

A young girl with reddish-brown hair tied back, wearing a blue and white checkered short-sleeved dress, white socks, and dark Mary Jane shoes. She stands in the center of a school hallway, looking directly at the camera with a neutral expression. Her hands are clasped in front of her. The background is blurred, showing other students moving through the hallway, creating a sense of a busy school environment. The lighting is bright and even.

FIRST DAY

TEACHING TOOLKIT - SERIES

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ABOUT THE SERIES

It's Hannah Bradford's first year of high school. As a transgender girl, Hannah not only has to navigate the challenges that come with starting a new school, but also find the courage to live as her most authentic self.

USING THIS RESOURCE

This resource will support Year 6 and 7 teachers and students to explore the themes in *First Day*, and help students to prepare for, process, and reflect on their own transitions to secondary school. Suggested learning tasks for each episode relate to inclusivity, identity, relationships, and wellbeing. Tasks will help students learn about respectful relationships, and remind them that we are all more alike than we are different.

Transgender people do not look or behave a certain way, so it is not possible to look around the classroom and know if there are transgender people present. Before viewing *First Day* or using this resource, teachers should be aware that their class may include transgender, gender diverse, or gender questioning students, and that this content should be explored sensitively. Please be aware that transgender people may find some scenes in *First Day* upsetting, such as those involving judgment, rejection, bullying, and 'deadnaming'.

It is imperative that transgender and gender diverse students' privacy is upheld while viewing this series, discussing it, and undertaking the learning tasks in this resource. Teachers may choose to remind students that their peers have the right to privacy, and that private information should never be revealed without consent. By establishing expectations for behaviours and discussion, teachers can minimise the risk of students sharing experiences that make themselves vulnerable or distressed, and the risk of transgender or gender diverse students from being 'outed'.

Class conversations about gender, identity, and bullying invite a diversity of opinions to be shared, so it is essential that teachers establish a safe and supportive learning environment for all students to engage with this series. Respectful classroom behaviours such as active listening and 'no put-downs' will allow students to share their ideas, express their views, ask questions, and learn from each other.

BEING TRANSGENDER

WHAT DOES BEING TRANSGENDER MEAN?

Gender identity – a person’s internal sense of being male, female, both, or neither – does not always correlate with the male or female sex they were assigned at birth. The term transgender (or trans) is often used to describe people whose gender identity is different to the sex they were assigned at birth. As an example, the character Hannah in *First Day* was assigned male when she was born, but she identifies as female. Every person who is transgender has a unique experience: Hannah’s story reflects the fictional experience of just one character.

SCHOOL LIFE FOR TRANSGENDER STUDENTS

Schools are likely to have transgender, gender diverse, and/or gender questioning students in their communities. According to Parents of Gender Diverse Children, the number of Australian school-aged children who identify as transgender or gender diverse is currently cited as 1.2% and 2.5% respectively by the Telethon Kids Institute at Perth’s Princess Margaret Hospital and the Royal Children’s Hospital Gender Service in Melbourne.

Some transgender children are safe and supported at home and in their school community, but many experience bullying, harassment or discrimination. This puts already vulnerable and marginalised students at further risk of poor mental health, wellbeing, and academic outcomes. (See the Trans Pathways Report in the Additional Resources section for more information about the mental health experiences of transgender youth.)

Building respectful and inclusive learning environments will help all students to feel valued, supported and safe at school.

EPISODE SYNOPSSES



01.

Hannah Bradford, a 12-year old transgender girl, is nervous about starting at a new school. It doesn't take her long to make friends and she discovers the first day of high school is difficult for everyone.



02.

Hannah feels left out when it appears that she's the only one not sleeping over at Jasmine's party. With Olivia's help, Hannah decides to make the most of the time she is there and has a better night than she expected.



03.

After being outed on social media, Hannah withdraws from those closest to her. It isn't until Olivia and Natalie pay her a visit that Hannah remembers how much her friends mean to her and she decides to return to school.



04.

At school camp, Hannah's friends throw her a surprise birthday party and at the end of the night she finds herself around a campfire fielding questions about being transgender. As the crowd grows, so does her confidence.

LEARNING TASKS





INCLUSIVITY

Watch: [Episode 1](#)

Hannah Bradford, a 12-year old transgender girl, is nervous about starting at a new school. It doesn't take her long to make friends and she discovers the first day of high school is difficult for everyone.

Task 1: Inclusive language

Clip: [01:15 – 02:30](#)

Offering Hannah a Year 7 place for the following year, Principal Nguyen says, 'We want Hillview to be an inclusive and safe school for everyone.' In a class discussion, ask students to define the word 'inclusive'. and to identify inclusive language and behaviours in this scene. What did Mr. Nguyen say and do to make Hannah feel welcome and supported?

