

Every Child Matters: Developing **anti-discriminatory** **practice** in early childhood services

Researched and Compiled by Marie Willoughby

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Introduction

All children are entitled to equality of access and to opportunities to enjoy and to learn within a stimulating and safe care environment. Children need to feel valued and to be protected from discrimination.

Childcare providers can play a significant part in tackling discrimination - they can be proactive in supporting attitudinal and behavioural change within society.

An anti-discriminatory emphasis on play opportunities for children can encourage and develop positive attitudes to difference including gender, ethnicity¹, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. By challenging discriminatory practices and providing positive models and images for children from a young age, childcare providers can do a great deal towards tackling prejudice both within their service and in their wider community.

The U.N. Convention on the Rights of the Child tells us that all forms of childcare provision should be “without discrimination of any kind, irrespective of the child’s, his/her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social origin, property, disability, birth or other status” (U.N. Convention 2.1 cited in Dept. of Justice, Equality and Law Reform, 1999)

Embedding anti-bias and intercultural education into childcare ethos and practice gives all children the opportunity to develop to their maximum potential.

To do this, practitioners need to begin by seeking out and availing of learning opportunities as well as opportunities to question their own values, attitudes and beliefs. Then they can do their best to ensure equal

access and participation for all children and can contribute to the creation of a more just and equal society.

This publication aims to acknowledge the particular challenges that childcare practitioners face in ensuring that their equal opportunities/diversity policies and procedures are developed and implemented to reflect the ongoing changes that our society is experiencing.

It does this by providing resources such as some good reasons to include anti-discriminatory practice as a central theme in early childhood programmes; a Self-assessment Questionnaire which is intended as an aid to identifying areas of practice where practitioners feel they are doing well and areas where they feel there could be some improvement; a Model Policy which it is hoped will be a source of information and inspiration as well as a basis for discussion among childcare providers - the Model Policy is also intended to act as an illustration of the wider implications that such a policy will have for a service which is aiming to ensure that the principles of equality are fully implemented as well as a Step-by-step Guide which suggests how policy development might be planned and implemented.

Practical strategies, guidance relating to children’s use of English as a second language, awareness raising activities, ice breakers for group work and other resources, websites and references are also included.

At the core of Barnardos work is the belief that every child has the right to reach his or her potential and that their family is crucial to their development. We work with children in the firm belief that early intervention and finding solutions to problems before they grow is vital – because every childhood lasts a lifetime.

1 This includes membership of the Traveller community



section one Why Include Anti-discriminatory Practice in Early Childhood Services?²

² Adapted from: Valuing Diversity by Maritza Macdonald M.S. An excerpt from 'Explorations with Young Children', A Curriculum Guide from The Bank Street College of Education, US

Anti-discriminatory practice acknowledges the richness and uniqueness of human life. It is something we need to value and share with the children we work with.

There are many reasons to include consideration of anti-discriminatory practice as a central theme in early childhood programmes. When you value anti-discriminatory practice, you maximise the positive impact of your programme for all your children by:

- Building children's positive self-esteem – when you do this you give them the confidence to reach out to new learning experience.
- Affirming children's individual and group identities with regard to race, ethnicity, gender, religion, disabling conditions, financial circumstances. When you do this you pave the way for children – who are ever fascinated with how they are alike and different from one another – to appreciate human differences as a natural part of life
- Strengthening ties with families – when you do this you promote families' involvement with their children's early childhood programmes.

Further, when you include an anti-discriminatory approach in your work with children, you are preparing them for citizenship in a society where people speak different languages, practise different customs, and embrace different values. You are also helping children to appreciate that there is sameness within difference.

By starting in early childhood, you will be helping individuals to learn to work together, communicate across their differences, and value just and fair treatment for all. You will also be preparing children to fight bias and discrimination directed toward themselves, members of their community or wider society.

Making consideration of anti-discriminatory practice a major part of your programme is particularly important in early childhood because it is during this period, and especially between the ages of 2 and 5, that children are curious about sameness and difference and are becoming very aware of gender, race, ethnicity, disabilities, and other differences among people. Because young children are aware of diversity, you need to prepare yourself and know how to support diversity in your work. You need to treat their questions and comments seriously and respectfully, just as you would if they were expressing curiosity about nature or other phenomena.

While learning about difference young children are also acquiring attitudes and values from those around them, their families, friends, media and society, some that are positive and some which are not. How you respond to the ideas about difference that children express will influence the feelings and judgments they will form. If you work with children and families from diverse cultural and linguistic backgrounds, the opportunities for valuing anti-discriminatory practice in the curriculum may be quite apparent.



But if you are working with children from similar backgrounds, you need to be sure that you address anti-discriminatory practice in the curriculum. You will need to counter stereotypes or misconceptions they may have. All children need to be exposed to new experiences and to broaden their understanding of how people live.

Underlying a commitment to anti-discriminatory practice is a set of beliefs and values:

- A sense of *trust* in others
- A sense of *justice*
- A belief in *co-operation* and *shared learning*
- A belief that *all children can be competent*
- A belief that *all children can be proud of their culture and heritage*
- A belief that *all children can be curious about and learn to accept human similarities and differences*
- A sense of the *individuality* of each child
- A sense that *a group of children is a small society where there is fairness, opportunity, caring, and satisfaction for all its members.*

When you value an anti-discriminatory approach, you are addressing the needs of the 'whole child' and promoting both affective and cognitive development. You are recognising that children live in diverse social and physical environments. You are imparting a sense of shared humanity.

To begin the process, you need to spend time thinking, talking with others and questioning your own beliefs, behaviours, and knowledge about diversity. You will need to source information on diversity education and on anti-discriminatory practice to support your growth. Then take your focus to the lives and experiences of your children and their families and communities. Only then will you be ready to plan a curriculum that expands your own vision, capitalises on children's experiences, and provides new learning experiences. Finally, you need to consider your role as a policy maker and how the policies in your programme respond to issues of diversity.

No matter where you begin, you will need to think about the beliefs and attitudes about human beings that you want to promote in your programme. Related to this, is the necessity of assessing your own behaviour and looking at what you say and do and how you communicate to children that you value diversity. Children look to you as a model of how they should act toward others. Ask yourself if children find their images, interests or experiences reflected in your programme and the environment.

Do boys and girls feel free to play and work in all the areas of the room? If you have children of diverse economic backgrounds, is their range of experience represented in the curriculum? In a study of families, for example, you can ask children, "What is your favourite place?" which emphasises the child's use of space, rather than, "How many rooms are there in your house?"



Examine your selection of books, pictures, tapes and stories. Do they represent diverse cultures, "races", ages, and the interests of the children in your group? Do they avoid stereotypes?

Think about policies in your programme and think about how they serve your families' needs. Valuing diversity is a challenge. It requires attention to who you are as a caregiver, who your children, families and communities are, and what your programme is like. It offers opportunities to learn about yourself and to help children value themselves and others.

All children are entitled to equality of access and to opportunities to enjoy and to learn within a stimulating and safe care environment. An equal opportunities policy is a public statement of commitment to opposing and challenging all kinds of discrimination.

Childcare providers can, and should, play a part in tackling discrimination. They can act as a catalyst for the beginning of new attitudes and behaviours within society. An emphasis on intercultural play opportunities for all children can encourage and develop positive attitudes to difference of culture, language, gender, religion, and income levels. By challenging discriminatory practices and providing positive images for children from a young age, providers can do a great deal towards tackling prejudice.

The following self-assessment questionnaire is for your own information. It is intended as an aid to identifying areas of your practice where you are doing well and areas in which you feel there could be some improvement.





section two Self-assessment Questionnaire

Creating an Anti-Bias Environment³

The following checklist can be used to gain a sense of whether you are creating an anti-bias environment.

In my childcare service I use resources and provide activities that reflect and support:

- **All the children, families, students/trainees, staff members in my group.**

Always Sometimes Never

- **Children and adults at work and at play from the major ethnic groups living in my community, region and country.**

Always Sometimes Never

- **Diversity within each group, e.g. a range of languages especially those spoken by families and children in the group.**

Always Sometimes Never

- **People from class, cultural or ethnic groups that are different from my own without encouraging or reinforcing stereotypical thinking.**

Always Sometimes Never

- **Women and men from various ethnic backgrounds doing a range of tasks in the home and having professional, manual, managerial, artistic or administrative jobs or who are unemployed.**

Always Sometimes Never

- **Older people of various backgrounds doing a variety of activities.**

Always Sometimes Never

³ Adapted from the Anti-Bias Curriculum by Louise Derman-Sparks



I use materials and provide activities that reflect and support:

- **Differently abled people of various class, ethnic and cultural backgrounds working and being with their families and playing.**

Always Sometimes Never

- **Diversity in family lifestyles including single mothers or fathers; mothers in jobs outside the home and fathers at home; fathers in jobs outside the home and mothers at home; families with grandparents or other relatives and no parents; families with two mothers or two fathers; middle income and low income families; families with differently abled members; foster families; and families whose members come from different ethnic and cultural groups.**

Always Sometimes Never

- ▶ For every 'Always' answer give yourself 2 points
- ▶ For every 'Sometimes' answer give yourself 1 point
- ▶ For every 'Never' answer give yourself 0 points

Now total your points and examine the results:

- ▶ If you scored between 14 and 16 you are operating out of an anti-bias approach with regard to your environment.
- ▶ If you scored between 11 and 13 you are engaging an anti-bias approach in some areas of your environment.
- ▶ If you scored between 5 and 10, you may be operating out of what Louise Derman-Sparks calls a 'tourist approach' i.e. introducing cultural activities at special times, seeing other cultures as 'exotic' and not incorporating them into all aspects of the programme. The 'tourist approach' does not support children or give them the tools they need to comfortably, empathically and fairly interact with diversity.
- ▶ If your score is 4 or below, you are reflecting the dominant culture's point of view in the environment and ignoring the experiences and views of people from groups different from your own.







section three Model Policy

Reasons to have an Equal Opportunities Policy

Prejudice, bias, stereotyping and discrimination may appear in many forms, on a variety of grounds – including: race, colour, national origin, gender, age, ability/disability, sexual orientation, religion, political beliefs, social circumstances and marital or family status. It is necessary to take positive action to promote a respect for diversity and to counter discrimination and the learning of negative attitudes to differences in people (National Children's Bureau, 1998).

