



# ON *this* MONTH

AT LITTLE ASSETS

NAIDOC WEEK-----	3-9
Djirri Djirri Creation Dance -----	5
Museum Victoria's Outreach Program-----	15
Dental Squad (Dentist Visit)-----	31st

## AROUND THE COUNTRY

Asalha Puja Day -----	3
Naadam festival -----	11-15
Schools Tree Day (Planet Ark) -----	28
International Friendship Day -----	30

## HELLO JULY

Wominjeka!!!  
Hope you all are well.

Child Care Subsidy (CCS) is increasing from 10 July.  
Families who already get CCS don't need to do anything to get the new rates.  
Services Australia will apply the changes from 10 July.

It is NAIDOC week this week. The theme for NAIDOC week this year is 'For Our Elders'.

### **A message from NAIDOC.org**

Across every generation, our Elders have played, and continue to play, an important role and hold a prominent place in our communities and families. They are cultural knowledge holders, trailblazers, nurturers, advocates, teachers, survivors, leaders, hard workers and our loved ones.

Our loved ones who pick us up in our low moments and celebrate us in our high ones. Who cook us a feed to comfort us and pull us into line, when we need them too.

In 2023, how can you celebrate "For Our Elders?"

Suggestions:

Go to an Event:

<https://www.naidoc.org.au/local-events/local-naidoc-week-events>

Why not explore the events page of upcoming events in Victoria during NAIDOC and share with your friends and families too.

- Check out Events happening in the West at the Deadly Western Connections website <https://deadlywesternconnections.com.au/events-and-programs/>

Esso (thank you)

Yawo!! (goodbye) Have a great week everyone 😊





### SCHOOLS TREE DAY – JULY 28

Trees make happy healthy children by providing shade and helping to reduce exposure to harmful ultraviolet rays. Trees provide fun play opportunities through activities like climbing, swinging or creating a tree house. The benefits are endless.

**Did you know:** Since Tree Day 1996, 26 million trees have been planted. [Find out more here](#)

### INTERNATIONAL DAY OF FRIENDSHIP – JULY 30

Friends are beautiful presents, each wrapped in their own unique packages. We develop friendships within our communities and across the world. We surround ourselves with friends of different ages, backgrounds, cultures and personalities. We encourage and treasure our friends. They are important for our health, happiness and world peace. [Find out more here](#)

## ZUCCHINI, BRUSSEL SPROUT & HALLOUMI FRITTERS



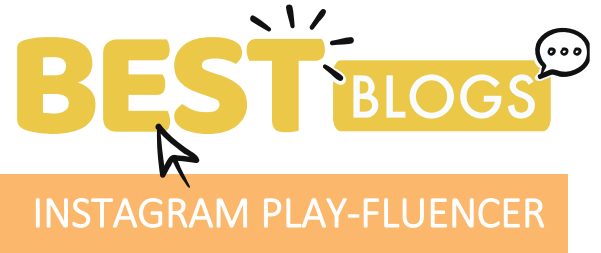
### INGREDIENTS

- 3 zucchinis, coarsely grated
- 8 brussels sprouts, shredded
- 200 grams halloumi, grated (I made light work of all of the grating by using my food processor)
- 2 green onions (scallions or spring onions), thinly sliced
- 1/2 cup mint leaves, chopped
- 1/2 cup basil leaves, chopped
- zest of 1 lemon
- 2 garlic cloves, crushed
- 3/4 cup (95 grams) plain flour
- 3 eggs
- 2 tablespoons buttermilk
- olive oil, to fry in
- ricotta and lemon wedges, to serve

### METHOD:

Place the zucchini, brussels sprouts, halloumi, spring onions, mint, basil, lemon zest, garlic, flour, eggs, and buttermilk into a large bowl and mix to combine. Heat a little olive oil in a non-stick frying pan over low-medium heat. Place heaped tablespoons of the mixture into the pan and cook for 3-4 minutes each side or until golden and cooked through. Place the fritters onto a plate lined with kitchen paper and continue frying until no batter remains. You'll notice the fritters feel quite tender but as they begin to cool they firm up beautifully thanks to the halloumi. Serve the gorgeously crisp vege studded fritters alongside a big dollop of smooth ricotta and lemon wedges. Enjoy x

Images and recipe from [mylovelylittlelunchbox.com](http://mylovelylittlelunchbox.com)



### EARLYYEARSOUTDOOR

[instagram.com/earlyyearsoutdoor/](https://www.instagram.com/earlyyearsoutdoor/)

With over 1000 posts Katie of 'Early Years Outdoor' has plenty of nature inspired activities to keep your kiddos inspired to play outside.

