure that First Nations children can be identified without fear of judgment. This involvement has fostered a more inclusive and respectful environment within the school community.

Vermont Primary OSHC has also made strides in connecting with the local First Nations community.

'Our plans for this year are to contact the Mullum Mullum and Wurundjeri peoples and ask them what is the best way to honour [their traditions and culture] not just do tokenistic things'

For other services considering developing their own RAP, Julie offers straightforward yet powerful advice: just start. 'Have a go at it, it's easier than you think.' Julie emphasises the importance of utilising available resources, such as the Reconciliation Australia website, templates and professional development opportunities. She also highlights the value of collaboration within the service and with the broader community, including Uncles, Aunties and other local First Nations leaders.

Having helped other services move forward with their RAPs, Julie suggests reaching out to fellow educators and services. 'We are a school-based OSHC, so I meet with other services every couple of months and we'll talk about it all and help each other. We learn, they learn and then they teach their children and their staff, and the circle just gets bigger and bigger.'

Vermont Primary OSHC's commitment to reconciliation demonstrates that with courage, collaboration and a willingness to learn, any service can embark on the journey to create a more inclusive and culturally-aware community for all. As Julie aptly puts it, 'If it impacts one family or one child, then you've made the right decision.



Did you know that schools and early learning services can develop a RAP using the free Narragunnawali platform to register and extend on existing initiatives, or to begin their reconciliation journeys?

Q&A: How do you look after your wellbeing?



Wellbeing includes our physical, mental, social and emotional health. It can look different from person to person and can change over time, which might mean your wellbeing strategies look quite different from your fellow educators'! In this Q&A, Victorian **Inclusion Agency Program Manager Jane McCahon** shares some wellbeing reflections and strategies of her own.

I feel most proud of myself for...

raising the most stunning daughter. She is a joyful human being who, at 14 years of age, has a strong understanding and insight into the importance of accepting and acknowledging people from where they are in life, without judgement or criticism. Except, maybe, her mother occasionally.

When I feel overwhelmed, I...

tend to withdraw, as I don't want to engage with those who convey significant judgements and harsh criticism. There are so many ways we can work and live together that enable more positive interactions.

My colleagues help me by...

listening when I am overwhelmed or confused, and providing time and strengths-based guidance and encouragement as needed.

To relax after work, I like to...

spend time with my family and take long walks within the calm and nurturing spaces of the natural world. Luckily, I live and breathe nature on a daily basis.

My favourite hobby is...

gardening in beautiful, peaceful spaces. Encouraging, supporting and being inspired by the incredible ability of nature in all her beauty. Oh, I love collecting art and Persian rugs too.

embrace all opportunities with as much love, generosity and tenderness as possible, being aware to value my true self, and recognise and respect the strengths of the true self in others.



As a busy educator, looking after your wellbeing can be just as tricky as it is important. Using the questions above, find a moment to do your own wellbeing Q&A with a fellow educator. This can be a great way to check in with yourself and your colleagues!



For information on telephone and online mental health services, visit www.health.vic. gov.au/mental-health-services/ telephone-and-online-services



Why transitions matter for your wellbeing as an educator

We experience transitions every day, whether we realise it or not. As an educator, you're always moving from what was to what's next. Here, Be You, the national mental health initiative for educators, explores how transitions can influence your mental health and wellbeing and how you can be best supported in times of change.













What do transitions mean for an educator?

Transitions happen when we move from one thing to another. During transitions, we adapt to new circumstances, expectations, people, environments and routines.

A major transition for an educator might be starting a new role. We often find ourselves facing a major transition alongside our regular everyday moments of change. An everyday transition might be when you step out of your personal life into your working role or when you start working with a new educator. It could also include moving from one room to another in your education setting or taking a break from working with children to do administrative work.

We often talk about transitions as part of early childhood development. As educators, you will also experience the same transitions as the children in your care. As the children move from indoors to outdoors, or between playtime to mealtime, you transition alongside them.

Consider this everyday transition at your service:

It is time for the children to stop playing and wash their hands for lunch. The children show frustration when their play is interrupted. You discover that your colleague did not warn them of the imminent change. This made the transition more difficult. In this case, you might feel frustrated with your colleague or yourself.

Communication and relationships are important during transitions. When approached with care, those involved can feel safe and secure at

In response to the above situation, you might like to use a self-care strategy, like deep breathing, in the moment. Afterwards, you may like to seek further support in your workplace or talk to someone you trust about what happened.

