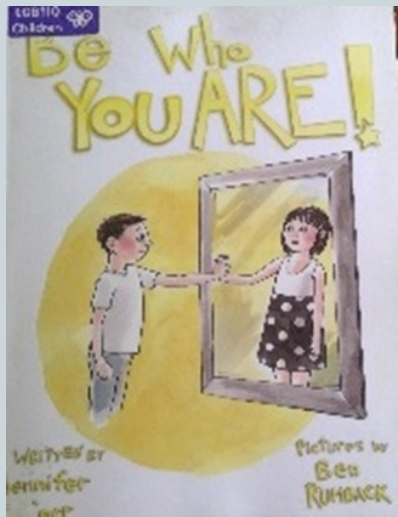
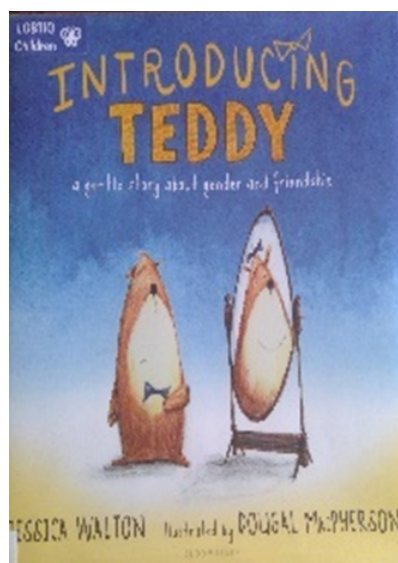


APPENDIX 1

Texts that address gender and family diversity in the primary classroom.

TEXTS	CURRICULUM LINKS	OVERVIEW
 <p>Carr, J. & Rumback, B. (2015). <i>Be Who You Are</i>. Bloomington, Indiana: Authorhouse.</p>	<ul style="list-style-type: none"> • Suitable S1, S2. • PDe-1 identify who they are • PD1-1 describe characteristics that make us similar / different • PD2-1 explore strategies to manage physical, social, and emotiona change • English K-2 (2021): ENE, EN1-OCL-01; ENE, EN1-UARL-01 	<p>A child is born into the wrong body - one that doesn't match the gender the child feels inside. Assigned male at birth, the child is described as having a "girl brain". This book is designed to educate readers about gender diverse and transgender children.</p>



Walton, J. & McPherson, D. (2016). *Introducing Teddy: a gentle story about gender and friendship*. London, UK: Bloomsbury.

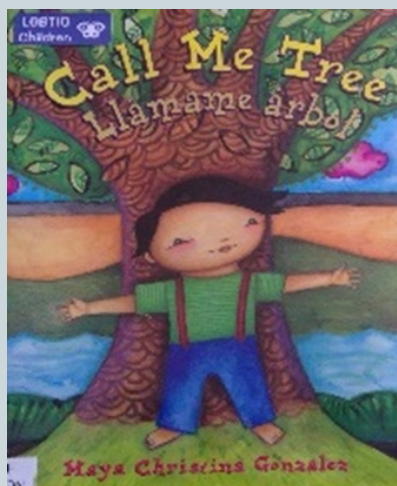
- Suitable ES1, S1.
- Useful text to discuss complex issues. The bear is the main character who is exploring gender identity in the text. Useful to act out and facilitate class discussion.
- English K-2 (2021):ENE, EN1-OLC-01; ENE, EN1-UARL-01

The main character is a teddy whose outside does not match what's felt on the inside. A story about being true to self, friendship and acceptance. "Wear whatever makes you happy" is the main message of the text.

TEXTS

CURRICULUM LINKS

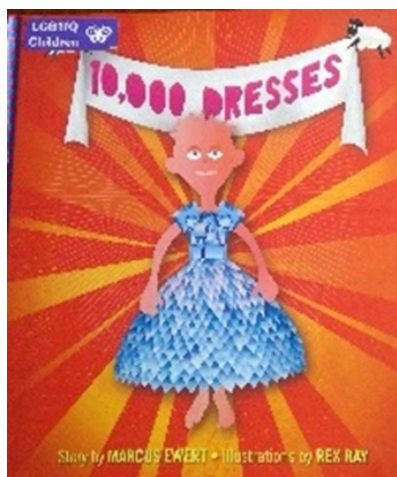
OVERVIEW



Gonzalas, M. (2014). *Call Me Tree. Llamame árbol*. San Francisco, CAL: Children’s Book Press.

