How we talk about children, young people and their families matters

Our words, images and stories are powerful tools to build positive change for every child in every community.

By using framing evidence, we can shift public understanding, generate helpful narratives, build support for better policies, and engage the whole community in our work.

The **Reframing Mini-Toolkits** are quick and easy guides to support the use of framing strategies to drive effective communication about the early years and young people.

Reframing the Early Years
Mini-Toolkit Developed for Early Years Framing Champions

FRAME WORKS | Thriving Queensland Kids Partnership
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Reframing Youth Issues
Mini-Toolkit Developed for Youth-Supporting Framing Champions

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Find the toolkits in Section 2 of the Framing for Change Learning Hub below.

Turn over to link to our **Framing Checklist**

Visit the
Framing for Change Learning Hub

🔍 tqkp.org.au/framing-for-change-learning-hub

These resources draw extensively on research published by FrameWorks Institute, who have partnered with TQKP and QFCC as a critical friend to guide and support our work.

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every child thriving
aracy

QUEENSLAND
Family & Child Commission

Here's a sneak peek of page 2 from our Framing Checklist...

One-page framing checklist

☐ **Mindsets** - have we... ? (See page 3)
- 'Widened the lens' to counterbalance individualism?
- 'Balanced urgency with efficacy' to counterbalance fatalism?
- 'Highlighted collectivism' to counterbalance 'otherism'?

☐ **Telling the story** (order matters) - have we... ? (See page 4)
- Started with values?
- Explained causes before mentioning effects?
- Considered using an explanatory metaphor?
- Offered effective solutions throughout (not just in the conclusion)?

☐ **Supporting the story** - check that... (See page 4)
- Data is used carefully - less is more
- Images and photos show context
- We're not restating myths

☐ **Talking about the early years (conception to age 5)** - have we... ? (See page 5)
- Led with the value of health and wellbeing?
- Used 'now and in the future' framing?
- Defined the problem and linked to solutions?
- Used the 'fairness' frame?
- Focused on what children need?
- Considered specific tips for talking about pregnancy, mental health and play?

☐ **Talking about parenting** - have we... ? (See page 6)
- Led with what children need to thrive?
- Avoided words that 'judge' parents?
- Used the Navigating Waters metaphor?
- Emphasised parenting as an important job, rather than a difficult one?

☐ **Talking about young people** - have we... ? (See page 7)
- Shown adolescence as a time of discovery, opportunity, learning and potential?
- Started with importance of young people's identity formation, and social and emotional development (rather than starting with brain development)
- Explained that structural factors and systems lead to unfairness for youth?
- Used the 'community connections' frame to widen the lens?
- Countered otherism by using 'our/we' and by giving young people agency?
- Shown solutions early and avoided 'crisis' framing?

☐ **Useful metaphors** - have we... ? (See page 8)
- Used opportunities to introduce tested metaphors such as Navigating Waters, Brain Architecture, Serve and Return, Air Traffic Control, Reward Dial, Resilience Scale, and Adolescence as a Time of Discovery?

Using this page: Once you're familiar with the framing recommendations, consider printing this page and displaying it as a reminder.

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Explore the full **Framing Checklist** here