

BLUEY EPISODE GUIDE

Queens

DGO #10 · Grade 3 · Age 8+

Episode Name	Queens
Season & Episode	Season 2, Episode 23
Age Group	DGO #10 - Grade 3 (Age 8+)
Key Concept	The things most worth having usually require the most effort — and real growth comes from reflecting on the process, not just reaching the result

ABOUT THIS EPISODE

Bluey plays at being a queen. She starts with the fantasy: the crown, the commands, the authority. But queenship turns out to be more complicated than the crown suggests. Real queenship — the kind worth having — involves difficult decisions, responsibilities that can't be delegated, and the weight of actually being in charge rather than just looking like you are.

Through the game, Bluey reflects on what leadership and reward actually mean. She doesn't just play the role — she processes it, adjusts her understanding, and arrives somewhere deeper than she started. The crown is the same. What it means to her has changed.

WHY IT MATTERS (FOR PARENTS)

Eight-year-olds are quick to want the reward without the process — the trophy without the training, the result without the work. This episode slows that down. Bluey starts with the fantasy of being queen and ends up understanding that the title means nothing without the substance behind it. That shift — from wanting the outcome to appreciating what it takes to earn it — is exactly what reflective thinking develops.

For a child learning to pause and think about what they've done, what it meant, and what they'd do differently, this episode models metacognition through play. Bluey doesn't just act — she thinks about her own thinking. She adjusts and grows. That's not just playing queens. That's learning how to learn, and it's one of the most important skills an eight-year-old can begin to develop.

DISCUSSION QUESTIONS (FOR YOUR CHILD)

1

Bluey discovered that being a queen wasn't what she expected. Have you ever wanted something — a role, a prize, a result — and then realised it was harder or different than you imagined?

2

What's the difference between wanting the reward and appreciating the effort it takes to earn it?

3

At the end of each day, do you ever think back on what happened and what you learned? What do you notice when you do?

4

If you could go back to something you did recently — a project, a game, a conversation — and do it again more slowly and thoughtfully, what would you choose?

AFTER THE EPISODE — ACTIVITIES & EXTENSIONS**Try one of these to keep the learning going:**

- Start a 'day review' practice together. At dinner or bedtime, ask three questions: What went well today? What was hard? What would you do differently? Don't turn it into a performance review — keep it curious and conversational. Do it for a week and notice what your child starts paying attention to.
- Ask your child to think about something they're proud of having earned — not received, earned. Then ask: what would it have felt like if it had just been given to you? Would it mean the same thing? Why not?
- Design a 'queen for a day' game where your child makes real decisions with real (small) consequences — what's for dinner, how the afternoon is structured, where you go on Saturday. Debrief afterwards: what was harder than expected? What would you decide differently?
- Ask question four and help your child actually do the thing: find the project or conversation and revisit it together. What was missed the first time? What looks different now that there's more distance and thought?

Tip for parents: The day review practice in the first activity is one of the highest-leverage habits you can build with an eight-year-old. Reflection is a skill, and like any skill it needs regular, low-stakes practice to develop. Five minutes at dinner, three questions, no pressure — done consistently over months — builds the kind of self-awareness that will serve your child in every domain of their life.