Challenge students to reflect on what 'being inclusive' sounds like in their own communities. Provide students with speech bubble sticky notes, or alternatively ask them to draw speech bubbles on a sheet of paper. In each bubble, ask students to write a phrase or question that demonstrates inclusivity in a school context. Their work could be added to a class anchor chart and referred to throughout the year.

Task 2: Inclusive schools

Clip: 02:31 – 04:06

In this clip, Hannah changes her appearance – removing accessories and makeup – before returning to her primary school. Hiding aspects of her identity and begging her mum for the day off school, the audience can infer that Hannah does not feel safe to be herself at school.

Everyone has the right to feel safe and protected at school. In groups, ask students to brainstorm rules, behaviours, mindsets, expectations,

and language that will foster a safe and inclusive environment for everyone in their own school community, including gender diverse students. This might include a commitment against bystander behaviour, identifying ways to acknowledge and celebrate diversity, or reviewing school policies.

Have students represent their thoughts visually, perhaps through a poster or anchor chart that could be displayed in the classroom and referred to throughout the year.





Students' suggestions could be incorporated into their classroom behaviour agreement as agreed expectations and responsibilities. Students could also present their work to their school leadership, School Council, Student Representative Council, or the wider school community.

As an extension task, the class could conduct an anonymous survey (or refer to recent surveys about attitudes to school) to better understand how safe students and staff feel at school, with the aim to improve their experience.

Task 3: Valuing diversity

Clip: 12:00 – 13:30

First Day features a transgender main character, and the film has a culturally diverse cast. View the above clip as a class, asking students to focus on the diversity of the school community depicted in the series.

In a group discussion, ask students to consider the ways in which valuing diversity can benefit individuals and their own communities. How does their school benefit from diversity, and how is diversity currently celebrated at school? Have students research an organisation that promotes diversity in their local community, and then share their findings with the class through a short presentation.



Australian Curriculum Links

	Year 6	Year 7
ENGLISH	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05) Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02) Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E6LY07)	Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors (AC9E7LE01) Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage (AC9E7LE04) Plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace (AC9E7LY07)
HEALTH AND PHYSICAL EDUCATION	Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04) Describe and implement strategies to value diversity in their communities (AC9HP6P05) Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)	Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04) Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities (AC9HP8P05) Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)
CRITICAL AND CREATIVE THINKING	Create possibilities Consider alternatives Transfer knowledge	
PERSONAL AND SOCIAL CAPABILITY	Empathy Relational awareness Community awareness	

IDENTITY

Watch: Episode 2

Hannah feels left out when it appears that she's the only one not sleeping over at Jasmine's party. With Olivia's help, Hannah decides to make the most of the time she is there and has a better night than she expected.

Task 1: Transitions

Clip: 01:17 – 02:30

Before discussing life transitions, be aware that the class may include students who have transitioned, are transitioning, or are intending to transition, to affirm their gender. Remind students that some transitions are deeply personal, and – to protect their privacy and wellbeing – sharing these with the class may not be appropriate at this time. For example, Hannah's transition from primary to secondary school is publicly known, but her transition to affirm her gender is private information that she has chosen not to share with others. By establishing boundaries for discussion, teachers can minimise the risk of students sharing experiences that make themselves vulnerable or distressed, and the risk of transgender or gender diverse students from being 'outed'.

Moving from primary to secondary school is a major life transition which involves leaving the familiar behind. This change is difficult for many young people, and mixed feelings are common. Like her peers, Hannah is excited about making new friends at school, but she is also worried about not fitting in.

In pairs, have students reflect on and discuss the (publicly known) life transitions they have already experienced. This might include moving to a new house, developing a new interest, or the arrival of a sibling. Were these transitions ultimately positive or





negative experiences? What helped students to move through these periods of change? Ask students if anyone is comfortable sharing their reflections with the wider group.

Have students now consider the impact of these transitions on their identity. How did they change throughout primary school, and what remained constant during this time? What is likely to change during secondary school?

Have students document these changes through a digital 'map of identity', using a timeline, flow chart, illustration, or other process to share their thinking.



Task 2: Identity map

Clip: 03:31 – 05:23

Hannah's gender, and how she chooses to express this, are just part of her identity; she is also a daughter, a sibling, a friend, a student, a gamer, she practices Taekwondo, and so on. Ask students to watch this clip and then discuss what they learnt about Hannah's identity. How do the settings and other characters in this sequence help viewers to learn about her identity?

Have students represent aspects of their own multifaceted identities visually, using a graphic organiser such as a mind map. Following this exercise, display students' work around the room and ask them to take a 'gallery walk'. This gives students the opportunity to view others' work, and to identify things they have in common with their peers. To close the lesson, ask students to share any observations about things they have in common, and any conclusions they have reached about identity.