Positive transitions are not only important for the children in your care but also for your mental health and wellbeing as an educator.

How to identify when transitions affect your wellbeing

Our mental health and wellbeing can change based on what we have going on in our lives, like transitions.

As we outlined above, working with others, such as children, families or other educators during times of transition can affect our mental health and wellbeing positively or negatively.

Transitions happen to us so often that it can be easy not to notice when we are in the middle of one. It can be helpful to identify transitions as they are happening. Then we can begin to recognise how they might be influencing our wellbeing in that moment.

During your workday, ask yourself:

- 1 Do I recognise a change in myself?
- 2 Am I currently in a time of transition?
- 3 Is the transition affecting me in a positive or negative way?
- 4 Is the transition affecting my physical, mental, social or emotional health? In what ways?

Self-care for educators during transitions

Self-care works to protect our mental health and can enhance our sense of wellbeing. There are many different ways we can care for ourselves based on what we need, so it can help to find out what works best for you.

Here are some self-care strategies to promote your wellbeing:

- ✓ **Check in** with your body for signs of stress and take a deep breath
- ✓ Set and maintain clear personal boundaries
- ✓ Understand what is in your control and what isn't
- ✓ Be kind to your body eat well, move your body and get plenty of sleep
- ✓ Make time for activities that you enjoy
- ✓ Connect with friends, family, spirituality and nature
- ✓ Seek support when needed.

We often talk about connecting with children during transitions. You might listen to them, give them choices and work together to build a strong relationship. We can also do this with our colleagues to better support one another during transitions.

What does the research say about wellbeing for educators?

While self-care strategies can make a difference to wellbeing, current research tells us that a wholeof-setting approach is the best way to support the wellbeing of educators.

Be You's Five ways to promote educator wellbeing study, published in 2021, found that leaders play an important role in creating a thriving workplace.

The study also found that a workplace with a wholeof-setting approach to wellbeing is even better at supporting educators during times of change, and leaders can play a key role in initiating this.

Adopting a whole-of-setting approach in a workplace includes reviewing processes and policies and ensuring there is supportive leadership, respectful relationships and a positive workplace culture for educators.



What leaders can do to support educator wellbeing

- Consider what factors contribute to educator wellbeing, including transitions
- Ensure staff have space to share their views and feel comfortable to
- Look at the roles individual educators play
- Consider practical steps to build a thriving workplace

Not sure where to begin? As a leader, you could start by setting some time aside in a staff meeting or set up an anonymous survey to ask your team what they feel the biggest challenges are to educator wellbeing in your workplace.



See **Beyond self-care: An educator** wellbeing guide and Planning for wellbeing: Mine, yours, ours to learn more about how to support wellbeing as a leader in your workplace.

Achieving a mentally healthy workplace

Mentally healthy workplaces are inclusive and emotionally safe. They focus on connectedness and prioritise belonging. They respond when someone needs extra support.

When we understand how the transitions educators face may impact their wellbeing, we are better placed to take action to create a mentally healthy workplace.

Be You is the national mental health in education initiative that equips educators with knowledge, tools and resources to support the mental health and wellbeing of children and young people from birth to eighteen years. Be You can support your learning community to adopt a whole-of-setting approach prioritising educator wellbeing. Learn more.



If reading this article has raised any difficult feelings for you, please reach out to your support networks. There is also always someone you can talk to on the end of these phone lines:

Beyond Blue: 1300 22 4636

Lifeline: 13 11 14

More mental health services and support helplines



Supporting autistic children throughout their education

BY MARYANNE GOSLING National Director, Aspect Education

Autism is a common form of neurodivergence. It is characterised by differences in the way a person thinks, feels, interacts with others and experiences their environment. Approximately one in forty individuals (675,000 people in Australia) are on the autism spectrum. It can be associated with co-occurring conditions, such as attention deficit hyperactivity disorder (ADHD), which can further impact a child's educational experience.

Autistic children thrive in environments where their unique learning styles are understood and the right adjustments are made to provide them with opportunities for success.

The role of educators in supporting autistic children

The level of support needed by autistic children can vary greatly depending on their unique learning styles and ways of engaging with the learning environment. Educators should consider specific factors such as the way children communicate, what motivates them and how their sensory needs can be met. Educators play a pivotal role in creating supportive environments that cater to these diverse needs.

