

R U OK? Day

Date: Thursday 12th September 2024



What is the special event and why is it important to Keiki?

Let the people in your world know you're here, to really hear, because a conversation could change a life.

R U OK? Day is a reminder to have regular, meaningful conversations with those around you. By taking the time to talk and genuinely listening with an open mind, we can help all the people in our world feel supported and connected.

At Keiki, we recognise the importance of physical and emotional wellbeing. We aim to foster a warm, inclusive and supportive culture. We also encourage all staff to access wellbeing resources and free confidential counselling through the Access EAP app. [Instructions for use can be accessed here.](#)

Is someone you work with acting differently or experiencing grief? Follow the steps in the link <https://www.ruok.org.au/how-to-ask>. If you're not in the right headspace or you don't think you're the right person to have a conversation, try to think of someone else in their support network who could talk to them, or suggest they speak to a trained counsellor through Access EAP.

What are our expectations?

Please ensure you acknowledge the day in your service, how you do this is up to you. The Hub will be providing cupcakes for all services. Staff are encouraged to have a conversation with a colleague, today is all about checking in on those around you.

Date	Duty	Who	Completed
31/7/24	Print event sheet and display in staff room or staff area. Give Fact Sheet to Ed Leader to share with Rooms.	Coordinator	
31/7/24	Print and hand out blank Keiki Reflection Tool for each room/age group to reflect on current children and educators within the service, the local community, and their connection to the event. <i>Store this in your evidence folder under QA1</i>	Coordinator	
31/7/24	Send out surveys or use Mind Maps to gather family and children's voices. Gather the voices of the community (optional if relevant to your service and the event) <i>Store this in your evidence folder under QA1</i>	Ed Leaders Coordinators	
14/8/24	Gather reflection sheets and collate feedback and voices of children, families, and the community.	Coordinator	
14/8/24	Plan events from the information gathered from families, children, educators and the children.	Coordinator, Room Leader, and Ed Leader	
21/8/24	Send details to Marketing for posters and submit Budgetly request if needed	Ed Leader or Coordinator	
28/8/24	Inform families on Xplor and via posters	Coordinator	

Event Fact Sheet

	4/9/24	Send reminder on Xplor (Hub message/Comms post) of anything that's needed (i.e. dress up day)	Coordinator	
	13/9/24	Send photos to Marketing. Complete critical reflection.	Coordinator Educators and Ed Leader.	

Activity Ideas	Here are some ideas. Take input from educators, children and families and choose activities that have meaning for your service. For staff/service - - Dress in yellow to raise awareness, or wear yellow socks or accessories. For children – - Make yellow playdough - Use yellow paint and yellow craft materials to create a collaborative artwork - Read books about emotions and kindness. - Make “emoji” masks/playdough faces to encourage children to identify and name different emotions - Role play emotions (ie can you make an angry face? When might you feel angry?) - Help children name their emotions (ie You are sad because Johnny is playing with the toy you want. I can see your frown. It's ok to feel sad.) - Try the emotions chatterbox (suitable for ages 3-5 years). - Do activities that improve mental wellbeing, such as yoga or guided meditation - Download R U OK? Day resources for primary school children (OSHC): https://www.ruok.org.au/education#PRIMARYSCHOOLRESOURCES If there are any experiences you would like posted on social media, please send images and a description to marketing@keikiearlylearning.com.au Inspiration from Keiki services in previous years (scan the QR code or click the link)  Shorehaven 2022
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Resources	R U OK? Day Staff Resources  Access EAP Instructions 	Survey Question Suggestions How can we ensure people feel safe to express their feelings? How can we create a welcoming community at Keiki?	Spotify Playlist 	Mind Map Topics What can you do to help someone who is feeling sad? Who do you feel safe talking to?
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LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