Task 3: Empathy

Clip: 14:52 – 18:27

Despite worrying about her reaction, Hannah decides to tell Olivia that she is transgender after the party. Hannah trusts Olivia and feels that sharing her gender identity will allow her to be more open with her. Olivia takes a moment to process what Hannah has told her, but it makes no difference to how she sees her friend. Through her words and actions, Olivia shows Hannah that she will continue to be a supportive friend.

Have students divide a blank page into four quarters, and label these sections 'Feel', 'Think', 'Say', 'Do'.

Play the above clip, asking students to focus on Olivia's reactions. What might Olivia be feeling and thinking in these scenes? What does she say and do in response to her feelings and thoughts? Have students identify and record examples for each of these sections. Ask students to share their work, and extend their thinking with the following questions:

- How do Olivia's words and actions connect to her thoughts and feelings?
- What does Olivia say and do to make Hannah feel supported?
- How do you think Hannah feels after this conversation? Which words or actions make you think this?

Australian Curriculum Links

	Year 6	Year 7
ENGLISH	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02) Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05) Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)	Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts (AC9E7LY02) Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas (AC9E7LY05) Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E7LY06)
HEALTH AND PHYSICAL EDUCATION	Explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01) Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06)	Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes (AC9HP8P02) Analyse factors that influence emotional responses and devise strategies to self-manage emotions (AC9HP8P06)
CRITICAL AND CREATIVE THINKING	Identify, process and evaluate information Create possibilities Thinking about thinking (metacognition)	
PERSONAL AND SOCIAL CAPABILITY	Personal awareness Emotional awareness Emotional regulation	

FIRST DAY



RELATIONSHIPS

Watch: Episode 3

After being outed on social media, Hannah withdraws from those closest to her. It is not until Olivia and Natalie pay her a visit that Hannah remembers how much her friends mean to her and she decides to return to school.

Task 1: Friendship

Clip: 06:19 – 08:30

For most students, starting high school involves making new friends. When watching the above clip, have students examine what Olivia and Natalie do to cement their new friendship with Hannah. For example, they encourage and support Hannah, meet her family, and share fun experiences together. Can students suggest any further strategies for building new friendships?

To demonstrate and develop their interpersonal skills, have students use Google Forms (or a similar tool) to create a survey aimed at getting to know others. They should draw on their knowledge of how to initiate conversations with others, how to find common ground, and interesting questions to ask. In a subsequent lesson, students could interview their classmates with the questions they devised.

Task 2: Peer influence

Clip: 09:00 – 10:05

The desire to be accepted and valued by friends can make young people susceptible to peer influence. Negative peer influence – or ‘peer pressure’ – is frequently discussed, but friends can also encourage and inspire each other to do positive things.

Play the above clip, asking students to focus on the positive influence Olivia and Natalie have on Hannah.

Hannah has withdrawn from others and is staying home from school after being outed on social media. This means that someone revealed Hannah's gender identity without her consent, despite all individuals having the right to privacy.

It's not until Olivia and Natalie visit her that Hannah remembers how much her friendships mean to her, and she decides to go back to school. They also support and encourage Hannah on the day she returns to Hillview.

As a class, discuss the clip and brainstorm further examples of positive peer influence. Then in an independent writing task, ask students to respond to the following 3-2-1 prompt in their journals:

- Three positive things that they have encouraged or inspired friends to do
- Two positive things that friends have encouraged them to do
- One thing they learnt from this clip or lesson

Task 3: Values

Clip: 10:07 – 12:58

When Hannah returns to Hillview, she finds that some peers are more supportive than others. Seemingly influenced by her mother's values, Jasmine believes that Hannah kept a secret from her; she chooses to walk away from their friendship.





Isabella – a bully from Hannah’s primary school – continues to threaten and intimidate her.

It is sometimes difficult to identify and move on from negative relationships. But school transitions are an ideal time for students to reflect on their relationships, and to prioritise positive friendships which are aligned with their own values.

In a group discussion, ask students to reflect on the values of their schools, families, and themselves. How do values such as honesty and kindness influence the friendships they seek out, and the ways they interact with friends? To creatively share what they value in friendships, have students curate a themed playlist on the topic. The class could then compare playlists to identify shared values and/or song choices.