### FIVE MINUTE MUM

[instagram.com/fiveminutemum/](https://www.instagram.com/fiveminutemum/)

Five-minute, easy, fun games and activities for busy people to do with little kids. Think numeracy and literacy activities that build school readiness.

### PLAY AND LEARN ACTIVITIES

[instagram.com/play.and.learn.activities/](https://www.instagram.com/play.and.learn.activities/)

Play and learn activities for children of preschool and early Primary.

### PLAY HOORAY

[www.instagram.com/play.hooray/](https://www.instagram.com/play.hooray/)

Play and parenting advice for the whole family. Here you will find developmentally appropriate activities and supportive parental advice.



## FOCUS: One Powerful Word That Will Inspire a Kid Who Says, “I Can’t Do It!”



**Many parents instinctively know that calling a child “stupid” could influence that child’s idea of how smart she is and cause her to behave differently when learning something new. But as it turns out, a child calling herself “stupid” can have the same effect.**

**The danger of negative self-talk** Let’s suppose you’re back in high school, and you’re nervous about a big science test coming up. You tell yourself, “I’ll probably fail anyway, so why even study?” By telling yourself that, you’ve given up before the test even happened and envisioned a future for yourself where you’ll skip studying. If you do skip studying, you’ll have increased the chances that you’ll fail the test. Instead, consider what would happen if you told yourself, “I’m nervous about the science test, but studying will help me feel more confident.” You’d be **more** likely to study and therefore more likely to do well on the test. This phenomenon is called a self-fulfilling prophecy. In other words, when you declare something like this to yourself or another person, it’s enough to influence your behaviour to fulfill that declaration of “truth.”

**But the most common response doesn’t work** When kids engage in negative self-talk, it may sound like: *I’m no good at this, I can’t do it, it’s too hard, I’ll never learn how to read.* Because we love our kids more than anything else in the world, our gut reaction as a parent is to convince them that their words aren’t true: You **are** good at this! Yes, you **can** do it!, You **will** learn to read. I believe in you!

But have you noticed that when you try to fight your child’s negative self-talk with your own positive words, it doesn’t work? I learned that lesson the hard way with my 9-year-old. It took me a while to realise that when I unleashed a slew of positive affirmations, it actually made her attitude **worse**. She’d furrow her brow, cross her arms on her chest, and shut herself off from me. I’d unknowingly turned her frustration into a power struggle instead of addressing the heart of the issue.

**This is what we’re missing.** Here’s what your child is *really* saying when she talks bad about herself: *I’m frustrated, I feel bad that I made a mistake, I’m scared I won’t be able to figure this out.* When we respond with positive affirmations, this is what our kids hear: *Don’t be frustrated! Don’t feel bad!, Don’t be scared!*

I don’t know about you, but when I’m feeling those emotions and someone responds by telling me **not** to feel those emotions, I don’t take it very well. Which means the real problem is that we’re not stopping to *empathise* with our kids’ big and scary emotions. In that moment when your child gets easily frustrated and her confidence is shaken, she doesn’t feel heard. So, what *can* you do in that moment when you hear your sweet child saying mean things about herself, to herself?

**Say one simple word. ...yet.** Adding this one word builds your child’s confidence by giving her a vision of her future where she does “get” it. She’ll make choices that will help her **live up** to that new “truth.” Which means this little word is important for your child to hear, but it’s just as important for you. Because saying “...yet” will stop you from spewing out positive affirmations that will just make your child dig her heels further into the muck of negative self-talk.

For the best results when teaching optimism, grit, and stick-to-it-iveness, you’ll want to follow up “yet” with a little more guidance:

1. **Yet** – When you hear your child engage in negative self-talk, close the distance between you, look them in the eye, and repeat their statement but add “...yet” to the end. Depending on the statement, it may work better to say “...not yet.”
2. **Empathise** – Let them know you hear their frustration by saying “I can see that you’re frustrated.” Or “It seems like you’re nervous that you won’t figure this out.” Or “You feel bad that you made a mistake.” You might also follow this up with a question to get them talking about what they’re stuck on, like “Can you show me the part that’s hard for you?”
3. **Turn it around** – Now, ask your child a question to engage their problem-solving skills so they can move forward in a positive way. For example, “How can you try this a different way?” or “What part isn’t making sense yet?”