- Suitable ES1, S1.
- Multicultural text. English/Spanish vocabulary.
- Useful for teaching figurative language including metaphor, simile, personification. Also rhetorical questions.
- English K-2 (2021): ENE, EN1-CWT-01; ENE, EN1-UARL-01

The text figuratively describes a child growing from a seed, like a tree. “A seed, a tree, free to be me”. The inspiring text encourages readers to reach for their dreams and accept themselves for who they are.



Ewert, M. & Ray, R. (2008). *10,000 Dresses*. NY: Seven Stories Press.

- Suitable S1, S2; possibly S3.
- The changing use of personal pronouns when referring to transgender and gender diverse people.
- English K-2 (2021): ENE, EN1-CWT-01
- English K-6 (2012): EN2-9B; EN3-6B.

Bailey is assigned male at birth but wishes to wear dresses-something others have told him boys can’t do. Bailey struggles when her family won’t accept her gender and dress preferences. She finally finds a friend who helps her feel confident in pursuing her dream to wear dresses and express her true identity.

TEXTS

CURRICULUM LINKS

OVERVIEW

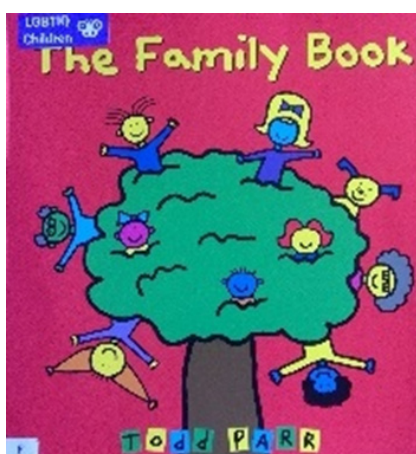


Valentine, J. & Schmidt, L. (2004). *The Daddy Machine*. Boston, Mass: Alyson Wonderland Publishers.

- Suitable S1, S2; possibly S3.
- A useful text to teach code and convention including punctuation, speech marks, sentence complexity.
- English K-2 (2021): ENE, EN1-CWT-01
- English K-6 (2012): EN2-9B; EN3-6B.

Two siblings with two mums long for a father. They make a daddy machine out of junk materials and make many more daddies than they bargain for. How do they solve their problem?

An extremely funny text.



Parr, T. (2010). *The Family Book*. NY: Hachette Book Group.

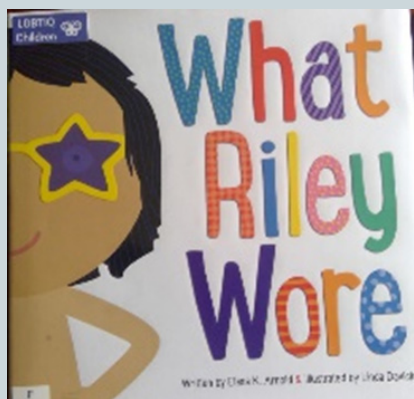
- ES1, S1.
- Identifying words describing diverse families e.g. “Some families have two mums and two dads”.
- English K-2 (2021): ENE, EN1-VOCAB-01; ENE, EN1-OLC-01.

There are different kinds of families. Bright, fluoro colours characterise the illustrations in this simple text. The book has multiple layers of meaning. A lot of information is inferred in few words. It is a useful text to discuss family diversity with young children.

TEXTS

CURRICULUM LINKS

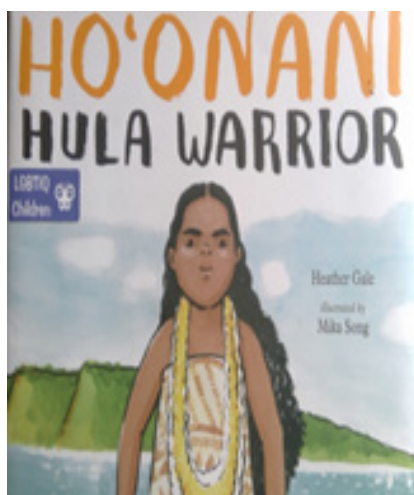
OVERVIEW



Arnold, E.K. & Davick, L. (2019). *What Riley wore*. NY: Beach Lane books.