How can we link this event to our Philosophy?	Core Value: Our Community We provide ongoing, high quality professional development for our teams to ensure each educator has a deep understanding of the holistic needs of each child and can reach their full potential. Core Value: The Whole Child Our highly experienced teams provide beautiful, thoughtful environments where children are invited and encouraged to make their own choices, to explore the arts, enjoy physical play, practice mindfulness and develop meaningful, positive relationships with others. We believe the emotional needs of every child must be met first to enable them to participate, play and learn.
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How does this event link to the AEDC Data?	Physical Health and Wellbeing <table border="1" data-bbox="416 748 876 884"> <thead> <tr> <th>Area</th><th>At Risk</th><th>Vulnerable</th></tr> </thead> <tbody> <tr> <td>Stirling</td><td>8.9%</td><td>8.4%</td></tr> <tr> <td>Joondalup</td><td>8.1%</td><td>5.4%</td></tr> <tr> <td>Wanneroo</td><td>11.9%</td><td>8.2%</td></tr> </tbody> </table> Children who are struggling emotionally or whose parents are struggling emotionally may come hungry or inappropriately dressed, or they may appear tired or clumsy. Document and share this information with your coordinator and put supports in place for the child and/or family where possible. Social Competence <table border="1" data-bbox="416 1048 876 1184"> <thead> <tr> <th>Area</th><th>At Risk</th><th>Vulnerable</th></tr> </thead> <tbody> <tr> <td>Stirling</td><td>12.8%</td><td>6%</td></tr> <tr> <td>Joondalup</td><td>9.6%</td><td>4.4%</td></tr> <tr> <td>Wanneroo</td><td>13.5%</td><td>7.5%</td></tr> </tbody> </table> Develop social skills by modelling conversational skills. Build safe & secure relationships. Emotional Maturity <table border="1" data-bbox="416 1249 876 1386"> <thead> <tr> <th>Area</th><th>At Risk</th><th>Vulnerable</th></tr> </thead> <tbody> <tr> <td>Stirling</td><td>13.3%</td><td>6.7%</td></tr> <tr> <td>Joondalup</td><td>10.7%</td><td>4.6%</td></tr> <tr> <td>Wanneroo</td><td>14.1%</td><td>7.2%</td></tr> </tbody> </table> Talk to the children about emotions, how they feel and how to manage them. Help children develop appropriate behaviours whilst allowing children to feel the way they feel and acknowledge that all feelings are valid and acceptable. Language and Cognitive Skills <table border="1" data-bbox="416 1516 876 1653"> <thead> <tr> <th>Area</th><th>At Risk</th><th>Vulnerable</th></tr> </thead> <tbody> <tr> <td>Stirling</td><td>9.3%</td><td>5.6%</td></tr> <tr> <td>Joondalup</td><td>6.9%</td><td>3.1%</td></tr> <tr> <td>Wanneroo</td><td>11.8%</td><td>6.6%</td></tr> </tbody> </table> Read books and talk about the stories and emotions in them. Communication and General Knowledge <table border="1" data-bbox="416 1718 876 1854"> <thead> <tr> <th>Area</th><th>At Risk</th><th>Vulnerable</th></tr> </thead> <tbody> <tr> <td>Stirling</td><td>11.4%</td><td>6.8%</td></tr> <tr> <td>Joondalup</td><td>9.6%</td><td>3.5%</td></tr> <tr> <td>Wanneroo</td><td>13.8%</td><td>7.9%</td></tr> </tbody> </table> Talk to and listen to the children. Let them know they are heard.		Area	At Risk	Vulnerable	Stirling	8.9%	8.4%	Joondalup	8.1%	5.4%	Wanneroo	11.9%	8.2%	Area	At Risk	Vulnerable	Stirling	12.8%	6%	Joondalup	9.6%	4.4%	Wanneroo	13.5%	7.5%	Area	At Risk	Vulnerable	Stirling	13.3%	6.7%	Joondalup	10.7%	4.6%	Wanneroo	14.1%	7.2%	Area	At Risk	Vulnerable	Stirling	9.3%	5.6%	Joondalup	6.9%	3.1%	Wanneroo	11.8%	6.6%	Area	At Risk	Vulnerable	Stirling	11.4%	6.8%	Joondalup	9.6%	3.5%	Wanneroo	13.8%	7.9%
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How does this link to the ECA Code of Ethics?	In relation to children, I will: act in the best interests of all children
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Event Fact Sheet

	- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture or national origin. In relation to colleagues, I will: - acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills. In relation to community and society, I will: - promote the value of children's contribution as citizens to the development of strong communities
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How does this event link to the UN Rights of the Child?	Articles: 12. Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account. 13. Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way. 24. Children have the right to good quality health care, clean water, nutritious food and a clean environment so they will stay healthy. Richer countries should help poorer countries achieve this. 31. Every child has the right to rest, relax, play and to take part in cultural and creative activities. Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?
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How can we link this event to Aboriginal and Torres Strait Islander culture?	For Aboriginal and Torres Strait Islander people a history of forced removals, policies such as racial assimilation, socially sanctioned racism and violence and grief over the loss of land and culture have all contributed to intergenerational trauma. If people don't have the opportunity to heal from past trauma, they may unknowingly pass it on to others. Connection and belonging form the foundation of healing from intergenerational trauma.
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Keyword Signing and Auslan	R U OK Key Word Sign 
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