And all you have to remember is **YET**. *Yet, Empathize, Turn it around.*

To read more about ‘yet’ follow the link below.  
Holmes, Kelly (2021). *One Powerful Word That Will Inspire a Kid Who Says, “I Can’t Do It!”* Retrieved from [happyyouhappyfamily.com/negative-self-talk-in-children/](http://happyyouhappyfamily.com/negative-self-talk-in-children/)



**STREET NUMBER HUNT:** Write numbers 1-10 on a sheet of paper. Go for a walk in your street or local neighbourhood. Look around and see what number you can find. Numbers may be on letterboxes, on signs. Look for individual numbers among larger numbers. How many can you find?



## HEALTH & SAFETY: Family Meals: Why do they matter?

**Getting the whole family to sit down for dinner can be next to impossible – with young children, sport practice, working late and homework taking up the evening hours, many family members eat at whatever time best suits them – and that’s OK from time to time. But research shows that families who eat together regularly (that’s more than three times a week), have shown to have more positive outcomes when it comes to health, family relationships and social development.**

The family dinner table, after all, is where children learn manners, converse and interact with grownups, share what’s happening in their lives and experience new foods. The preparation of food and the table setting process are all part of the roles in a family and shape thoughts and feelings around food and family.

### Schedule Time to Eat Together

- Eating together can happen at breakfast, lunch or dinner. Choose the meal that gives you the most time to talk and connect.
- If you don’t usually eat together, start by scheduling one meal per week and increase the number as you are able.
- Circle your friends and family around healthy foods as often as you can. The more you eat together, the more you benefit.
- Try to schedule activities so that they don’t interfere with mealtimes. If that’s not possible, create a meal together around a picnic table in a park on the way to piano lessons or soccer.

*Tip: Once you decide what meal you are going to eat together, mark it on your calendar like you would any other event. If you have a plan, it is more likely to happen.*

### Everyone Can Help Plan & Prepare Meals

- Eating together is more likely to happen when everyone helps.
- Involve kids of all ages in planning, shopping for and preparing meals. These are important life skills that can help us eat well.
- Children are more likely to eat the foods they help you to prepare.
- Cooking together is a great way to connect with each other and have fun!

- Use a combination of fresh ingredients and ready-made foods to make fast, easy meals. Over time, make more from scratch. Remember, the meal doesn’t have to be perfect. It’s the time together that’s important.

- Cooking is a great time to teach about kitchen and food safety. Remind children to wash their hands before and after preparing food, to wash vegetables and fruit before eating, and not to mix ready-to-eat foods with foods that need to be cooked. Always supervise their activities. Getting burned or cut puts an end to the fun fast!

*Tip: If you aren’t confident in the kitchen, choose simple and familiar recipes. This will help you enjoy your time together instead of trying to figure out the next step in the recipe.*

**Make Mealtimes about Being Together** - Eating together provides a time to be connected. This helps children feel loved, safe and secure. Focus on enjoying each other’s company, not on what or how much each child is eating. Keep mealtime conversations positive and encourage children to talk about their day. This helps to develop more communication between family members.

*Tip: Turn off distractions like the TV, computer, tablets and phones during mealtimes. Keep toys and books off the table.*

**Model Positive Eating Behaviour** - You are an important role model for good table manners, trying new foods, and enjoying mealtimes. Children and youth are more likely to eat foods their parents and family also enjoy eating. Make offering new foods part of your regular mealtime routine. Children often need to see, smell, and touch a food many times before trying it, so offer new foods with familiar foods and include foods your child has refused in the past. Not everyone likes every food, and that’s okay. Encourage kids to say “no, thank you,” or teach them what you would like them to do or say if they don’t want to eat something. Trust children to show or tell you how much they want to eat and when they are finished eating. An important part of healthy eating is learning to stop when they are full. Being forced or pressured to finish food can make your child ignore their internal hunger and fullness cues. Try not to rush children through a meal. Children often take longer to eat than adults. Remind children to eat slowly, chew their food well and enjoy what they are eating.