Here are some key strategies:

Leveraging strengths and interests

Autistic children often have intense interests and strengths. These can be harnessed to enhance their learning experience. Educators can identify these interests and incorporate them into lesson plans and activities. This approach makes learning more engaging, helps to build confidence and strengthens competence in specific areas.

For example, if a child has an intense interest in frogs, you could use this interest to engage a child in a nature play activity where they could create a picture of a frog using sticks, leaves or rocks. You could then encourage the child to explain what they've created and why they like frogs, to help them build confidence in expressing themselves socially. This activity could also help the child build competence through exploring their own pride in their work and using existing interests to be resourceful or try new things (like making a frog from nature items)!

Any special interest can help with children's ability to follow directions or steps required for an activity by using these interests as visual prompts. For example, using dinosaur figurines as counters in numeracy activities, or adding dinosaur images to visual prompts around the classroom.

Children should also be given the opportunity to 'plan' for their learning by selecting the things that interest them, which can then be used by an educator to stimulate their learning throughout programs and activities.

Enhancing social and communication skills

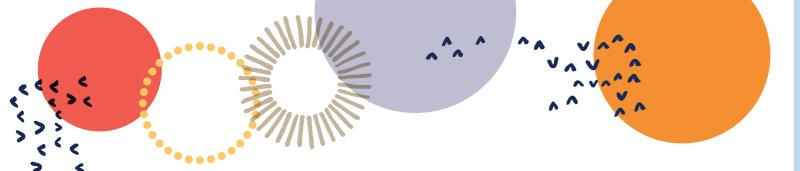
Social and communication skills are areas where autistic children might require extra support. Things like reading social cues and understanding personal boundaries can be particularly challenging for many autistic children. However, there are lots of ways you can provide support to help children develop these skills. For example, you could weave speech and occupational therapy into your programs, role play social interactions and use social stories to help children learn how to initiate and maintain conversations, understand social cues and interact with peers.

What are social stories?

Social stories provide a visual scaffold (using visuals that are meaningful to the child) that prepares the child for a new activity, event or environment that they are about to engage in or learn about. For example, before starting school, an educator may co-develop a social story with a child to 'show' them all the things that will happen when they go to visit their new school for the first time.



Autistic children may need additional support with social and communication skills





As an educator, one of the best ways to support autistic children with sensory needs is by making the learning environment sensory-friendly.

Addressing sensory processing needs

Many autistic children may experience sensory processing differences where they may receive, process or respond to sensory information in different ways in their environment. For example, some autistic children may 'overreact' or 'underreact' to sensory inputs like noise, textures or smells. This can affect their ability to engage in typical learning activities.

As an educator, a great first step to supporting autistic children with sensory needs is setting up sensory-friendly learning environments.

Think about how you can design your learning environment to support different sensory needs. For example, including quiet spaces, sensory breaks and the use of sensoryfriendly materials and resources such as fidget spinners, playdough or putty and children's headphones.

Supporting self-care and independence skills

Self-care activities such as dressing, eating and personal hygiene require a range of skills. These may be challenging for children on the autism spectrum. Educators can support the development of these skills by breaking tasks into manageable steps, using visual aids and providing consistent routines. Encouraging independence while offering the necessary support fosters confidence and self-reliance.

Collaboration with families

Effective support for autistic children extends beyond service or school settings. Educators should collaborate with families to understand each child's unique needs and preferences. Regular communication with parents and caregivers helps to align strategies. It can also ensure consistency between home and service or school environments.

Looking for some support to improve inclusive practices at your service? Your Inclusion Professional can help – it's free! Visit www.viac.com.au/contact-us or call 1800 177 017.

7 questions to spark gratitude in children

Gratitude is a powerful emotion that can greatly benefit a child's wellbeing and development. While we might be grateful for something or someone deep down, expressing it can have a huge positive impact!

Here are 7 simple questions to spark gratitude in children.

Can you tell me about something you're looking forward to this week?

What is one good thing that happened today?

What has made you laugh today?

Who in your life makes you smile your biggest smile?

What do you like to do with family on weekends?

Who would you like to say thank you to today?

Can you tell me about a friend who you have fun with?

Pop this poster up at your service to remind staff and families of the many ways they can spark children's gratitude each day.









CHECKLIST:

Rainbow families

BY SAM WILLIAMS AND LARA SPIERS **Inclusion Professionals**, **Community Child Care Association**

This checklist is designed to inspire your service to create a truly inclusive environment for all definitions and types of families. Use this tool to reflect on your team's readiness to welcome, celebrate and support current and future families, ensuring all who join your community feel valued and respected.