Australian Curriculum Links

	Year 6	Year 7
ENGLISH	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02) Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05) Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)	Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts (AC9E7LY02) Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas (AC9E7LY05) Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E7LY06)
HEALTH AND PHYSICAL EDUCATION	Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04) Investigate resources and strategies to manage changes and transitions, including changes associated with puberty (AC9HP6P02)	Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes (AC9HP8P02) Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04)
CRITICAL AND CREATIVE THINKING	Develop questions Identify, process and evaluate information Put ideas into action	
PERSONAL AND SOCIAL CAPABILITY	Reflective practice Community awareness Communication	

WELLBEING

Watch: Episode 4

At school camp, Hannah's friends throw her a surprise birthday party and at the end of the night she finds herself around a campfire fielding questions about being transgender. As the crowd grows, so does her confidence.

Task 1: Seeking support

Clip: 13:40 – 16:10

After listening to Hannah answer questions about being transgender, Sarah approaches her for a private conversation. Sarah asks Hannah how she made her parents understand that she is transgender, saying that their own attempts to discuss gender identity with their mum were rejected: 'She just won't listen. Any time I try to talk to her about it, she just says she doesn't want to hear it.'

Hannah has a supportive and affirming family, but not all young people have the same experience. Considering a range of situations and events that young people may face, ask students to brainstorm people or places that could assist students who do not have parental support at home. This might include siblings or extended family, trusted non-family adults, new friends at school and their families, a homeroom teacher, school counsellors or community organisations. Selecting one option from this brainstormed list, have students create a page for a class book: 'Where to turn for support'.

Task 2: Protective factors

Clip: 16:11 – 17:56

The words and actions of her peers at school camp make it clear to Hannah that she has their support. This gives her the strength to stand up to Isabella: it helps her be resilient.

Protective factors are the mindsets, strengths, resources, supports and strategies that enable people to cope with transitions and overcome challenges.





Discuss this concept as a class, then split students into three groups for a jigsaw task about protective factors. Allocate one of the following categories to each group: Individual, Family, Community. Reflecting on what they know about Hannah from this and other clips, ask groups to identify, discuss, and record protective factors that have contributed to Hannah's resilience. Examples for each category are listed below:

- Individual (e.g. Hannah participates in sports)
- Family (e.g. Hannah's parents are affirming and supportive)
- Community (e.g. Hannah has good relationships with teachers)

Have each group share their thinking with the wider class, recording their examples on the whiteboard to build a full picture of Hannah's protective factors. Ask students to add any further examples groups may not have identified.

Students could repeat this process as an independent reflection task, documenting the individual, family and community factors that will help them cope with challenges in their own lives.

Task 3: Belonging and connectedness
Clip: 18:53 – 21:11

All individuals should feel that they belong in their school community. Having a strong sense of belonging gives students the confidence to participate and helps them to reach their potential.

In the final scenes of *First Day*, Hannah makes amends with Isabella before running to the water and diving straight in. During school camp she has strengthened friendships and developed confidence, and finally has a sense of belonging and connectedness with her school peers. After viewing this clip, discuss how Hannah would now feel. Ask students which communities they feel connected to, and how this connection makes them feel.

Have students write a 'two-word poem' on the theme of belonging and connectedness, either from Hannah's perspective or their own. In this accessible poetry form, students compose a poem from lines containing just two words each. Poems do not need to rhyme; the staccato phrases will create a rhythm. Including sensory details and imagery will help students to craft an evocative piece of writing.



Australian Curriculum Links

	Year 6	Year 7
ENGLISH	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02) Analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences (AC9E6LY03) Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)	Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors (AC9E7LE01) Analyse the ways in which language features shape meaning and vary according to audience and purpose (AC9E7LY03) Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E7LY06)
HEALTH AND PHYSICAL EDUCATION	Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06) Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08) Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)	Analyse factors that influence emotional responses and devise strategies to self-manage emotions (AC9HP8P06) Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08) Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)
CRITICAL AND CREATIVE THINKING	Identify, process and evaluate information Create possibilities Transfer knowledge	
PERSONAL AND SOCIAL CAPABILITY	Personal awareness Emotional awareness Community awareness	

BEHIND THE SCENES



ON SET WITH EVIE MACDONALD



INTERVIEW WITH LEAD ACTRESS, EVIE MACDONALD

What would you like the outcome to be for the audiences watching *First Day*?

I'd like for people watching the series to think, 'Wow, she's just like me: she's not that different!' I want people to see that.

What was the best moment on set for you?

The campfire scene, that was fun. Filming all of the scenes at camp was amazing. We got to spend time just playing. I feel that by just hanging out with the cast, I got to connect with them.

Tell us about Isabella's story arc.

I don't think Isabella has much support at home. Being treated so horribly at home can really impact somebody and their emotions. Seeing someone like Hannah, who is happy and trying to get on with her life, could be irritating for someone like Isabella who is going through such a hard time.

What are the similarities between Hannah and Isabella?

They are both going through their own problems. I think the audience will feel compassion for Isabella. It doesn't always feel like it, but there are always two sides to any story. Hannah's a very compassionate person and she can see that there's something going on.