- ES1, S1.
- Vocabulary- building word banks from illustrations.
- Discussion questions:
 - How is Riley different?
 - How does this make others feel in the text?
 - How does it make you feel?
- English K-2 (2021): ENE, EN1-VOCAB-01; ENE, EN1-OLC-01.

“Are you a boy or a girl?” the reader ponders throughout the text. Riley replies, “Today I’m a firefighter and a dancer and a monster hunter and a...”. Riley dresses according to how they are feeling, irrespective of gender expectations. The message of the text is, “We are all unique and important. It doesn’t matter whether we are a boy or a girl”. This text is a celebration of difference.



Gale, H. & Song, M. (2019). *Ho’Onani Hula Warrior*. NY: Tundra Books.

- ES1, S1, S2.
- Multicultural text. Links to History syllbus:
 - share heritage stories (ES1)
 - investigate changes in family life (S1)
 - identify traces of the past in the present (S2).
- English K-2 (2021): ENE, EN1-OLC-01; ENE, EN1-UARL-01; ENE, EN1-VOCAB-01.
- English K-6 (2012): EN2-9B; EN2-10C.

The protagonist doesn’t see herself as a boy or a girl, but occupies “a place in the middle”. She queries gender stereotypes and triumphs in a contemporary setting relevant to students today.

The story is consistent with “Mahu” people in Hawaiian culture, who embrace both male and female traits.

The theme of the text is “show respect for all people”.

TEXTS

CURRICULUM LINKS

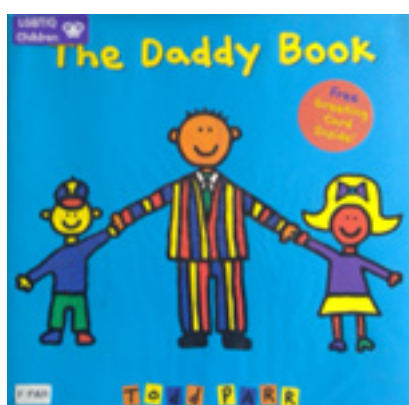
OVERVIEW



Willhoite, M. (1991). *Daddy's Roommate*. Boston, Mass: Alyson Wonderland Books.

- ES1, S1.
- Large, colourful illustrations which lend themselves to teaching visual literacy.
- Discussion questions:
 - What is happening in the pictures?
 - What stands out? Why?
 - What feelings are portrayed in the illustrations? How do you know?
- English K-2 (2021): ENE, EN1-OLC-01; ENE, EN1-UARL-01.

A social story which opens a communicative space about divorce and a child's growing understanding of homosexual love. "Being gay is one more form of love" and "Love is the best kind of happiness" are the main messages of the text.



Parr, T. (2010). *The Daddy Book*. NY: Hachette Book Group.

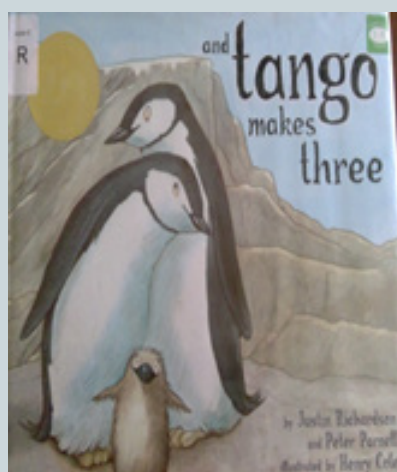
- ES1, S1.
- Sentence building describing the diversity (and similarities) of fathers e.g. "My/ your daddy has...".
- English K-2 (2021): ENE, EN1-OLC-01; ENE, EN1-UARL-01; ENE, EN1-CWT-01.

This book is about fathers who do different things with their children. Bright, fluoro colours in illustrations. Simple text. Multiple layers of meaning. A lot inferred in few words. The theme of the text is celebrating family diversity.

TEXTS

CURRICULUM LINKS

OVERVIEW



Richardson, J., Parnell, P. & Cole, H. (2005). *And Tango Makes Three*. NY: Simon & Schuster.