Target 14 of the European Commission's Network on Childcare Action Programme – Quality Targets in Services for Young Children states:

"All services should positively assert the value of diversity and make provision both for children and adults which acknowledges and supports diversity of language, ethnicity, religion, gender and disability and challenges stereotypes."

"A policy statement provides a public statement of commitment and a framework for the development of practice." (Pavee Point, 2001)

Definition of a policy

A policy is defined using all of the following criteria:

1. It is a governing principle and mandates or constrains actions.
2. It has organisation-wide application.
3. It will change infrequently and sets a course for the foreseeable future.
4. It helps ensure compliance, enhances the organisation's mission or reduces institutional risk.
5. It is approved at the senior levels of the organisation.



Procedure/Guidelines

A procedure/guideline is a series of interrelated steps that are taken to help implement the policy as follows:

1. Lists steps to follow in order to comply with the policy.
2. Uses an introductory section for complex procedures or those with options.
3. Clearly identifies options.
4. Clearly identifies cautions or warnings.
5. Refers reader to:
 - Related documents
 - Relevant appendix entriesand/or
 - Relevant special situations.

Procedures describe how the policy is to be implemented whereas guidelines are less prescriptive and are provided to assist professional judgement. Guidelines are used as a reference point in relation to accountability.

How to develop the policy

Identify a member of staff who will lead the development of this policy, its implementation, and monitoring. This task is a complex one and will require senior management support.

Convene a working group to support the policy development. This should include representatives from staff, parents/guardians and management committee. It is important also to consider how children might be involved in the process.

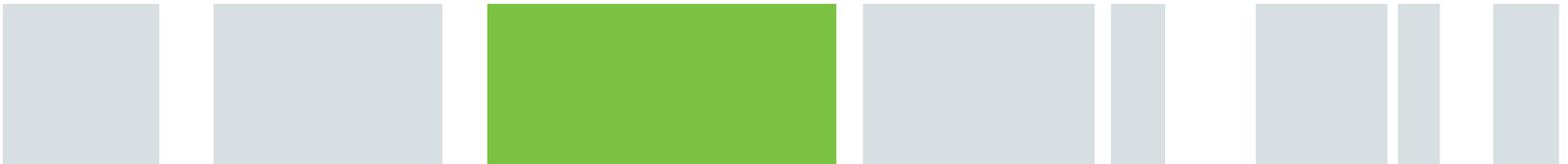
Audit current procedures and practices. See for example Section 2.

Gather the necessary information. You will need to be aware of your statutory obligations arising from the legislation which underpins inclusive practice – in particular the Equal Status Act, 2000 and the Employment Equality Act, 1998.

It is also important to gather as much information as you can on the principles of good practice that apply to equality issues. (See Appendix 1).

Draft the policy and consult with the whole service community to include staff, children, parents/guardians and management committee.

When the policy is agreed **ensure that it is promoted.** Communicate it to everyone involved in the whole service. Include it in your induction plan.



Implementing the Policy

Produce an action plan to support the implementation of the policy. See the enclosed poster for an example of a sample project plan. **Consider the training and development implications** for staff and management. Ensure that they receive appropriate training and support, e.g. awareness of personal values and their impact on practice, skills to challenge oppressive behaviour; inclusion of an introduction to the policy in the staff induction programme.

Equal opportunities should be a key feature of all service policies. **Review all other service policies in light of this policy.** E.g. Do you operate a 'first come first served' admissions policy – this may inadvertently discriminate against those who have recently moved into the area and/or do not have the necessary literacy or language skills or information to access the service.

Identify mechanisms to **monitor the policy.**

Reviewing and Evaluating the Policy

Review and evaluate the policy for its effectiveness in eliminating discrimination and promoting equality.

Ensure that any equality issues arising from reviews and evaluations are used **to inform planning and decision making.**

Model Policy

In the following pages you will find a model equal opportunities policy. This is provided to help you with the wording of your own policy.

It is essential that you do not merely take this model and use it as your own unless you are ready, willing and in a position to own its every statement and to implement it.

It is suggested that you read through it and discuss it as a team in order to decide which parts apply to your current practice, which parts could apply from now on and which parts require further development. You may decide to add to it or amend it to fit your own requirements or you may use it only as an example. Each childcare provider has to judge what is possible within their resources in terms of knowledge, information, time, staff, finances, etc. What matters most is that you are striving to provide a service that values and caters for the diverse abilities, needs and backgrounds of *all* children.

Remember to give the children the opportunity to participate in all decisions which affect them.



Model Equal Opportunities Policy

1. CONTEXT

You may like to summarise here the main issues for the service from an equal opportunities perspective. Issues which may be relevant here include:

- Location
- Ethnic composition of children and staff
- Gender balance
- Disability
- Socio-economic background of children
- Religious and linguistic diversity of children
- Children's mobility – Travellers, refugees, asylum seekers
- Diverse family structures

2. SERVICE ETHOS

The service opposes all forms of racism, harassment, prejudice and discrimination.

The service publicly supports and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the service.

A positive ethos of mutual respect and trust is fostered amongst the children and staff in which all those involved in the service (the service community) feel valued and safe.

The dietary and dress requirements of different religious groups are catered for as far as resources permit. Children will be introduced to a culturally diverse range of foods.

Children and staff are enabled to celebrate festivals and other events relevant to their particular faith.

Clear procedures are in place to ensure that staff members deal with all forms of bullying and harassment promptly, firmly and consistently.

Children, staff and parents/guardians are aware that intolerant behaviour is always unacceptable.

3. AIMS OF THE EQUAL OPPORTUNITIES POLICY

Equality of Opportunity at (*name of service*) is about providing equality and high quality for *all* in order to promote the highest possible standards of achievement.

We aim to:

- Make the service a place where everyone, irrespective of their gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, family structure and social circumstances, feels welcome and valued.
- Ensure that children have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to them as individuals.



- Work in partnership with families and the wider community, to promote equality of opportunity and to oppose all forms of oppressive behaviour, prejudice and discrimination.
- Develop children's sense of personal and group identity which is confident, open to difference and receptive to change and respectful towards other identities.
- Enable children and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination.
- Equip children and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts.
- Ensure that equality of opportunity is an integral part of all planning and decision making within the service.

This is based on the following core values and ethos as expressed in our aims/mission statement.

(Include your aims/mission statement here)

These aims are designed to ensure inclusion for all and that children are prepared for full participation in society.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Your policy should set out the service's commitments and cover the responsibilities of:

The management committee

The service manager

Staff

Children

Parents/carers

Relevant agencies, e.g. Childcare Committee, health board, etc.

Visitors to the service

Commitments:

All of the service policies reflect a commitment to equal opportunities. We promote positive and proactive approaches to valuing and respecting diversity.

All staff members contribute to the development and review of policy documents. We ensure the involvement of the management committee and take steps to enable the contribution of parents/guardians as well as the children.

The evaluation of policies is used to identify specific actions to address equality issues.

Staff interactions with children and curriculum content are monitored to ensure appropriate breadth of content.



Our commitment will be demonstrated through:

- Monitoring the impact of all of our policies on different groups.
- Fostering respect for all groups.
- Promoting positive non-discriminatory behaviour.
- Eradicating barriers in order to maximise participation and achievement of all.
- Ensuring high expectations of all.
- Drawing on the diverse experiences and skills of all children and their families, staff and the wider community.

Responsibilities:

a) Management Committee

Ensuring the service complies with all relevant legislation.

Ensuring the policy and its related procedures and strategies are implemented.

b) Service Manager

Implementing the policy and its related procedures and strategies.

Ensuring that all staff members are aware of their responsibilities and given appropriate training and support.

Taking appropriate action in any cases of discrimination.

Having a designated member of staff responsible for the service's equal opportunities policy.

c) All Staff

Knowing how to identify and challenge bias and stereotyping and dealing with any related incidents. Promoting equality and good relations and not discriminating on grounds of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability or social circumstances.

Keeping up to date on equality issues by attending training and information opportunities.

d) Parents/Carers

Being aware of and complying with the service's equal opportunities policy and understanding that it applies to all children and all those involved with the service.

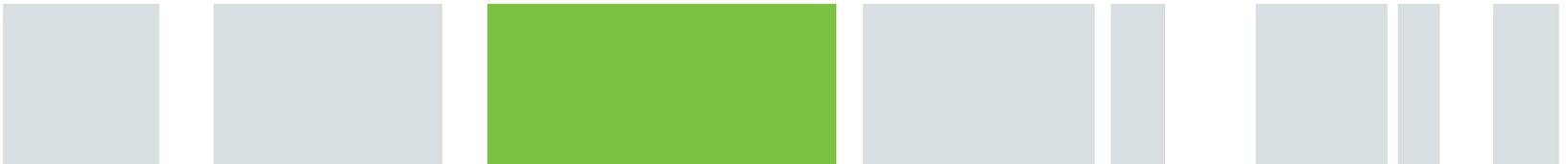
Supporting staff in developing a shared understanding and an appreciation of the benefits of an anti-discriminatory approach.

e) Relevant Agencies

Supporting the service in the development and implementation of the policy. Being aware of and complying with the service's equal opportunities policy.

f) Visitors

Being aware of and complying with the service's equal opportunities policy.



Breaches of the Policy

You need to set out the action that will be taken if people do not comply with the policy.

Victims of bullying and harassment will be given every support. Those responsible will also be supported by appropriately challenging the behaviour, by providing accurate information on the issue, by giving the person an opportunity to think about the effects of their actions and by being clear that such behaviour is not accepted in the service.

5. STAFFING: RECRUITMENT AND PROFESSIONAL DEVELOPMENT

The service adheres to recruitment practices which are fair, equitable and in line with statutory duties.

We will ensure that our recruitment policy does not discriminate against minority ethnic groups or against those with disabilities.

We will take appropriate action to seek staff and management committee members from a diversity of backgrounds.

Issues of equality and diversity will feature in staff inductions, training and staff meetings.

All staff will have access to support and guidance as appropriate and to career progression opportunities.

