



Try on a job!

Use a role play area, or create a corner in your classroom, and add resources related to roles and jobs. Ask early years colleagues for the loan of useful items (if you're not in the early years). Include props (e.g. microscope, tool box, medical kit etc); dressing up items (e.g. lab coats, tutus, tiaras, goggles – science and swimming! – gardening gloves etc); add books about cooking, gardening, plumbing, sport, science...; provide paper, pens, clipboards, note pads. Involve the children in setting up this space. Ensure that the resources are inclusive – for example of a wide range of roles, diverse heritages and disabilities. Don't forget to add 'I'm Going To Be A Princess'! Talk with the children about how they might use this space to try out being different things.

Keep on trying

Stephanie says she would like the book to show children the importance of *determination*, *resilience*, and *keeping on trying*. Check in about what 'resilience' and 'determination' mean. Why do the children think these are important qualities?

Share a story about when you have had to keep on trying. Remind the children that it is ok to make mistakes and for things not to work out – this is how we learn. As a whole group, or in their talking partners, invite the children to tell each other about a time they had to keep trying. What were they trying to do? How did it go? How did they feel? What did they learn?

Strong, bold, brave women

Stephanie includes some information about each of the women Maya's mum talks about. Find some pictures/photos of these women, put them on the big screen. Share the information about each woman in the book and invite the children to discuss:

- Did they live a long time ago or are they working now?
- How did they get to become these very different roles? What do the children notice about their qualities and their stories?
- What might it feel like to be the first person ever to do something?
- Why is it important that we know about these women?

Provide time to talk about discrimination and the importance of representation.

How does Maya's Mum feel?

Stephanie says that this is a story about taking the time to listen to what children are actually saying to us. Together, look at the picture of Maya and her Mum just after they've talked about the rocket scientist. In their talking partners can they chat about:

- How do they think Maya's mum is feeling?
- Why do they think she feels like that?
- What would *they* say to Maya's mum right now, what advice would they give her?

Come together and discuss the end of the book – how does Maya's mum feel now?

What would you like to be when you grow up?

There are so many different jobs in the world, and some that don't even exist yet! Ask the children what roles and jobs they already know about and share others with them. You could tell them why you became a teacher! Invite them to share what they would like to be when they grow up, and why. Remind them it's ok not to know – they could think about the *kind of person* they would like to be (e.g. kind, resilient, confident).

Invite the children to draw a picture/make marks to represent what they would like to be when they grow up/what kind of person they would like to be. They could add captions/labels about why, or they could record themselves talking about it. Provide tape so they can display their ideas.

Activities for *I'm Going To Be A Princess*

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