**Read more via the source link:** Health Link BC (2017). *The Benefits of Eating Together for Children and Families* retrieved from [www.healthlinkbc.ca/healthy-eating/eating-together](http://www.healthlinkbc.ca/healthy-eating/eating-together)



### MAKE A MINI GREENHOUSE

A greenhouse isn't green! It's a structure with walls and a roof made of glass or plastic that traps heat from the Sun and moisture from the soil. This makes for perfect conditions for a seed to sprout and grow into a big, strong plant before the growing season starts outside.

Have a go at making your own at home. You will need to collect some recycling materials first. Follow the link below to get started.

[HOW TO MAKE A MINI GREENHOUSE](#)



## HIDE AND SEEK

Everyone knows the classic children’s game ‘Hide and Seek’, but did you know there are at least 15 variations that children will be able to understand very easily, and that they will quite simply *love* to play.

Research suggests there are many cognitive and emotional benefits to playing hide and seek. Also these are games that they can play over and over again, developing social skills and positive relationships with others as they play them.

### The 15 hide and seek variations are:

- Hide and seek (standard)
- Hide and seek team up
- Sardines
- Hide and seek jail
- Secret wave
- Everyone is on
- Blocko
- Water pistol hide and seek
- Kick the can
- Hide and seek move
- Hide the teddy
- Hotter/colder
- Code hide and seek
- Object hunt
- Using maps to find ‘treasure’

Hide and seek games can take place pretty much anywhere – indoors, outside, in the park – you name it. Find out exactly how to play all of these variants [here](#).

Early Impact Learning (2023). 15 Hide And Seek Variations – Twists On The Classic Game Retrieved from <https://earlyimpactlearning.com/15-hide-and-seek-variations-twists-on-the-classic-game/>



## Keeping Our Kids Safe

The National Office worked in partnership with SNAICC — National Voice for our Children- external site (SNAICC) to create resources that support organisations working with Aboriginal and Torres Strait Islander children, young people and communities to implement the National Principles for Child Safe Organisations- external site (National Principles). The Keeping Our Kids Safe resources apply a cultural lens to the National Principles to help organisations think about how to make themselves more child safe, in a culturally safe way.

The National Principles are 10 principles, agreed by all Australian governments, that give organisations across Australia a consistent approach to promoting a culture of child safety and wellbeing. The National Principles are flexible and relevant for organisations of all sizes and sectors that engage with children and young people.

When the National Principles were being developed, stakeholders said that more tailored information was needed for organisations working with Aboriginal and Torres Strait Islander children, young people and communities. The Keeping Our Kids Safe resources take the National Principles and deliver them in a way that is culturally relevant and promotes cultural safety.

Cultural safety is the positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination and more than ‘cultural awareness’ and ‘cultural sensitivity’. It empowers people and enables them to contribute and feel safe to be themselves. In a child safe, culturally safe organisation, children, young people, family and community members feel that their culture and identity are respected.

SNAICC, with the help of Victorian Aboriginal Child Care Agency- external site (VACCA), has created two resources:

1. an animated video, Keeping Our Kids Safe: Understanding Cultural Safety in Child Safe Organisations, that gives viewers an introduction to the National Principles through a cultural lens. <https://youtu.be/FdkoeegspeE>
2. a guide, Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations, that gives practical advice on how to implement the National Principles in Aboriginal and Torres Strait Islander organisations and communities.

This guidance resource, *Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations*, supports organisations engaging with Aboriginal and Torres Strait Islander children, young people and communities to implement the National Principles in a culturally safe way by providing practical advice for all levels of an organisation. It highlights cultural considerations that will help organisations to make sure their spaces are culturally safe, and their programs and activities are free from racism and discrimination.



### LET’S PLAY HANDBALL

Short simple activities to get some active minutes in the day.

Do you remember this game from Primary School? All you need is a tennis ball and 2 or more connecting squares marked on any hard surface. The typical game requires you to have rallies similar to tennis by batting the ball back and forth, bouncing in your square first.

For this intro let’s just see if you can get the ball from one person’s square to another. This may be via typical hand batting or gentle throws. Throw the ball so it bounces in your square first and then into your child’s. Practise this first and move up to batting from here.