We will actively seek to work with local minority community organisations and where possible access the expertise, skills, knowledge and experiences of people from local minority communities.

We will ensure that the premises is accessible to any applicant.

6. ADMISSIONS

The admissions process is monitored to ensure that it is administered fairly and consistently so that children from particular communities are not disadvantaged.

Comprehensive information about children's ethnicity, first language, religion, physical needs, diet, etc. is included in all admission forms (with due regard to confidentiality).

7. CURRICULUM⁴/PROGRAMME

Curriculum planning takes account of the ethnicity, backgrounds and needs of all children attending the service.

The curriculum builds on the starting point of each child and recognises and supports the skills the child brings to the setting. It is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Children learning English or Irish as an additional language
- Children from minority ethnic groups including Travellers

4 The term curriculum is used to describe all the activities and experiences (planned and unplanned; formal and informal; overt and hidden) from which a child learns...it involves a consideration of the process of learning (how a child learns) and the learning progression (when a child learns) and the learning context (where and why a child learns) *Startright Report, 1994*



- Children who are gifted and talented
- Children with special educational needs
- Children who are in care

The service monitors and evaluates its effectiveness in providing an appropriate curriculum for children of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. Children are helped to develop knowledge, understanding, respect and appreciation of their own and other's beliefs and cultures.

Children's self esteem and emotional well-being are promoted and they are helped to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, in the service and in the community.

The content of the curriculum reflects and values diversity. It encourages and enables children to explore bias and to challenge prejudice and stereotypes.

A wide range of positive images and objects are displayed to reflect non-stereotypical roles, racial, cultural and religious diversity and disability.

Pictures and storybooks represent more than conventional two-parent families.

If a child's needs cannot be met without additional personnel and/or equipment funding will be sought to ensure that provision is appropriate to the child's needs.

Provision is made for religious observance for children and staff members.

8. THE LEARNING ENVIRONMENT

Every child has a value, not because of what they might achieve in the future but for who they are today.

Staff members ensure that the play space is an inclusive environment in which children feel all their contributions are valued.

Staff members are responsive to children's learning styles and take account of children's cultural backgrounds and linguistic needs.

All children's home languages and traditions are acknowledged and respected.

All children's abilities are affirmed.

The learning environment reflects the fact that diversity is valued and respected.

The identity of each child is acknowledged and affirmed.



9. PARTNERSHIP WITH PARENTS/GUARDIANS AND THE COMMUNITY

All parents/guardians are encouraged to participate at all levels in the full life of the service.

Contributions from parents/guardians regarding such matters as diet, special skin or hair care, comforters, family names, religion, language, health and medical conditions, favourite toys, likes and dislikes, etc. are welcomed.

Individual families' religious beliefs and traditions are respected and treated with sensitivity.

The variety of family structures represented in the service is recognised.

While we do not have to embrace the lifestyle or values of another family, we need to treat each family with respect.

The service works in partnership with parents/guardians and the community to develop positive attitudes to diversity and to address specific incidents.

The service takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

Information for parents/guardians is easily accessible, takes account of literacy difficulties in user-friendly language and is available in languages and formats other than English as appropriate.

Meetings for parents/guardians are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

10. MONITORING AND REVIEW

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and that it reflects current legislation.

Equality and diversity issues will be discussed regularly at team meetings and management committee meetings.

The effectiveness of the policy will be evaluated (*indicate by what length of time*) by the member of staff responsible for equal opportunities.

Member of staff responsible for equal opportunities:

Date of policy:

Date of review:





section four Step-by-step Guide

Suggested Steps in the Policy Development Process

(See attached Sample Project Plan)

1. LEAD RESPONSIBILITY, MONITORING & REVIEW

- Assigning lead responsibility to an appropriate person and establishing a working group *with authority* to oversee research and development as well as implementation and evaluation of the process.
- Holding review meetings.

2. INFORMATION

- Researching a best practice resource list.
- Auditing exercise – this involves auditing existing policies and procedures in light of information gathered on best practice.
- Focus groups should involve all stakeholders, i.e. management committee, staff, families, children, relevant agencies, other providers involved in a similar process.
- Interim document for management.
- Feasibility study & report – the feasibility study will involve resource identification, costs and strategy to deliver (e.g. Identifying possible sources of funding).

3. POLICY

- 1st Draft
- 2nd Draft
- Final Draft
- Published Policy

4. CONSULTATION

- Involve all stakeholders (i.e. management committee, staff, families, children, relevant agencies, other providers involved in a similar process) in reviewing the draft policy.

5. CAPACITY BUILDING

- Assess training needs, modifications to the environment (including equipment and materials) and changes to administration and monitoring systems.

6. DISSEMINATION/COMMUNICATION

- Dissemination/communication plan – dissemination and communication will involve informing all stakeholders about the policy and its implementation.
- Launch – a launch date will provide an opportunity to highlight the beginning of the implementation process. It will also be a major milestone in what will become a continuing process of development, review and evaluation that is integral to the service. The launch date may involve holding an event (a seminar or a presentation) for all stakeholders. You may also decide to publish your policy document as a model for other services.

7. EVALUATION

- All stages of the process should be subject to ongoing evaluation.





section five Diversity Strategies for Early Childhood⁵

5 Adapted from **Valuing Diversity for Young Children, a Position Statement of the Southern Early Childhood Association**. Parts of the article **Accepting the Challenge of Diversity: Making Child Care Centers Culturally Comfortable Places** by Beverly Gulley, Ph.D. and Nillofur Zobairi, Ph.D. are adapted with permission from the National Network for Child Care (NNCC) at the University of Connecticut Cooperative

Valuing diversity simply means that we are comfortable with who we are as individuals and are able to accept and appreciate the differences of ourselves and of others. Through valuing diversity, we learn to expect, respect and accept differences from others.

Curriculum Preparation and Deliverance

Include playroom materials from many cultures that reflect the diversity within specific cultures as well as among cultures.

Choose books that reflect diversity and many cultures to read to your children. Children should be able to see faces similar to theirs in the books that are shared with them. Books should be examined for authenticity and true portrayals of diverse individuals and groups.

Include people from a diverse range of backgrounds in wall and room decorations. When children see themselves reflected in playroom materials, they understand that who they are is valued, accepted and deemed important. This simple, yet deliberate act can make the difference in how children learn.

Use language with children which demonstrates an acceptance of all cultures. Word choices indicate acceptance of and often determine behaviour in children. Choose words carefully and avoid those that would convey a negative connotation when none is intended. Life is given to words when we speak them, and children usually try to live up to our characterisations of them. Expect the best from all children and communicate that expectation to them in positive and motivating ways.

Consider field trips that are taken and who the guest speakers are. If all field trips are reflective of one culture, children never have an opportunity to see themselves or individuals in their communities as being of value. Guest speakers should represent as many diverse individuals as possible. When all speakers come from one group, the message sent to children is that individuals from their particular group have little to share with them.

Look at cultural celebrations and when they are celebrated. Contributions of many cultures should be shared throughout the year and not only at specified times during the year. Each culture has its own beliefs, customs, rituals, religions, and business and academic achievements that make it both unique and great. Celebrate them.



Childcare Staff and Professional Development

Encourage staff members to acknowledge the differences of all children. It is never good enough to ignore the differences of children. Many well-meaning staff members claim that they do not see colour (or other differences) in their playrooms and they treat all children the same. According to Delpit (1995) to say that you do not see a child's colour means that you do not see the child. In reflecting on her past practices, Paley (2000) says that it was her tendency to ignore anything that was different about a child and, therefore, not acknowledge those differences. Just as each adult has individual qualities that make him/her unique, so do children, and it is part of a childcare practitioner's job to acknowledge those differences.

Plan to include on a regular basis topics that challenge and support staff members to become reflective to think beyond their own ways of living and to question their own beliefs, attitudes and behaviours. Choose and encourage reading materials that will better prepare carers and childcare workers to interact with a variety of individuals. These materials can serve as a common experience for them to draw upon in discussions at staff meetings. Through these discussions, staff members should feel free and open to discuss their own previously held biases and examine ways in which they can become more knowledgeable and appreciative of the diversity in society.

Help staff members identify the uniqueness of their own culture. In the role of carer, understanding one's own culture begins the process of uncovering what some call the 'hidden curriculum' of playrooms. This hidden curriculum is the one that goes unspoken and one that often assumes that the common body of knowledge for all children under his/her care is the body of knowledge with which he/she is most familiar. This assumption is harmful and only serves to alienate children who are not familiar with that body of knowledge because of cultural, ethnic, or linguistic differences.

Encourage staff members to learn as much as they can about the children they care for. For many, this may mean exploring and recognising that there are different ways of living and doing and that they are equally valid. This knowledge helps to locate a point of identification with the child and will facilitate learning. Knowledge about children's home lives can help a carer be more effective.

Choose to include staff of diverse backgrounds when recruiting for various positions. It is not enough to talk about valuing diversity and then continue to recruit only from within a certain group. Truly understanding diversity means that biases rooted in stereotypes have no place within the work environment. It also means that talents and abilities are recognised in all. Once recruited, these individuals should be given equal consideration for promotions within the service.



Home-Childcare Service Relations and Interactions

Establish positive relationships with parents by communicating in ways that make them feel comfortable and accepted. Ensure your language is understood. You may initially choose to simplify your language for ease of understanding. Use language that is plain, simple, and easily understood. Open and clear communication is key in parent interactions.

Enlist the aid of someone who speaks the language if there is a language barrier. Learn as much as possible about the family language and culture and include appropriate aspects of that information in the curriculum.

Invite parents to your service to share various aspects of their lives with the children. Allowing them to share information and experiences will send a clear message to all that you value their differences and view them as an asset for your learning community. Their sharing will broaden and deepen mutual understandings with you, the family, and the child. Be aware that some parents may feel reluctant to do this. It is important to let them know the value of their child being represented in the service.

Respond to parents' needs and concerns in an equitable manner, making sure that all voices are heard and not merely those with which you agree or those with which you are most familiar or comfortable.

Choose to show parents that they are an important member of the team that is responsible for caring for and educating their child.

Learn more about the families and children with whom you work. Without being inquisitive, ask relevant questions, find out what the family values, who its members are, what its concerns and goals for its children may be.