Tell us about the importance of Hannah's friends in *First Day*

Olivia and Natalie help Hannah a lot. Having support means you feel more comfortable; you have people to talk to, people to go to. You feel like you're not alone. Being trans myself, I know that you can feel alone a lot when you're growing up. Hannah would consider herself lucky to have Olivia and Natalie as her friends. Without Olivia especially, I don't know where Hannah would be. From that first day when they meet, Olivia is a really good friend to Hannah.

In *First Day*, how supportive are Hannah's parents?

Hannah's mum is always there for her and I feel like that support really helps Hannah – even when Hannah doesn't realise it. Some of the script was based on things my mum told Julie about our family life. The rule where Hannah's not allowed to sleepover, I grew up with that rule. It stopped me from going over to people's houses. Now I can see that was just there to protect me.

Do you think this series might bring about any positive changes in society?

When kids watch the series, I want them to realise that even if they are going through something, like Isabella was, they still shouldn't treat people the way she treated Hannah.



INTERVIEW WITH WRITER/DIRECTOR, JULIE KALCEFF

What motivated you to write and direct *First Day*?

With *First Day*, I not only want to increase visibility of the LGBTQIA+ community, but to tell an uplifting story of empowerment about a transgender teenager. My hope is that this will increase understanding and acceptance amongst the target audience and the wider community, and help give a voice to those who struggle as a direct result of not seeing themselves represented on screen.

Why was it so important to cast a transgender girl as Hannah?

I have a personal connection to the subject matter and know a number of transgender people and parents of transgender children. However, I acknowledge that I am not transgender and, in many regards, this is not my story to tell. It was extremely important therefore to me, producer Kirsty Stark, the ABC, and Screen Australia to cast a transgender girl in the lead role. We were incredibly fortunate to be able to cast the talented Evie Macdonald as Hannah. Although scripted, this is Evie's story and it's our job to ensure she has the tools and support she needs to tell it. The courage, maturity, natural ability and talent Evie has shown throughout this process is inspirational.

Why does diverse media representation matter?

When we don't see ourselves and people like us reflected in the media, it affects the way we feel about ourselves and the way we see the world. The message is that we're invisible, that we don't count, or worse still, there's something wrong with us. We begin to wonder about our place in society and if we're valued as a person.

Stories shape the way we see the world and the way we see ourselves. The Geena Davis Institute has conducted extensive research into the representation of women and girls on screen in the belief that "if she can see it, she can be it" but the importance of representation goes beyond that for members of the LGBTQIA+ community, people of colour, and those of varied abilities. For many it is a lifeline. It helps our world to open up and reminds us we're not alone. For LGBTQIA+ people in particular, seeing someone like them represented on screen can help make sense of how they're feeling. It can give them the vocabulary and the impetus they need to start the conversation they might have been too afraid to have.



ON SET WITH DIRECTOR, JULIE KALCEFF

Of course, the type of representation matters. If a character is merely defined by their 'otherness' and is used solely as a plot device, it can be more damaging than helpful. We need representation of complex characters who are three-dimensional human beings, and being transgender, lesbian, gay, bisexual, a person of colour, someone of varied ability, or a woman is only one aspect of the character, not their defining feature. This not only benefits those finally seeing themselves represented, but also creates empathy within the wider audience. Stories are powerful and have the potential to create change - now more than ever.

REFLECTION BY PRODUCER, **KIRSTY STARK**

There is a point when you release a project into the world that it ceases to be yours and instead becomes your audience's. Of course, a film or television project never truly belongs to one person even in its creation: it is a labour of love made up of input, insight, love, blood, sweat and tears from so many people along the way. But once it airs on television or screens in a cinema, it becomes its own entity, and reflects the different perspectives and experiences of its individual audience members.

Throughout development of *First Day*, Writer/Director Julie Kalceff and I knew that this was not our story to tell. We are not transgender, and recognise that Hannah's experience of starting high school as a trans girl is not one that we can ever fully understand. For this reason, it was a priority for us to have a transgender writer and a parent of a trans child in our writers room, to cast trans kids in our trans roles - including the amazing Evie Macdonald as our lead - and to consult with organisations including GLAAD and Parents of Gender Diverse Children to ensure that our scripts were as accurate and authentic as possible.

However, none of this fully prepared me for the responses that the trans and gender diverse community would have to the series once we began to share the finished episodes. Our first "public" screening was to a small group of advocates from LGBTQI+ support organisations and was held internally at the ABC ahead of the series' release. Although I still respond emotionally to the series myself, despite having seen each episode dozens of times, I didn't realise the impact that a children's show would have on the group of adults assembled in the room. They were not only drawn in by Hannah's journey and the drama on screen, but appeared to experience it more viscerally than I would ever be able to, in connection with their personal experiences, and those of the families and children that they work with.