- Suitable S1, S2.
- Discussion: Do the two daddy penguins act the same way as other penguin parents? How are they the same/ different?
- English K-2 (2021): ENE, EN1-VOCAB-01 ENE, EN1-SPELL-01 prefixes, suffixes compound words ENE, EN1-UARL-01.

This is a true story of two male chinstrap penguins who live at the Central Park Zoo, NY, and raise a penguin chick together.

It raises questions about heterosexuality/homosexuality in the animal kingdom and how this might relate to humans.

New vocabulary: carousel, cotton top tamarin, ice rink, red panda bear.



Newman, L. & Cornell, L. (2015). *Heather Has Two Mummies*. London: Walker Books.

- Suitable ES1.
- Starting School
- English K-2 (2021): ENE, EN1-OLC-01; ENE, EN1-UARL-01; ENE, EN1-CWT-01.
- CAe3MVA makes artworks... to communicate ideas; CAe-4IVA explores how artworks and the artwork of others communicate ideas.

A useful discussion starter about starting school and learning about other peoples' families. The setting of the text is a family consisting of two mums and a 5-year-old child who is starting school. At kindergarten, the children paint their families as an introduction to a lesson about family diversity. The main focus of the text is that each family is special, and the common link is that families love each other.

TEXTS

CURRICULUM LINKS

OVERVIEW



Savage, S. & Fisher, F. (2017). *Are You a Boy or a Girl?* London: Jessica Kingsley Publishers.

- Suitable S1, S2.
- English K-2 (2021): EN1-OLC-01; EN1-UARL-01; EN1-CWT-01. Use background knowledge of a topic to make inferences about the ideas in a text. Identify text connectives, cohesive links in text.
- English K-6 (2012): EN2-11D. Responds to/ composes texts expressing views similar to/ different from own.

A child called Tiny likes to dress up and does not conform to gender norms. Children at their new school keep asking them whether they are a boy or a girl. Tiny avoids the question, as they do not identify as either a boy or a girl. A useful text to introduce the topic of gender diversity with young children.

Discussion:

- Why does it matter if Tiny is a boy or a girl?
- Why do you think Buster tries to bully Tiny? How do you know this?



Donaldson, J. & Scheffler, A. (2004). *The Gruffalo's Child*. London: Macmillan.

- Suitable ES1, S1.
- English K-2 (2021): EN1-OLC-01; EN1-UARL-01; EN1-CWT-01.ENE, EN1-PHOKW-01;ENE, EN-REFLU-01. ENE, EN1-RECOM-01.
- Identifying rhyme, rhythm in text. Word families, vowel digraphs. Punctuation including question marks, exclamation marks, quotation marks, direct speech. Opportunities to make meaning through drama. Creating story map to sequence activities in text. Building noun groups, verb groups. Narrative structure is also something to discuss.

Donaldson's widely popular, ubiquitous texts contain witty, rhythmic verses, instantly familiar to children and parents alike. The setting of *The Gruffalo's Child*, a sequel to the award-winning text, *The Gruffalo* (1999, 2019) is a single parent Gruffalo family in the deep, dark wood. It is unclear whether the child is male or female, and the author embellishes on this in Miller (2020).

Key discussion questions:

- Who looks after the Gruffalo's child?
- Did you wonder about the gender of the Gruffalo's child?
- If so, why? If not, why not? Do you think the child's gender matters?

TEXTS

CURRICULUM LINKS

OVERVIEW

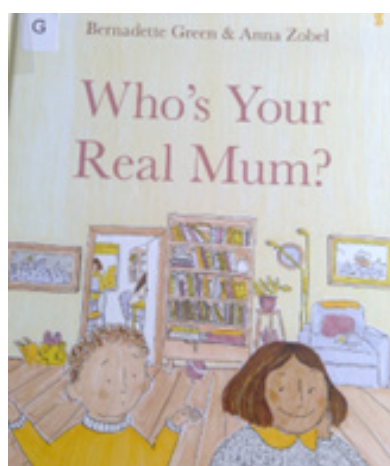


Hegarty, P. & Wheatcroft, R. (2017). *We are Family*. London: Caterpillar Books.

- Suitable S1, S2
- English K-2 (2021): EN1-OLC-01; EN1-UARL-01; EN1-CWT-01; EN1-PRINT-01.
- Visual literacy - following story maps in text. Recording student responses and captioning illustrations in text. Identifying contractions, rhyme, figurative language, nouns, verb groups.