Culture influences child rearing patterns and behaviours, including those associated with meals, sleep, dress, gender, interaction with adults and other children, toilet training, guidance, health care, ways of showing affection and respect, ways of celebrating and occasions to celebrate. Children bring these cultural influences to the childcare service. We need to know and understand the family's cultural orientation to help a child feel comfortable and secure, and provide a sense of continuity.

Many different family structures exist today. Include them all. When the family is accepted and involved, the child feels safe and is more accepting of others. Celebrate mums, dads, grandparents, extended family members, siblings, and others important to children. Have photographs of family members on display.

Celebrations, Customs and Food

Celebrate festive occasions often and joyfully throughout the year, not just at 'traditional' times, and not just as a one-time 'tourist' affair.



Festivals are important aspects of cultural life and experience, so celebrate them, but do not focus on these only.

For example, food cooked especially for certain holidays can be a wonderful treat; however, share ethnic food eaten by a family at other times as well. Remember, food holds special significance in most cultures. Similarly, it is fine to share exotic clothes of various cultures, but everyday clothes should also be acknowledged. See people as they really eat, dress and live.

Materials and Toys that Reflect Diversity

To work effectively with children and families of diverse backgrounds, we must also find or adapt materials to ensure that the content respects, reflects, and includes the values, beliefs, and customs of the children and families who are receiving them.

Although authors and publishers of educational materials may increasingly acknowledge issues of cultural and linguistic diversity, the responsibility of selecting materials still rests with childcare providers. No one material can be totally responsive to families from the full range of values and beliefs that exist across cultures. Therefore the most challenging aspect of finding and effectively using materials involves reflecting on the content of the material and, subsequently, considering ways to adapt existing materials to increase their cultural and linguistic appropriateness for the people with whom the materials will be used.

What we value as individuals has a strong likelihood of affecting how we select materials, the kind of materials we select, and how we use the materials. As we learn to acknowledge and understand our own cultural lens, we can begin to see beyond our particular framework. We can then select and adapt materials that are respectful of the diverse cultural values and beliefs of the children, families, and communities with whom we work.

- Added photos, illustrations, or graphics can make the material more inclusive and representative of diverse audiences (e.g. intergenerational families, ethnically/racially diverse families).
- Exposure to diversity through everyday materials can make children more accepting of differences.
- Have a variety of musical instruments. Play music and songs from many cultures – dance music, lullabies and nursery rhymes.
- Display pictures and photos showing people of different races, cultures, gender, age and ability at various types of work, recreation, and celebration.
- Have art materials, such as crayons, paint, play dough, and paper, reflecting various skin tones.
- Make or buy dolls representing different cultures, abilities and gender. Use such dolls when telling stories, and encourage children's dramatic play with them.
- Do not avoid children's questions about colour, culture, or other differences. Encourage looking in mirrors to notice similarities and differences and acknowledging them through art, music, stories and play.

Intercultural Books

A good selection of books should be a basic part of any childcare programme. Like other toys and materials, books reflecting diversity should be part of children's daily experience. Luckily, many excellent books exist today which promote understanding of diverse cultures and lifestyles. There is no longer any reason to have books which are of poor quality, portray groups or individuals stereotypically and ignore the voices of cultures present in our society or the realities of their present, everyday life.

Books for young children should emphasise the similarities we all share, while honouring differences.

SELECTING INTERCULTURAL BOOKS⁶

"In today's ethnically diverse classrooms, it's essential that books reflect students' cultural backgrounds" says Mary-Louise Newling, curriculum specialist for Alameda County's Multilingual/Multicultural Children's Literature Center. "It makes all the difference to have positive images of children's heritage... You need to reflect the realities of the children in your class and expose them to other people's experiences. It has to be done respectfully."

Recently, more materials have become available to "speak to the multiplicity of experience" says Newling.

"It's important to have many choices representing a group's experiences."

Newling suggests that people choose books based on guidelines from *Ten Quick Ways to Analyze Children's Books for Racism and Sexism*, from The Council on Interracial Books for Children, and *How to Tell the Difference*, by Beverly Slapin and Doris Searle.

Important points include:

General accuracy: Books should contain current, correct information. Consider how old the photos and pictures are. Modern stories should acknowledge recent events. For example, a book about South Africa should reflect changes in the apartheid system. While considering students' ages, stories should not force artificially happy endings.

Stereotypes: Beware of reinforcing stereotypes. Books should reflect individual people's lives, rather than assigning general personality traits or behaviours to an entire group of people. Writers should weave information about a culture into the flow of a story. Workbooks particularly present a danger of caricaturing members of a culture. Also consider who holds powerful positions. Who has problems? Who solves problems? Men and people of European descent should not provide all the solutions. What types of roles do girls, women, and people of colour have?

⁶ This is adapted from an article by Joy Shiohita which originally appeared in the September-October 1997 *Children's Advocate* newsmagazine, published by Action Alliance for Children in the U.S.



Setting: Books should include accurate settings. Again, watch out for stereotypes. A stereotyped image might present all Native American people in tepees, but Native Americans historically have lived in various types of homes and Native Americans are part of present society.

Language: Be careful of books that separate characters into two groups: those who speak English and those who don't. This division can reinforce stereotypes that all people in a group speak in a particular way. If a book includes the language of a specific culture, the actual language should appear, not nonsense words or an invented language that mimics the authentic one.

Epithets: Some books may contain epithets insulting people of a particular race or ethnicity. "There's a thin line between censorship and protecting children from what is really going to hurt them," Newling says. "I would tend to err on the side of protecting children."

Illustrations: Illustrations should convey the reality that members of any ethnic group look different from one another. With photographs, captions should indicate a specific location and situation, not a general statement like, "In Africa..."

Author's perspective: Some people believe that writers should belong to the cultures they describe; others believe that it's enough if writers empathise with members of a culture even though writing from an outsider's point of view. Writers should avoid treating cultural practices as exotic.

7 From the Disabled Living Foundation UK

Appealing stories: Themes like friendship, family, and school appeal to children within and outside of a given culture.

Tough issues: In handling difficult topics, authors should present the complexity of issues and offer multiple perspectives.

Play for Children with Disabilities⁷

Play is the way that all children learn about themselves, other people and their environment. If children are unable to move to explore toys and their environment then these need to be brought to them.

Play can be active, passive, solitary, independent, assisted, social, exploratory, educational or just for fun. It is usually a multi-sensory experience involving sensations of seeing, hearing and touching, as well as carrying out activities requiring expansive or delicate movements.

Play is a good medium for the development of speech; either by practising sounds and words, or through relevant muscle stimulation activities such as blowing bubbles and musical instruments. It also enables the child to learn choosing, sharing, co-operation and how to take turns. Pretend or imaginative play with dolls, dressing up, tea sets, toy soldiers, etc. allows children to use their



imagination creatively, to practise relevant words and language, as well as to enact role play situations and domestic activities.

CHOOSING TOYS AND PLAY ACTIVITIES FOR CHILDREN WITH DISABILITIES

Children with physical and/or sensory disabilities may need toys and activities to encourage the use of their other skills. Appropriate positioning of the child and the toy or activity are crucial if the child with a physical disability is to feel sufficiently safe and supported to want to play and to be able to interact effectively to achieve the desired result with the particular toy. Supportive seating or positioning equipment may be necessary to give the child the physical ability to play.

Children with severe learning disabilities take much longer to learn basic concepts through play with educational or manipulative toys and have difficulty generalising skills. They will benefit from having access to a wide range of toys which offer them the opportunity to repeat the same skills in different and interesting ways. Toys need to be motivating and rewarding to encourage a child with severe learning disabilities to play. They will need time to respond, assistance to succeed and may want to repeat the activity beyond the boredom threshold of the adult playing with them!

Other skills can be developed in play, e.g. attention and concentration, size, shape, colour, positional concepts,

matching, sorting, selecting and naming, number and time. However, toys involving more than one basic concept, e.g. colour and shape, may cause confusion and therefore each concept is best taught separately before combining them.

Messy play is an important activity for children with all types of disabilities as they are less likely to be able to enjoy the tactile experience of getting themselves into messy situations in everyday life.

Finger paints, gluing collage materials, cornflour mixed to a paste with cold water, play dough, aerosol cream, jelly, instant puddings, and cooking, etc. can all be used to provide messy play activities in which children with physical disabilities can be assisted to participate.

Remember that children need access to fun toys as well as therapeutic and educational toys. However, parents and carers can be creative in their use of household objects and scrap materials, as well as with bought toys, so that as many stimulating and fun activities can be achieved from each toy by using them in ways other than the purpose for which they were designed.

Toys from shops, charity shops and jumble sales can be just as useful as the very expensive toys available from specialist catalogues. However, care must always be taken to ensure that a toy is safe for any child and that its use is supervised, wherever it is purchased.



Toys are most useful if they provide a range of skills to be learned by the child, over a period of time, as their abilities progress.

Children with severe learning disabilities and/or autistic features may sometimes engage in repetitive self stimulating movement activities, e.g. rocking, jumping, hopping up and down, hitting themselves or bumping into people, spinning around, etc. During these periods the child will be self absorbed and unable to participate in other activities or to learn from them and may injure themselves. If the child is difficult to distract with another interesting activity, it may be possible to provide him/her with a more acceptable activity which gives the same sensory input they are seeking, e.g. trampoline, rocking equipment, ballpool, swing. It may also be useful to get advice from a clinical psychologist.

A paediatric occupational therapist should be able to advise on suitable toys and activities to develop the cognitive, fine and gross motor and visual perceptual skills of a child. He/she should also know of specialist suppliers.