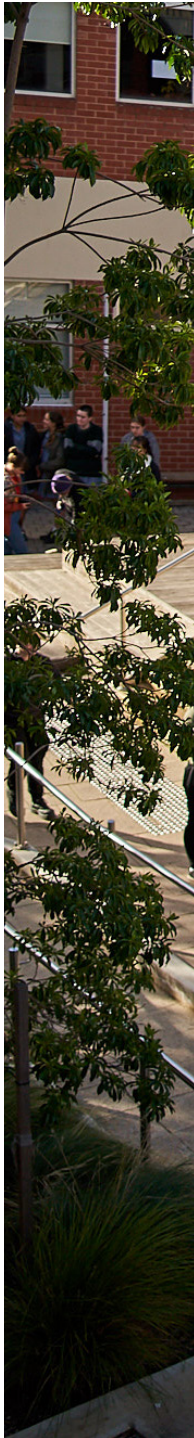
Although I thought I had understood the responsibility that came with telling a story like Hannah's, the nuances and layers

in the responses from adults and children who have seen the finished episodes over the past week has made me realise I greatly underestimated the impact of the work we were creating. We have heard from trans adults of the joy of seeing a young trans girl living so authentically on screen. About the significance of having someone like you represented proudly on television on a national broadcaster; not needing to seek it out as 'niche' content online. Of the fear to watch a show of this nature, because of its potential to unleash so much of your own trauma, and the gratitude that once you did, it offered hope. Of the wish that Hannah's story will be the first of many - because it represents just one trans story; not all trans stories.

Since the series launch, Julie and I have been reading and listening to people's responses, and learning so much from everyone who has been generous enough to write and share their experiences and feedback. That input will help us to shape the support materials, viewer advice and teaching toolkits that will surround the series as it continues its life in the world, and I'm incredibly grateful to have expanded my own understanding of the project we made, by seeing it through others' eyes.

I also want to acknowledge the effort and care that Julie put in as the writer and director of *First Day* to ensure that the show was as accurate and authentic as possible. I know she often questioned whether she was the right person to tell the story, or whether she was representing it in the right way, but given that it's near impossible for a 12-year old trans girl to finance and produce a television series, her commitment to enabling Hannah's story to make it to screen with such authenticity is something that I think deserves acknowledgement. I'm truly proud of some of the small details within the show that have been specifically called out by the trans community for their accuracy, and it was Julie who ensured they all made it onto the screen in a subtle and balanced way.

This is only the beginning for *First Day*, and we hope that it is a project that will continue to be seen around the world for many years, and used as a tool for education and understanding for both children and adults.

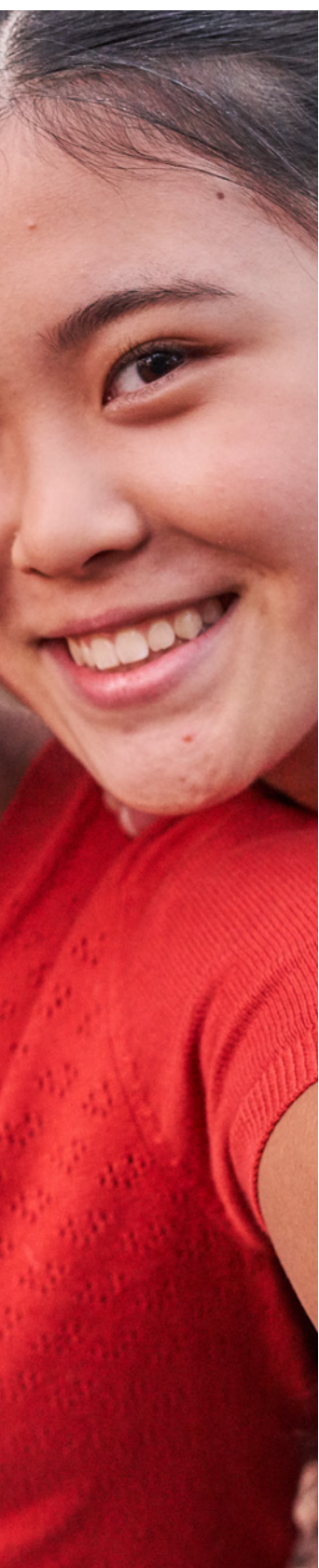




THE FIRST DAY SET

ADDITIONAL RESOURCES





RESOURCES FOR STUDENTS

First Day explores complex issues including gender, identity, and bullying. This content may elicit an emotional response in some students, or encourage them to disclose personal experiences with a teacher or classmates. A range of national youth services – including free and confidential counselling services – are listed below. These details could be shared with students or families in need of support.

eheadspace

<https://headspace.org.au/eheadspace>

A confidential, free and secure service where young people and their families can speak with qualified mental health professionals by phone, online chat or email.

headspace

<http://www.headspace.org.au>

A national youth mental health foundation dedicated to improving the wellbeing of young Australians.