A simple text that elaborates on the diversity of families. The book celebrates family similarities and differences.

The story in this text is descriptive, presented in rhyming couplets, with no clear storyline. However, the illustrations are multifarious and lend themselves well to modelled, guided and independent writing activities (EN1-7B, EN2-7B).



Green, B. & Zobel, A. (2020). *Who's Your Real Mum?* Brunswick, Vic: Scribble.

- Suitable ES1, S1.
- English K-2 (2021): ENE,1-OLC-01; ENE,1-UARL-01; ENE,1-CWT-01; ENE,1-PRINT-01.
- Modelled, guided and independent writing activity. Students write a text in Q&A format.

An imaginative text. Elvie has two mums. Both mums are equally important to Elvie. She compares her mums to superheroes. Her friend asks, "Who is your real mum?" The text is in a Q&A format. She tries to make her friend understand that both mums are equally important to her. Beautiful illustrations make effective use of colour – yellows/browns for reality, blues for imagination.

TEXTS

CURRICULUM LINKS

OVERVIEW



Bell, D. & Colpoys, A. (2017). *Under the Love Umbrella*. London: Scribble.

- Suitable ES1, S1.
- English K-2 (2021): ENE,1-OLC-01; ENE,1-UARL-01; ENE,1-RECOM-01. Use comprehension strategies to build literal and inferred meaning.
- Discussion:
 - What does “Under the Love Umbrella” mean?
 - Who do you love? Why?

A text of rhyming couplets which describes a parent’s over-arching love for their child. Familiar situations of sorrow, fear and danger are outlined, including being scared of the dark, bad dreams, frightening dogs, broken toys, arguments with friends, feeling shy, and having no friends.

The text is a segue into class discussions about significant people in children’s families and how they help them... Who do you love? Why?



Beer, S. (2018). *LOVE makes a family*. Richmond, Victoria: Little Hare Books.

- Suitable ES1, S1.
- English K-2 (2021) ENE,1-UARL-01; ENE,1-CWT-01; ENE,1-PRINT-01.
- Code and convention focus.:
 - Understands how sentence punctuation is used to enhance meaning and fluency. Focus on figurative language e.g. “lending a hand”.

A colourful text about family diversity. There are few words in this book. The words describe happy family situations to unpack and discuss with the class. The illustrations depict the diversity of families.

Discuss, “What is happening in the pictures?”

TEXTS

CURRICULUM LINKS

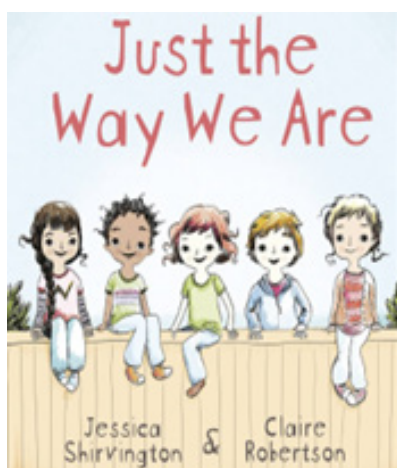
OVERVIEW



Keegan, L.J. & Stapleton, M. (2019). *Things in the Sea are touching me!* Gosford, NSW: Scholastic.

- Suitable ES1, S1.
- English K-2 (2021) ENE,1-OLC-01; ENE,1-UARL-01; ENE,1-RECOM-01; ENE,1-CWT-01
- Understands how text structure contributes to the meaning of texts, text organisation, narrative structure.
- Make a story map to visually represent the story. Sentence complexity. Phonics.ENE,1-PHOKW-01 e.g. see, me.

A child with two mums participates in a family outing to the beach. The child is scared of the water and her two mums comfort her and explain each of the sources of her fear. A story told with humour and warmth through a child's eyes.



Shirvington, J. & Robertson, C. (2020). *Just the Way We Are*. Sydney, NSW: ABC Books. HarperCollins.

- Targets ES1, S1.
- English K-2 (2021): ENE,1-OLC-01; ENE,1-UARL-01; EN1-REFLU-01.
- Draw on an increasing range of skills to read, view and comprehend a range of texts on increasingly challenging topics.