Disability Awareness Toys

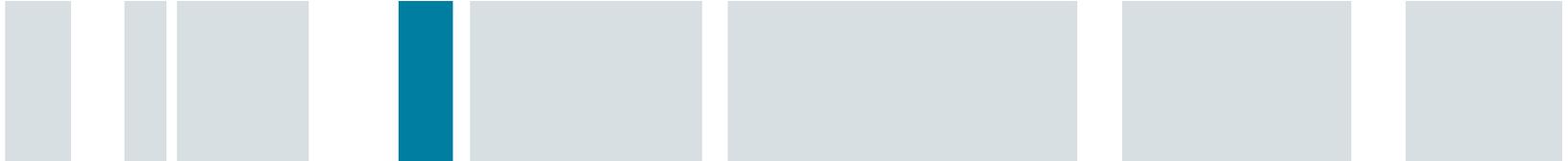
Dolls of various sizes, including miniatures with a variety of obvious disabilities, may be useful for both the peers of children with a disability in an integrated school/nursery and for the children themselves, so that they do not feel so different and isolated in imaginative group play activities. Children with a disabled parent will also find them useful in pretend play situations involving adult role play.

Respect for Differences

We should constantly and carefully examine our own attitudes and behaviours to make sure that we do not demonstrate prejudice or disrespect for those who are different. Children become aware of diversity early in life; they also need to learn to respect and appreciate rather than fear diversity early in life. By modelling respect, adults show children that customs, languages, cultures, and physical attributes different from their own are important and to be honoured.

Diversity in our society should be valued and enjoyed, not considered a threat to the values and lifestyle of any group. Caregivers need to accept the challenge of promoting an atmosphere of understanding and harmony in which all children can grow and develop fully.







section six Children Who Speak English as an Additional Language (EAL)

Some practical notes regarding factors that may affect the achievement of children who speak languages other than English at home.⁸

Children who speak English as an additional language (EAL) may be at risk of underachievement due to some commonly held assumptions, and mistakes that are frequently made, usually with the best of intentions.

By following the 'Do s and Don't s' listed below you can minimise the risk of underachievement in the EAL children you work with. The first basic principle is to recognise that EAL children do have language skills, they just don't happen to be in English, and those skills are transferable to second and subsequent languages.

There will be some EAL children who have a language delay or disorder but this should not be assumed. Where there are difficulties with language these are likely to be aggravated and may have been caused in the first place by advising parents to speak English in a home where it is not the first language of the parents/carers. Where there is doubt the first language is developing within the norms for a child's age it is important to carry out an assessment in that language. English language development should not be looked at in isolation from home language. Seek advice from the Speech and Language Therapist in your local health board.

A Do and Don't Checklist

Do group EAL children with strong peer language role models, they will learn a lot from their peers, especially those good with language.

Do ensure EAL children are placed in the appropriate age group; they will then be more likely to make appropriate relationships.

Do acknowledge the value of children's home languages – perhaps you could attempt to learn a few words or phrases. Parents would usually be very happy to teach you.

Do reassure parents that maintaining and developing the home language will support learning English.

Do actively encourage and support peer interaction – children will learn from one another.

Do try to understand all the additional things that EAL children are coping with, not only linguistically but perhaps socially and culturally too.

Do accept that EAL children have well developed skills in their home language despite their lack of English so ensure that tasks and activities are age appropriate.

⁸ This section is from Portsmouth EMAS Early Years Project



Do accept that children need to copy, it is a way of learning.

Do accept and value any attempts to communicate whatever the language, and quietly praise even minimal efforts.

Do speak to EAL children as they play, commenting on what they are doing and giving them the words they need in context, you will then be teaching them English as they play and allowing them to learn at their own pace.

Do expect children learning EAL to switch off frequently. It is VERY tiring listening to a language that you don't understand. Also remember that children have different ways of learning and progress at different rates, so be patient.

Don't withdraw EAL children for one-to-one sessions to 'teach them English'. This is inappropriate and almost always counter-productive.

Don't be tempted to put EAL children who have very little English with younger children, they are less likely to make good relationships and develop appropriate social skills.

Don't encourage parents who have limited English to teach their children English at home. Languages are best learned from native speakers.

Don't suggest English should replace the home language, children will need to communicate with their extended family.

Don't be surprised if EAL children find it hard to settle at first.

Don't assume that children are being deliberately difficult if they don't comply with your expectations.

Don't assume that EAL children understand everything you say and are being 'difficult' when they do not do as they are asked. They may have developed strategies for *appearing* to understand by copying others.

Don't discourage imitation/copying – the children are not under test conditions.

Don't refer to children talking in their own language as 'jabbering away' in their own language or talking 'gibberish' – this is simply disrespectful.

Don't continually ask children questions 'What's this?' 'What colour is that?' If the children know the answer you will have taught them nothing and if they don't know they will have failed.

Don't be discouraged if the EAL child does not want to speak much to you for a while – you are laying the foundations. Concentrate on building the relationships, the language will come later.



Support for Children's Developing Use of English⁹

- Recognise that young bilingual learners need time to observe, try out unfamiliar toys, tune in to the new language.
- Ensure that stories and books have clear illustrations, repeated actions and language patterns; use a variety of visual props.
- Emphasise or repeat key words and phrases during practical activities.
- Ensure the child is placed third or fourth in turn-taking games so she/he can rehearse and hear repeated phrases before responding.
- Use songs and rhymes with actions and group choruses.
- Ensure tasks are cognitively demanding, e.g. do not give basic colour/object matching tasks simply because the English vocabulary needs improvement; match task learning demands to the child's needs.
- Regularly observe/record the child's developing use of English, including non-verbal gestures.

⁹ Hounslow Education Service (www.ealinhounslow.org.uk) and Hounslow Virtual Education Centre (www.hvec.org.uk) have excellent resources available on their websites.





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section seven Ice-breakers and Awareness Raising

Introduction

In the process of preparing for and developing your policy and procedures, and on an ongoing basis, there will hopefully be a lot of discussion generated both within the staff team and with people from other services. You may for example decide to introduce a study circle or to form a network with other providers in your area as a means of developing your knowledge, resources and information about diversity and equality issues. In this way you can share what you learn with others and learn from their experiences.

Some of the benefits of a network include:

- The ability to organise training which is usually more cost effective when organised by a network on behalf of a number of providers
- Staff development
- Sourcing information about funding
- The ability to make funding applications as a network
- Sourcing key information about changes in legislation, etc
- Lobbying
- Developing contacts
- Meeting other people who are challenged and inspired by this work and are committed to increasing their understanding of diversity issues and to influencing change

The activities in this section can be used in such groups to help raise awareness and initiate discussion on issues such as equality, social exclusion, how racism and

discrimination operate, accurate information, involving parents, supporting children's positive identity development and play. They can help participants to begin to:

- Open up their perspective, and challenge their own beliefs, attitudes and behaviours and those of others.
- Accept and respect the differences and similarities in people.
- Reflect on their own cultural identity and examine how it influences their interaction and relationships with others.

Our values, beliefs, attitudes and patterns of thinking and acting begin with those of our family, but they continue to be shaped by all of our experiences after birth. For the most part, our own family attitudes, beliefs, languages and other behaviours are accepted without question.

Please note that should you decide to use the activities suggested on the following pages you *must* have the knowledge and skills necessary to deal with any difficult issues that arise. It is important to be aware that people's understanding can be at different levels and prejudicial issues may well come up. Be sure to allow enough time for discussion at the end of each activity. Debriefing is important too for dealing with unresolved feelings or misunderstandings. It is particularly important to conduct activities in an atmosphere of respect, trust and acceptance.



1) WHO I AM

Goal: To allow staff to share their culture roots and to learn about each other.

Materials Needed:

12x24 paper for each participant
A variety of magazines (ones with lots of photos)
Glue
Markers
Coloured pencils and/or watercolours
Scissors

Instructions:

- Have the participants fold the paper in half (make a table tent).
- Write name in the centre of the table tent.
- Using drawings, magazine cut-outs, symbols, etc. tell us about yourself.
NOTE: Have them leave some empty space as they will add more later.
- Include one or two things that most people do not know about you.
- After the participants have finished their table tents, have each one explain hers or his to the group.
- After the activity, if the table tents get in the way, then post them on the wall.

Continuous Activity:

Throughout the training event, ask the participants to add something new to their table tent. Note that as there is more trust built between them, more information will be revealed.

Another Version:

Have the participants complete the table tents as described above, but do *not* have them write their names on the paper. When they are finished, collect them, then hang them on the wall. Ask them to read each table tent and to identify the person it belongs to.

Questions:

What led you to your decision?

Whose description was most surprising?

2) CHANGES

Goal: To diffuse negativity within a group.

Instructions:

- Using a flip chart, list the changes that the group is going through. Get their input
- By asking “How are these changes altering us as a group and as individuals?” and “What symbol or object could we use to represent the change we are going through and the commitments we strive for in this session?”. Break the group into smaller brainstorming groups. After their discussions, reassemble them into a large group and have them select a symbol. Repeat as needed through the training event.



3) CONNECT THE DOTS

Goal: To demonstrate that we often limit our perspective and choices.

Instructions:

- Pass out a copy of Dots (See page 62). Ask staff to complete the directions given at the bottom of the drawing. Give them about five minutes to work on the puzzle. At the end of the time period, ask if anyone has found the solution (see page 63).

Discussion:

Why is it that most of us do not think about going out of the boundaries?

We had to draw outside of the lines. This is what is required of us when we interact with others as every thinks differently (outside of our boundaries or 'box').

Why is it so hard to see others' points of view?

We are often so busy thinking about our point of view, that we fail to see others' points of view.

4) I WANT YOU TO KNOW

Goals: To share the experiences of various ethnical, gender, religious, and cultural groups and listen to one another.

Instructions:

- Decide the ethnic categories to be used based on the demographics of the group by asking them which ethnic groups they feel comfortable using. If there is only one member of a certain group, ask if she or he feels comfortable or if she or he wishes to join another group.

Divide the group by ethnic categories and give each a sheet of flipchart paper.

Give them about ten minutes to write down their answers to the following questions:

What we want you to know about our group.

What we never want to see, hear or experience again as members of this group.

What we want our allies to do.

When all groups have completed their lists, reassemble them into one group and have them discuss their answers. When each group has explained their list, ask questions to clarify, not to challenge as the list represents realities for the group.

Questions:

What are your initial reactions to the activity?

Which group did you learn the most about?

Did any of the statements surprise you?

Did you notice any similarities between the groups?



5) GETTING TO KNOW YOU

Goal: To learn about each other.