Kids Helpline

<https://kidshelpline.com.au>

A free, private and confidential phone and online counselling service for young people.

Minus18

<https://www.minus18.org.au>

A national youth-led organisation that caters to the diverse needs of LGBTQIA+ young Australians. Minus18 provides support, advocacy, training, and runs inclusive social events.

Parents of Gender Diverse Children

<https://www.pgdc.org.au>

PGDC provides support to families of transgender and gender diverse children, and professional development for organisations that work with young people, parents or families.

RESOURCES FOR TEACHERS

Student Wellbeing Hub

<https://www.studentwellbeinghub.edu.au>

The Student Wellbeing Hub provides information and resources related to the Australian Student Wellbeing Framework, including guidance in creating safe and inclusive schools for transgender and gender diverse students.

Trans Pathways Report

<https://www.telethonkids.org.au/globalassets/media/documents/brain-behaviour/trans-pathways-report.pdf>

This report by the Telethon Kids Institute looks at the mental health experiences and care pathways of trans young people.

Supporting Gender Diverse Students

For current policies and procedures relating to transgender and gender diverse students, please contact your state / territory education department or Human Rights Commission.

***First Day* Short Film (2017)**

Teachers wanting to learn more about the *First Day* short film (2017) can access the following content and resources from the ACTF.

First Day – Short Film

<https://actf.com.au/shows/id/152/>

First Day teaching toolkit – Short Film

<https://actf.com.au/education/resources/res/10405>

First Day Q&A Webinar

<https://www.youtube.com/watch?v=dnQjtTarkww>

National Curriculum (England, UK)

Series 1, Episode 1: Inclusivity

	YEAR 6	YEAR 7
	ENGLISH	
SPOKEN LANGUAGE	(Pupils should be taught to:) use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. (Pupils should be taught to:) ask relevant questions to extend their understanding and knowledge. (Pupils should be taught to:) participate in discussions, presentations, performances, role play, improvisations and debates. (Pupils should be taught to:) give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
SPOKEN ENGLISH		(Pupils should be taught to speak confidently and effectively, including through:) giving short speeches and presentations, expressing their own ideas and keeping to the point. (Pupils should be taught to speak confidently and effectively, including through:) participating in formal debates and structured discussions, summarising and/or building on what has been said.
WRITING	(Pupils should be taught to:) perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Pupils should be taught to:) develop their understanding of the (vocabulary, grammar and punctuation) concepts by: using expanded noun phrases to convey complicated information concisely.	(Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:) summarising and organising material, and supporting ideas and arguments with any necessary factual detail. (Pupils should be taught to plan, draft, edit and proof-read through:) considering how their writing reflects the audiences and purposes for which it was intended.
READING		(Pupils should be taught to increasingly challenging texts through:) learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. (Pupils should be taught to read critically through:) knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	CITIZENSHIP	
SPOKEN LANGUAGE		(Pupils should be taught about:) the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

FAMILIES AND PEOPLE WHO CARE FOR ME	RELATIONSHIPS EDUCATION (In <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education</i> guidance (Department of Education, July 2025), relevant content to be covered by the end of primary includes:)	
	The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	
	CARING FRIENDSHIPS	How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity,
		How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
BEING SAFE	RESPECTFUL, KIND RELATIONSHIPS	
	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	

Series 1, Episode 2: Identity

	YEAR 6	YEAR 7
	ENGLISH	
SPOKEN LANGUAGE	(Pupils should be taught to:) ask relevant questions to extend their understanding and knowledge. (Pupils should be taught to:) use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (Pupils should be taught to:) participate in discussions, presentations, performances, role play, improvisations and debates (Pupils should be taught to:) consider and evaluate different viewpoints, attending to and building on the contributions of others (Pupils should be taught to:) select and use appropriate registers for effective communication.	