And remember, while you may be familiar with the term 'rainbow families', it's important to keep in mind the diversity within these families. They can include same-sex parents, single LGBTQIA+ carers, LGBTQIA+ children, transgender or gender-diverse parents and children growing up in diverse family structures.

Visibility and representation

Do your classroom materials (books, posters and learning resources) include representations of LGBTQIA+ families?

Does your curriculum include lessons and activities about diversity and acceptance that explore different family structures, including LGBTQIA+ families?

Are signs and symbols around your service inclusive and do they signal a welcoming environment for rainbow families (e.g., displaying rainbow flags or 'everyone is welcome here' stickers)?



HINT: Download and print your free 'This space celebrates diversity' poster, 'All are welcome here' poster or 'Everyone belongs here' poster today!

Policies and procedures

Does your service's anti-discrimination policy explicitly include protections based on sexual orientation, gender identity and family structure?

Are there procedures in place for addressing any form of discrimination or harassment experienced by rainbow families?

Staff knowledge and training

Have all staff members been made aware of your service's stance on LGBTQIA+ inclusivity and awareness?

Have all staff members participated in training on best practices to support rainbow families (from an LGBTQIA+ organisation)?



Are family forms and documents designed to be inclusive of diverse family structures (e.g. options for listing 'Parent/ Guardian' instead of 'Mother/Father')?

Do all forms and documentation use inclusive pronouns, including for children i.e. 'they' by default rather than 'his/her'?

Connecting with community events and organisations

Does your service participate in or support LGBTQIA+ community events, such as Pride?

Are connections with local LGBTOIA+ organisations part of your service's network to ensure resources and support are culturally competent and appropriate?

Incorporating rainbow family perspectives in activities and events

Are special occasions and events (like Mother's Day and Father's Day) approached in a way that is inclusive of diverse family dynamics?

Does your service actively engage rainbow families in events and decisionmaking processes?

Do rainbow families have opportunities to contribute to learning and general community events (not only rainbow events)?

Actively supporting rainbow families

Is there a clear point of contact for rainbow families to discuss their needs and concerns within the service without judgement?

Does your service share information on support groups or links to external LGBTQIA+-friendly services and resources that all families can access?

Family feedback

Does your service have a mechanism for receiving feedback from families on inclusivity issues and is this feedback regularly reviewed and acted upon?

How does your service communicate its commitment to inclusivity to the families it serves?

WHAT'S NEXT? Consider discussing these questions during a team meeting to foster collaborative and critical reflection. This will help strengthen your inclusive practices to ensure all diverse and rainbow families feel safe, supported and celebrated within your service.

Feel unsure about how to move forward with supporting rainbow families at your service both now and in the future?

Your Inclusion Professional can help! Give us a call on 1800 177 017 to find out more.

Colourful breathing activity



Managing stress and anxiety can be tricky for children and adults alike, especially when you have a lot of thoughts and emotions buzzing around! Colourful breathing is a quick and simple activity for people of all ages to find calm and clarity in moments of overwhelm. Follow the steps below and display this poster at your service for a daily colourful breathing reminder!

Think of a colour to represent positive feelings

Positive feelings could include happiness or excitement, or even the feeling of hugging a pet or drinking a mug of hot chocolate!



Now think of a colour to represent negative feelings

This could be something you are feeling at that moment, like anxiety, overwhelm or anger – feelings that you want to go away.



Now that you have chosen two colours, close your eyes and take a big breath

Imagine you are breathing in your positive colour and all the nice feelings that come with it. Hold your breath and imagine the positive colour within.



Keeping your eyes closed, now think of the negative colour and as you exhale

Imagine you are blowing the negative colour out of your body as you breathe out!



Did you know... we have a range of wonderful resources just like this one available on our website! Check out <u>viac.com.au/resources/via</u> for lots of FREE printable posters, checklists and more to support inclusion at your service.





You've got mail

Fancy a carefully curated, digital dose of educator resources in your inbox between issues? Our **monthly newsletter** for early childhood and OSHC offers just that.

To receive our newsletter straight to your inbox (with the opportunity to opt out at any time), visit viac.com.au/forms/subscribe-inclusion-news

Hurry, 4,000+ educators have already subscribed!





Talk to us today about the ways we can help you identify and address barriers and support the inclusion of all children.

www.viac.com.au







yooralla