Instructions:

- Divide the participants into small groups. Provide each group with a large sheet of flipchart paper and markers. Have them draw a large flower with a centre and an equal number of petals to the number of people in their group. Through discussion with their group members, have them find their similarities and differences. They should fill in the centre of the flower with something they all have in common.
- Each member should then fill in his or her petal with something about them that is unique - unlike any other member in their group. Students should be instructed that they cannot use physical attributes such as hair colour, weight, etc. This encourages them to have more meaningful discussions with their group members. They should be encouraged to be creative in their ideas and drawings.
- After the small group activity, have them share with the large group, about similarities and differences.

6) THE HERMAN GRID

Goal: To discover that first impressions of people are not always true.

Instructions:

- Pass out copies of the Herman Grid (see page 64) to each learner. Ask them to share their impressions and if they see grey dots at the white intersections. Are the grey spots really there? This is an example of how we sometimes see things that are not really there.

Questions:

Have you ever had a wrong first impression of someone who had a different background or came from another culture?

Has someone from a different background or another culture ever had the wrong first impression of you?

Ask participants to share and discuss their examples in the large group or in small groups.



The following activities can be used to stimulate discussion for in-service staff development/team training sessions.

- 7) Have you ever been in a situation where you were a member of a particular group but felt subtly excluded? Identify and record the emotions that the situation aroused in you. Are there any adults or children in your group who might be feeling like this?
- 8) Consider how you might address the following situations:
Two children refuse to play with a black doll because they say it is 'dirty'.
A child in your group refuses to hold hands with a Traveller child.
A child in your group asks if another child's disability is 'catching'.
A three year old girl in your group says "I'm going to be a man when I grow up".
- 9) Think about how you would deal with the following:
A group of parents object to the inclusion of a disabled child on the grounds that it will "hold the other children back".
You overhear a parent say to their child that they are not to play with a New Age traveller child who has just joined the group.
A parent raises objections to her little boy spending so much time dressing up, on the grounds that it will "make him gay".

- 10) Focus on one or two children with whom you have contact. Record the ways in which your setting supports the child's developing sense of personal identity. Record what you think the child is learning about his or her group identity from your setting.
- 11) Look closely at your home corner and observe the children at play. What are children learning about the following?

Being a girl/boy
Disability
Families
Their own culture
Other cultures
Their own communities
Other communities

Look at how boys and girls use the area and what roles they take on. Think about what you can do to encourage acceptance of difference.





Appendices

Appendix 1

Resources

RESOURCES FOR PARENTS AND EARLY YEARS PRACTITIONERS

Murray, Colette and O'Doherty, Annie (2001) *Éist: Respecting Diversity in Early Childhood Care, Education and Training*. Dublin: Pavee Point Publications

This report is written for a diverse and multi-professional audience including both policy makers and professionals working in the field of early childhood care, education and training. It aims to raise awareness and provide recommendations for the inclusion of diversity education in all early years training centres and colleges, childcare organisations and early years settings.

Equality and Diversity: An Anti-bias Approach (2002)

Barnardos, Pavee Point, Know Racism, NCCRI

This resource pack contains four posters and six sets of picture sequence cards depicting children in early years services in Ireland. The aim of the pack is to depict positive images of children from a variety of backgrounds, cultures and minority groups in early years services.

Connolly, Paul (2002) *Fair Play: Talking With Children About Prejudice and Discrimination*. Belfast: Barnardo's Parenting Matters and Save the Children.

This is a booklet written for parents and guardians of children in Northern Ireland which aims to offer practical advice and guidance on how we can help and support children who are discriminated against.

A Guide to Multicultural Books for Children.

Dublin: IBBY Ireland

This book is an excellent resource for parents, teachers and all those that are "concerned with the fair representation of the lives, the cultures and the concerns of all children living in Ireland".

'Respect': Education Without Prejudice – A Challenge for Early Years Educators in Ireland – papers presented at a Pavee Point Conference in Dublin Castle 16th October 1998.

Dublin: Pavee Point

The aim of the conference 'Education without Prejudice' was to highlight the need to address the issues of racism, discrimination and prejudice in training and practice in the early years sector.

French, Geraldine (2003) *Supporting Quality: Guidelines for Best Practice in Early Childhood Services*. Dublin: Barnardos' National Children's Resource Centre

This is the second edition of the guidelines. It is intended to be of use to all providers of early childhood services and early childhood practitioners for children aged 0 – 8, in statutory, voluntary, community, workplace and private services. It covers areas such as policies and procedures; management, human resources; partnership with families; physical environment; curriculum; observations and assessments; and health and safety.

Vandenbroeck, Michel (1999) *The View of the Yeti: Bringing up Children in the Spirit of Self-awareness and Kindredship*.

Bernard van Leer Foundation

This book is about shifting perspectives and about accepting each other as human beings in all our diversity. The discussion at the centre of this book is about bringing up children from birth to not only accept diversity but to cherish it and to thrive in an increasingly diverse world.

Siraj-Blatchford, Iram (1994) *The Early Years: Laying the Foundations for Racial Equality*. London: Trentham Books Ltd.

This book provides advice to early years workers on how to promote racial equality among the children in their care.

Brown, Babette (2002) *Unlearning Discrimination in the Early Years*. London: Trentham Books Ltd.

This book challenges some of the preconceptions about early childhood development – for example that children cannot understand issues to do with fairness or with skin colour or disability or homophobia – by clearly explaining relevant theory and research and by giving examples of good practice.

Hyder, Tina and Kenway, Penny (1995) *An Equal Future: A Guide to Anti-sexist Practice in the Early Years*. London: National Early Years Network

The aim of this guide is to describe the way girls and boys gain their knowledge and ideas about gender and to suggest ways to counter the impact of sexism and so to avoid stereotyping in all aspects of work in an early years setting.

Anti-bias Approaches in the Early Years (2000) London: Save the Children

This handbook offers information and practical activities for those who want to tackle discrimination and allow children to think and reflect on their experiences of differences in relation to ethnicity, disability and gender.

Guidelines for Developing a 'Whole Organisation' Approach to Address Racism and to Support Interculturalism. (2001)

Dublin: National Consultative Committee on Interculturalism and Racism (NCCRI)

The guidelines are about promoting good practice and are designed to be consistent with equality legislation.

Playing Fair: A Guide to Tackling Discrimination.

London: The National Early Years Network
As children grow they learn attitudes and beliefs about the world around them. They learn values, they learn what to respect, they learn the differences between people and start to behave and think differently about them. The trouble is they not only learn the positive and valuable messages, they pick up the unfair ones too.

An Introduction to the Equal Status Act, 2000. (2001)
Dublin: The Equality Authority

Askew, Sue and Ross, Carol (1993) *Boys Don't Cry: Boys and Sexism in Education*. Open University Press

This book looks at the factors in school that affect the socialisation of boys, at pressures on them to conform to damaging male stereotypes, at relationships between boys and at bullying and aggressive behaviour in general.

All Our Children: A Guide for Those Who Care. (1999)
London: Early Years Trainers Anti-racist Network (EYTARN)

This guide provides clear, theoretical and practical information on racism, sexism, Travellers and disability. It includes activities to be done with children around equality issues, lists of children's books highlighting these issues, training ideas and resource information.

Lindon, J. (1998) *Equal Opportunities in Practice*. London: Hodder & Stoughton

The author looks at the principles and practice of equal opportunities; good practice in working with boys and girls; diversity in ethnic group and cultural tradition; world religions; good practice with disabled children and key issues in good practice.

BOOKS AND OTHER RESOURCES FOR CHILDREN AND YOUNG PEOPLE¹⁰

* *A Caribbean Counting Book*

This lively collection of rhymes will delight everyone, young and old, who enjoys the unique rhymes and colours of the Caribbean.

Published by Barefoot Books Ltd.

* *My Brother Sammy*

Sammy is not like other brothers – he doesn't play the same games, or go to the same school because Sammy is autistic. This is a wonderful and heart-warming book about brotherly love, with beautiful art and lyrical text.

Published by Bloomsbury Publishing Plc.

* *Susan Laughs*

Susan laughs, she sings, she rides, she swings. She gets angry, she gets sad, she is good, she is bad. In fact, Susan is no different from any other child. This charming book explores, with warmth and insight an important issue that is relevant to us all.

Published by Random House Children's Books

* *W is for World*

This round-the-world alphabet covers more than twenty countries, from Greenland to Vietnam. Heart-warming photography and simple text make it an alphabet book with a difference: a step on the path towards learning and an introduction to the challenging world we share.

Published by Frances Lincoln Limited

* *Rama and the Demon King*

This is the story of the brave and good prince Rama and his battle against Ravana, the evil ten-headed king of all demons. When Rama is wrongfully banished to the forest, Ravana uses a fiendish trick to kidnap the prince's beautiful wife, Sita. So Rama enlists the help of an army of fearless monkeys and their amazing leader Hanuman, to rescue her and regain his kingdom.

Published by Frances Lincoln Limited

* *The Colour of Home*

Everything looks grey and brown to Hassan – he's in a cold, rainy country and people speak a language he doesn't understand. At school he paints the sun-splashed colours of his Somalian home, covering it with the harsh reds and blacks of war from which his family fled to a refugee camp and then came to the UK. But as Hassan settles down and everything grows more familiar, he begins to see around him the bright, new colours of home.

Published by Frances Lincoln Limited

* *The Animal Boogie*

Swing along with creatures of the Indian jungle as they shake, swing, flap and slither to the sound of the animal boogie. (Includes an audio CD)

Published by Barefoot Books

* *We All Went on Safari*

Learn to count in Swahili and discover all kinds of African animals with this exciting children's safari through the grasslands of Tanzania. The lively, rhyming text is supplemented by a map and by facts about Tanzania and the Maasai people, notes about each of the animals, and an illustrated guide to counting in Swahili.

Published by Barefoot Books

¹⁰ Titles marked * are available to borrow from the NCRC in Limerick and Dublin.