SPOKEN ENGLISH		(Pupils should be taught to speak confidently and effectively, including through:) giving short speeches and presentations, expressing their own ideas and keeping to the point. (Pupils should be taught to speak confidently and effectively, including through:) participating in formal debates and structured discussions, summarising and/or building on what has been said.
	WRITING	(Pupils should be taught to:) develop their understanding of the (vocabulary, grammar and punctuation) concepts by: using expanded noun phrases to convey complicated information concisely. (Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:) summarising and organising material, and supporting ideas and arguments with any necessary factual detail. (Pupils should be taught to plan, draft, edit and proof-read through:) considering how their writing reflects the audiences and purposes for which it was intended.
	READING	(Pupils should be taught increasingly challenging texts through:) knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. (Pupils should be taught to read critically through:) knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
SPOKEN LANGUAGE	HISTORY	
		(Pupils should...) regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
FAMILIES AND PEOPLE WHO CARE FOR ME	RELATIONSHIPS EDUCATION (In <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education</i> guidance (Department of Education, July 2025), relevant content to be covered by the end of primary includes:)	
		That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
CARING FRIENDSHIPS		How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

RESPECTFUL, KIND RELATIONSHIPS	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
ONLINE SAFETY AND AWARENESS	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. Online risks, including that any material provided online might be circulated, and that once a picture or words have been circulated there is no way of deleting it everywhere and no control over where it ends up.
BEING SAFE	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Series 1, Episode 3: Relationships

	YEAR 6	YEAR 7
	ENGLISH	
SPOKEN LANGUAGE	(Pupils should be taught to:) listen and respond appropriately to adults and their peers. (Pupils should be taught to:) maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Pupils should be taught to:) participate in discussions, presentations, performances, role play, improvisations and debates. (Pupils should be taught to:) consider and evaluate different viewpoints, attending to and building on the contributions of others. (Pupils should be taught to:) select and use appropriate registers for effective communication.	
SPOKEN ENGLISH		(Pupils should be taught to speak confidently and effectively, including through:) giving short speeches and presentations, expressing their own ideas and keeping to the point. (Pupils should be taught to speak confidently and effectively, including through:) participating in formal debates and structured discussions, summarising and/or building on what has been said.
WRITING	(Pupils should be taught to draft and write by:) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. (Pupils should be taught to:) perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	(Pupils should be taught to plan, draft, edit and proof-read through:) considering how their writing reflects the audiences and purposes for which it was intended. (Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:) summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
READING		(Pupils should be taught increasingly challenging texts through:) knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. (Pupils should be taught to read critically through:) knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	CITIZENSHIP	
SPOKEN LANGUAGE		(Pupils should be taught about:) the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

FAMILIES AND PEOPLE WHO CARE FOR ME	RELATIONSHIPS EDUCATION (In Relationships Education, <i>Relationships and Sex Education (RSE) and Health Education</i> guidance (Department of Education, July 2025), relevant content to be covered by the end of primary includes:) That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
	CARING FRIENDSHIPS How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
	RESPECTFUL, KIND RELATIONSHIPS The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
ONLINE SAFETY AND AWARENESS	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

BEING SAFE	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
	How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Series 1, Episode 4: Wellbeing

YEAR 6		YEAR 7
ENGLISH		
SPOKEN LANGUAGE	(Pupils should be taught to:) listen and respond appropriately to adults and their peers.	
	(Pupils should be taught to:) give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
	(Pupils should be taught to:) participate in discussions, presentations, performances, role play, improvisations and debates.	
	(Pupils should be taught to:) participate in discussions, presentations, performances, role play, improvisations and debates.	
SPOKEN ENGLISH		(Pupils should be taught to speak confidently and effectively, including through:) giving short speeches and presentations, expressing their own ideas and keeping to the point.
		(Pupils should be taught to speak confidently and effectively, including through:) participating in formal debates and structured discussions, summarising and/or building on what has been said.
		(Pupils should be taught to speak confidently and effectively, including through:) improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
WRITING	(Pupils should be taught to draft and write by:) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	(Pupils should be taught to plan, draft, edit and proof-read through:) considering how their writing reflects the audiences and purposes for which it was intended.
	(Pupils should be taught to:) perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	(Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:) summarising and organising material, and supporting ideas and arguments with any necessary factual detail.

FAMILIES AND PEOPLE WHO CARE FOR ME	READING	(Pupils should be taught increasingly challenging texts through:) knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
		(Pupils should be taught to read critically through:) recognising a range of poetic conventions and understanding how these have been used.
	SPOKEN LANGUAGE	(Pupils should be taught to read critically through:) knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
		CITIZENSHIP
CARING FRIENDSHIPS	RELATIONSHIPS EDUCATION (In <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education</i> guidance (Department of Education, July 2025), relevant content to be covered by the end of primary includes:)	
	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	
RESPECTFUL, KIND RELATIONSHIPS	The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	
	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	
BEING SAFE	How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	
	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	
BEING SAFE	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	
	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	
BEING SAFE	That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	
	The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	
BEING SAFE	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	
	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	
BEING SAFE	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	
	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	
BEING SAFE	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	

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Starring **EVIE MACDONALD** as **HANNAH**

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