The text deals with family diversity, racial diversity and inclusion. The main characters are children from different racial backgrounds who describe their families from their particular points of view. This text is useful for students to see children like themselves in quality children's literature, in an engaging narrative format. It describes the inclusive, collaborative lived experience of children growing up in diverse families, through children's eyes.

TEXTS

CURRICULUM LINKS

OVERVIEW



Wild, M. & Rossell, J. (2020). *Pink*. Sydney, NSW: HarperCollins.

- Targets ES1. Publisher recommendation is for 2-5 years.
- English K-2 (2021): ENE,1-OLC-01; ENE,1-UARL-01; ENE,1-RECOM-01. ENE,1-CWT-01
- Recognises linking words in texts, responds to shared reading for enjoyment and pleasure. Compose texts using pictures and graphics to support their choice of words. Make connections between text and own life, retells story in sequence, identify main idea. Explore how words and pictures work together to make meaning.

The main message of this text is one of self-acceptance. The main character, Pink, is born into a family of green dinosaurs. She struggles to fit in, but her difference finally saves her and her friends. This text is the second collaboration between literary heavyweights Wild and Rossell. The first, *Bog Trotter* (2015), encourages children to challenge themselves to try new things. The colours in *Pink* comprise vibrant pinks and greens. The textures and luminosity of the illustrations make the characters come alive. This text lends itself to class discussions about how we are the same, yet different, and how difference should be viewed as a strength.



Stuart, S. (2020). *My Shadow is Pink*. Dandenong, Victoria: Larrikin House.

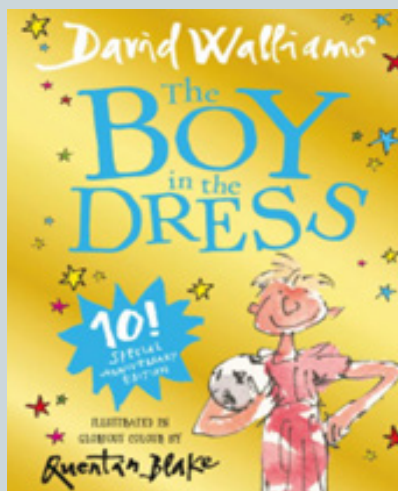
- ES1, S1. That said, I have discussed the important themes of equality, self- acceptance, diversity and gender identity in this text with adults- so possibly suitable for all ages.
- English K-2 (2021): ENE,1-OLC-01; ENE,1-UARL-01; ENE,1-RECOM-01.
- Discuss how that students may have different responses to a text, explore the different contribution of words and images to meaning in stories. Share feelings and thoughts about the events and characters in text.

This text is a rhyming narrative. It is about a boy who likes to dress in female clothing yet feels ashamed when his peers at school laugh at him. The author, Scott Stuart reported on his website that he wrote the story for his young son, who, on beginning school, was bullied for dressing up like Elsa, from the movie, *Frozen*. Through this text, Stuart aims to raise awareness of gender identity and diversity, in doing so broadening society's narrow view of masculinity. He aims to affirm to his child, and all children; "You are loved. Exactly as you are".

TEXTS

CURRICULUM LINKS

OVERVIEW



Walliams, D. & Blake, Q. (2008, 2018). *The Boy in the Dress*. London: HarperCollins.

- This text suitable S3.
- EN3-2A: Engage personally with texts, experiment and use aspects of composing that enhance learning and enjoyment, present a point of view about particular literary texts using appropriate metalanguage and reflecting on the viewpoints of others. EN3-3A Understand, interpret and experiment with literary devices; summarise a text and evaluate the intended message or theme.

A children’s book written by David Walliams, a comedian well-known for the television series, *Little Britain* (his first), and illustrated by Quentin Blake, well known illustrator of the Roald Dahl books. The text uses humour to explore children wearing clothes not normatively associated with their cisgender, their assigned gender at birth. Dennis, a 12 year old boy, enjoys football and fashion. His parents are divorced, and he lives with his father and brother, who do not tolerate or understand Dennis’s need to dress up in girls’ clothing. He is an ordinary boy, who lives in an ordinary town, with an unusual hobby. A humorous narrative which elicits interesting class discussions about the serious topic of gender stereotyping with pre and adolescent students.

N.B. K-2 NESA English outcomes elaborated <https://curriculum.nsw.edu.au/learning-areas/english/english-k-10>