* ***All Kinds of People***

This delightful lift-the-flap book celebrates all kinds of children in a warm, humorous way. At the end is a mirror for you to look at yourself, with a page to record your own special characteristics.
Published by Tango Books

* ***B is for Brazil***

The author explores her exciting and colourful homeland in words and pictures. She illustrates the contrasts between city and rainforest, different customs and peoples, and the vibrant world of Brazilian children – at home, at school, fishing on the river and painting in the open air. A warm vivid portrait of South America's largest country.
Published by Frances Lincoln Limited

* ***I is for India***

In this photographic alphabet, the author introduces young readers to some of the customs, different religions and forms of culture – both ancient and modern – which can be found all over India. He focuses not only on the rhythms of the bustling cities, but also on the time-honoured pace of day-to-day village life that flourishes in this unique, vibrant subcontinent.
Published by Frances Lincoln Limited

* ***All the Colours of the Earth***

How better to celebrate ethnic diversity than to look to children, the hope of the future? This glorious picture book does just that.
Published by Mulberry Books

* ***The Hundredth Name***

This rich and eloquent story of a child's simple faith and love for an animal will captivate readers of all ages.
Published by Boyds Mills Press, Inc

* ***Let's Have Fun***

Let's have fun and ride a see-saw with Ete on a warm sunny day.
Published by Tamarind

* ***The Best Mum***

When someone asks Mum if she works, Mum says "No". But Kizzy knows better. Mum has a hard job, but it's the best job of all.
Published by Tamarind

* ***Shades of Black***

Being Black and being unique.
A celebration of children.
Published by Scholastic Inc.

* ***Naughty Parents***

Enjoy this lovely, lively and very silly cautionary tale about unruly parents and how to deal with them.
Published by Bloomsbury Publishing Plc.

* ***World Team***

Right now, from England to Brazil, India to Japan, there are more children like you playing football than you can possibly imagine.
Published by Red Fox

* ***Geeta's Day***

The author's photography vividly conveys the heat and vibrancy of an Indian plains village, and his delightful dawn-to-dusk journal will encourage young readers, wherever they live, to compare and contrast Geeta's day with their own.

Published by Frances Lincoln Limited

* ***Lucy's Family Tree***

Lucy's family doesn't match and being different bothers her. A family tree project at school brings Lucy's feelings about her adoption out into the open, and she begins to explore what really makes a family. As she comes to understand that being different is part of life, Lucy finds a way to make a family tree that celebrates her past as well as her present.

Published by Tilbury House Publishers

* ***Mai-Li's Surprise***

This book tells the story about a little girl who helps her brother make a beautiful kite.

Published by Richard C. Owen Publishers

* ***The Best Toy***

Dad takes Sam to the toy shop. Sam wants the best toy. Will he find it?

Published by Tamarind Ltd.

* ***Hello Peanut!***

This little toddler watches Mummy's tummy grow bigger and bigger and bigger. This fun story about size is a must for toddlers whose parents are expecting new additions to the family.

Published by Hodder Children's Books

* ***All Kinds of Beliefs***

This delightful lift-the-flap book celebrates all kinds of children with all kinds of beliefs in a warm, open way.

Published by Tango Books

* ***Tiger-Time for Stanley***

Stanley loves his pet cat, Elsie, but she does sleep a lot. Maybe a different type of cat would be more exciting.

Maybe something bigger? Maybe something wilder?

Maybe a tiger! After all, it is just a massive cat and would be masses more fun. Or would it?

Published by Ticktock Publishing Ltd.

* ***Shark-Mad Stanley***

Follow Stanley on his journey of discovery, learning about the strange relationship between his pet goldfish, Dennis, and his wild razor-toothed relative. If Stanley can look after Dennis, maybe he can look after a real live shark? Or maybe not.

Published by Ticktock Publishing Ltd.

* ***Lights for Gita***

Diwali, a festival of lights which falls in October or November is observed by Hindus all over the world. It is a magical family time that honours Lakshmi, the Goddess of Wealth who brings good fortune and prosperity to all throughout the year.

Published by Second Story Press

* ***Come Home With Us!***

Children love surprises. They love lifting flaps. This series rewards their curiosity with interesting discoveries about their world.

Published by Child's Play (International) Ltd.

* ***Eat Your Peas***

Just how much does Mum want Daisy to eat her peas? She'll give Daisy an extra pudding, a baby elephant, and even a chocolate factory. Now will Daisy eat her peas? Or will she turn the tables on her mum?
Published by Random House Children's Books

* ***Growing Frogs***

Growing frogs is part of the acclaimed Read and Wonder series, encouraging children to think, feel and imagine as they learn.
Published by Walker Books Ltd.

* ***All Kinds of Bodies***

This delightful lift-the-flap book shows that no matter how we look on the outside, under the skin we are all the same and every one is special.
Published by Tango Books

* ***Glittery Garden***

With twinkly wings and shiny petals – babies will love every glittery page.
Published by Campbell Books

* ***This is my Hair***

Open this book to see how silly hair can be.
Published by Walker Books Ltd.

* ***Let's Go to Playgroup***

A visit to the playgroup with Renai and her friends.
Published by Tamarind

* ***Claydon was a Clingy Child***

A hilarious tale about one child's search for independence from a sparkling talent.
Published by Hodder Children's Books

* ***A Triangle for Adaora***

An African book of shapes.
Published by Frances Lincoln Limited

* ***Two Eyes, a Nose and a Mouth***

A delightful book of intercultural faces and expressions.
Published by Scholastic Inc.

* ***We're Going on a Lion Hunt***

A story about two girls who decide to go and hunt a lion. An exciting retelling of a traditional tale.
Published by Macmillan Children's Books

* ***South, and North, East and West***

Animal stories from Botswana and Indonesia, ghost stories from Jamaica and Vietnam, family stories from India and Southern Africa, a creation myth from Brazil. Each of the tales in this dazzling anthology, illustrated by twenty-two of the world's finest book artists, has its own distinctive flavour.
Published by Walker Books Ltd.

* ***The Feelings Book***

Open this book and find out about all the different feelings you can have.
Published by Walker Books Ltd.

* ***The Okay Book***

Read this book and find out if it's okay.
Published by Walker Books Ltd.

* ***Sparkly Day***

With shiny sun and sparkly snow – babies will love every glittery page.
Published by Campbell Books

*** *Let's Feed the Ducks***

Take a trip with Max to meet the ducks.
Published by Tamarind

*** *Let's Go to Bed***

Bedtime for Mimi with her teddy called Timmy.
Published by Tamarind

Clotty Malotty and all her Friends

Available from Barnardos' National Children's Resource Centre 01 4549699
www.barnardos.ie

Can't Lose Cant

A book of Cant, the old language of Irish Travellers, by children in County Kildare.
Kidsown Publishing 071 64438
www.kidsown.ie

Do Princesses Wear Trainers?

A book about a Traveller Wedding for 5-6 year olds.
Order from Traveller Education Service, 8 East Cliff, Preston PRI 3 JE, UK

Where's Mouse?

A short story about a Traveller boy's search for his dog 'Mouse'. Order from Cardiff Traveller Education Service.
Tel: 0044 2920790211

All the Colours We Are/Todos Los Colores

In English and Spanish this book explains the story of how we get our skin colour, ages 4-10.
Order from Redleaf Press, 450 N.Syndicate, Suite 5, St. Paul, MN 55104-4125
Tel: 001 6516410508
Website: www.redleafpress.org

Colour-Full Toys

A range of stories and fairytales with positive images of Black Children.
P.O Box 4140, London SE18 7UB.
Tel: 0044 1818545904

My Parent's Divorce

A book for children on the issue of divorce.
NES Arnold International catalogue from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10.
Tel: 01 6264666

Always My Dad

A story about a child whose father does not live at home. Age 5-10 years.
Letterbox Library, Unit 2D, Leroy House, 436 Essex Road, London N1 3QP.
Tel: 0044 1712261633

Children Don't Divorce

A story told from a child's point of view. Age 4-9 years.
Letterbox Library, Unit 2D, Leroy House, 436 Essex Road, London N1 3QP.
Tel: 0044 1712261633

We Can Do It!

A photographic record of five children with disabilities sharing the things they can do.
Order from Redleaf Press, 450 N. Syndicate, Suite 5, St Paul, MN 55104-4125
Tel: 001 6516410508
Website: www.redleafpress.org



Mama Zooms

A delightful story of a child and his mother who zooms him everywhere in her wheelchair.

Letterbox Library, Unit 2D, Leroy House, 436 Essex Road, London N1 3QP.

Tel: 0044 1712261633

Catalogue of children's books in the Irish language

An Gúm, 44 Sr. Uí Chonaill Uacht, Baile Atha Cliath 1

Tel: 01 8095034

E-mail: gum@educ.irlgov.ie

Books in French, German, Spanish and Italian

www.thebilingualbabyco.com

Books in Albanian, French, Portuguese, Polish, Serbo-Croat, Spanish, Welsh, Arabic, Farsi, Turkish, Bangali, Gujarati, Hindi, Punjabi, Tamil, Urdu, Chinese, simplified Chinese, Japanese, Hmong, Korean, Vietnamese, Somali, Twi and Yorubu

Order from Mantra Publishing Ltd; 5 Alexandra Grove, London, N128 NU, England.

Tel: 0044 2084455123

E-mail: mantrapub@aol.com

Stories about children and adults with a variety of skin tones

Step by Step, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10.

Tel: 01 6264666

Story, number and alphabet books containing photographs and pictures of children and adults with a variety of skin tones

Hope Education catalogue from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10.

Tel: 01 6264666

Stories about children with a variety of skin tones

NES Arnold International catalogue from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10.

Tel: 01 6264666

Books for children on how to deal with racism, bullies and gangs

NES Arnold International catalogue from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10.

Tel: 01 6264666

Books for children explaining different religions

NES Arnold International catalogue from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10.

Tel: 01 6264666

Booklet recommending children's books on adoption and fostering

National Children's Resource Centre, Barnardos

Tel: 01 4530355

Children's books with added Braille text which can be shared between sighted and non-sighted children and adults

Clear Vision, Linden Lodge School, 61 Princess Way,
London SW19 6JB
Tel: 0044 181 7899575

Added sign language symbols to a small range of well-known children's books

National Children's Deaf Society, 15 Dufferin Street,
London EC1Y 8UR.
Tel: 0044 1712500123
E-mail: ndcs@netcomuk.co.uk

Videos

Our House

A video available on www.colage.org. Children of Lesbians and Gays Everywhere (COLAGE)
This organisation supports young people with gay, lesbian, bisexual and transgender parents.

