

Visit the Framing for Change Learning Hub



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



Our words, images and stories are powerful tools.

Narratives and messages can shift public understanding, generate support for better policies, and engage the whole community in our work.

Thriving Queensland Kids Partnership brings together all kinds of communicators who are interested in exploring and sharing the growing evidence about how best to talk about – or ‘frame’ – child development and wellbeing.

The Framing for Change Learning Hub makes it easy to access simple guides, toolkits, and practical examples to support your work.



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



Join our Framing for Change Community of Practice (CoP)

We meet 6-weekly on Tuesdays between 9:30am and 10:30am AEST (QLD) time. These meetings are informal, interactive, and aimed at learning together to build our confidence and reach in applying best-practice framing principles.



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



One-page framing checklist

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Mindsets - have we... ? ([See page 3](#))

- 'Widened the lens' to counterbalance individualism?
- 'Balanced urgency with efficacy' to counterbalance fatalism?
- 'Highlighted collectivism' to counterbalance 'otherism'?

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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)?

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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

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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?

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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?

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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?

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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