That's A Family

A film for kids about family diversity
www.womedia.org

THE FOLLOWING BOOKS ARE AVAILABLE FROM LETTERBOX LIBRARY

www.letterboxlibrary.com. Orders can be made on line.
71-73 Allen Road, London N16 8RY
Tel: 020 7503 4801

Let's Have Fun

Let's Go To Playgroup

By Pamela Venus
Charming intercultural board books covering everyday activities in the lives of young children
Age 0-3

I Love My Hair

By Natasha Anatasia Tarpley
A unique story that concentrates on the wonderful versatility of African hair.
Age 4-9

Harry's Home

By Catherine and Laurence Anholt
An enchanting story about the importance of home wherever it is.
Age 4-7

Children Just Like Me

In association with UNICEF. The United Nations Children's Fund
This book is a unique celebration of children around the world. The book introduces children from all walks of life. It tells us about their daily lives, their hopes and fears and their dreams. It highlights how much the children have in common.
Age 4+



THE FOLLOWING BOOKS ARE FROM EOLAS EDUCATION

For orders and information contact: Julie-Anne Hudson, 4 St Thomas Mead, Mount Merrion, Co. Dublin
Tel: 01 2880688, E-Mail:Julieannehudson@eircom.net

A is for Africa

C is for China

By Frances Lincoln in association with OXFAM
Heart warming photography and simple text
Age 4+

Tickle, Tickle

By Helen Oxenbury
Age 0+
Warm full colour illustrations of things familiar to babies

This Is Our House

M. Rosen & Bob Graham.
A gem of a picture book about sharing, full of humour and optimism
Age 3+

Tales of Trotter Street

By Shirley Hughes
Four realistic, heart warming stories, about the activities and experiences of some children and families living in an intercultural urban street
Age 4+

Give Me My Yam!

Jan Blake & P. Melnyuk
Traditional African tale
Age 4+

WATOTO Children From Around the World

A Resource for Pre-School Educators
Trocaire 021 4275622
The pack provides a starting point for preschool educators who wish to introduce a global aspect to the early years setting and who wish to promote understanding of difference. Creating awareness of and respect for people and cultures is a continuous process. This pack aims to provide a range of ideas on how to get started.
Suitable for work with pre-school age children

THE ÉIST PROJECT RECOMMENDS THE FOLLOWING BOOKS AND RESOURCES FOR PROMOTING DIVERSITY AND EQUALITY IN EARLY YEARS SERVICES

Books

Patrick and the Rocket

(Storybook with a Traveller perspective)
Available from Harringey Traveller Education Service
Tel: 0044 2088087604
Age: 5 years

Tiny's Big Surprise

(Storybook with a Traveller perspective)
Available from Harringey Traveller Education Service
Tel: 0044 2088087604
Age: 7 years

A-Z and Back Again –

A Little Bit of This and a Wee Bit of That

An alphabet book containing images, words, rhymes and sayings created by traveller and settled children in Derry and Sligo.
Kids Own Publishing 071 64438
www.kidsown.ie

Charlie Barley and all his Friends

A collection of rhymes gathered from Traveller children and their families

Kids Own Publishing 071 64438

www.kidsown.ie

All Different Colours

Poems and stories by eight Traveller children in a school in Co. Louth, with accompanying photographs of the children.

Contact Scoil Ui Mhuiri at 041 6851344

Poems

By Travellers of all ages, illustrated using photographs and drawings.

Available from the Blackrock Education Centre

Tel: 01 2300977

Our Trailer

A booklet containing pictures and words about the things children might see around a halting site-trailers, washing, buckets, standpipes, bikes etc.

Produced and available from the Sheffield Gypsy Support Group, Tel: 0044 114 24433598

Posters

- Pavee Point Travellers' Centre, 46 North Great Charles Street, Dublin 1, Tel: 01 8780255, Fax: 01 8742626, Email: Pavee@iol.ie, Website: www.paveepoint.ie
- National Consultative Committee on Racism and Interculturalism in Ireland (NCCRI), 26 Harcourt Street, Dublin 2, Tel: 01 4785777, Fax: 01 4785778, Email: nccri@eircom.net, Website: www.nccri.com

- National Committee for the Development Education (NCDE), 16-20 South Cumberland Street, Dublin 2, Tel: 01 6620866, Fax: 01 6620808, Email: info@ncde.ie, Website: www.ncde.ie
- Trocaire Resource Centre, 12 Cathedral Street, Dublin 1, Tel/Fax: 01 8743875, Email: info@cstrocaire.org
- Save the Children, 17 Grove Lane, London SE5 8RD, Tel: 0044 171-7035400, E-mail: publications@scfuk.org.uk, Website: www.savethechildren.org.uk
- Early Years Trainers Anti-Racist Network (EYTARN), P.O.Box 29, Wallasey L45 9NP, U.K., Tel: 0044 151 6396136
- Haringey Traveller Education Team, The Lodge Church Lane, London N17 8BX, Tel: 0208 808 7604, Fax: 0044 2083659094
- UNICEF, Website: www.unicef.org/
- National Association for the Education of Young Children (NAEYC) P.O. Box 97156, Washington, DC 20090-7156, Website: www.naeyc.org
- Bernard Van Leer Foundation, Eisenhowerlaan 156, 2517 KP The Hague, The Netherlands, Tel: 0031 703512040, Website: www.bernardvanleer.org

Picture Sequence Cards

- Pavee Point Travellers' Centre, 46 North Great Charles Street, Dublin 1, Tel: 01 8780255, Fax: 01 8742626, Email: pavee@iol.ie Website: www.paveepoint.ie



Photo Cards

- Emotions - SbS, Step by Step, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Body parts - Hope Education, Order Catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Alphabet photo frieze & feelings and faces – NES Arnold International, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628

Dolls & Families

- Wooden mobile home and family – Hope Education, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Doll in a wheelchair - Hope Education, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Wheelchairs and other mobility aids suitable for children to use with dolls. 0044 1922 458700
- Hope Education, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628

- NES Arnold International, Order Catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Wesco Ireland, Unit 3&4 Liosbaun Ind.Est., Tuam Raod, Galway, Tel/Fax: 091 756301

Puppets

- Galt, Order Catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- SBS, Step by Step, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- NES Arnold International, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Hope Education, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628

Dress Up Clothes

- J & M Toys, 46 Finsbury Drive, Wrose, Bradford, West Yorks BD 21QA, UK. Tel: 0044 1274 599314
- Galt, Order Catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Sbs, Step by Step, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- NES Arnold International, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628

- Hope Education, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628

Food and Kitchen Utensils

- NES Arnold International, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Hope Education, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628

Jigsaws

- Jigsaws depicting positive images of Traveller life. Available from and produced by Lisheen Toys, Ballyheigue, Co. Kerry, Tel: 066 7133436
- Galt, Order Catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- SBS, Step by Step, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- NES Arnold International, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628

Paints, Crayons, etc that Reflect Different Skin Tones

- SBS, Step by Step, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- NES Arnold International, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Hope Education, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628

Packs

- Homes pack – an intercultural education pack dealing with the topic of homes using worksheets and containing colourful materials. Suitable for children aged 2-4 years. Available from the Blackrock Education Centre Tel: 01 2300977
- Travellers Resource Pack – contains black and white drawings of trailers, horses, and other aspects of Traveller life. Produced by the Blackrock Teachers Education Centre and available through the NCDE, Tel: 01 6620866



Musical Instruments

- SBS, Step by Step, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- NES Arnold International, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Hope Education, Order catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Galt, Order Catalogues from: Findel Education, Unit 2F, Kylemore Park South, Ballyfermot, Dublin 10, Tel: 01 626 4666, Fax: 01 6262628
- Wesco Ireland, Unit 3&4 Liosbaun Ind.Est., Tuam Road, Galway, Tel/Fax: 091 756301

Appendix 2 Useful Organisations

Barnardos' National Children's Resource Centres

Website: www.barnardos.ie

Athlone

River Court
Golden Island
Athlone
Co. Westmeath
Tel: 090 647 9584
Fax: 090 647 9585
Email: nrcr@athlone.barnardos.ie

Cork

The Bowling Green
White St
Cork
Tel: 021 431 0591
Fax: 021 431 0691
Email: nrcr@cork.barnardos.ie

Dublin

Christchurch Square
Dublin 8
Tel: 01 454 9699
Fax: 01 453 0300
Email: nrcr@barnardos.ie

Galway

41/43 Prospect Hill
Galway
Tel: 091 565 058
Fax: 091 565 060
Email: nrcr@galway.barnardos.ie

Limerick

10 Sarsfield Street
Limerick
Tel: 061 208 680
Fax: 061 440 214
Email: nrcr@midwest.barnardos.ie

Pavee Point Travellers Centre

46 North Great Charles Street
Dublin 1
Tel: 01 8780255
www.paveepoint.ie

Trocaire Resource Centres

12 Cathedral Street, Dublin 1 01 8743875
9 Cook Street, Cork 021 4275622
50 King Street, Belfast BT 6AD 028 90 238586

Multicultural Resource Centre

12 Upper Crescent
Belfast BT7 INT
Tel: 028 90 90244639
www.mcrc.co.uk



Galway One World Development Centre

Top Floor
The Halls
Quay Street
Galway
Tel: 091 530590

National Committee for Development Education (NCDE)

Bishop's Square
Redmond's Hill
Dublin 2
Tel: 01 4789456
www.ncde.ie

National Consultative Committee on Racism and Interculturalism

20 Harcourt Street
Dublin 2
Tel: 01 4785777
www.nccri.com

Know Racism The National Anti-racism Awareness Programme

Room 502
43-49 Mespil Road
Dublin 4
Tel: 01 6632694/6632695
www.racism.ie



Appendix 3

Websites

The following is a sample of the information websites available. There are infinitely more resources available on the internet.

www.barnardos.ie

Barnardos' National Children's Resource Centre provides a library and information service, training and publications on a range of child care related issues.

www.equality.ie

Equality Authority in Ireland with information on a range of equality issues, including information about the recent equality legislation.

www.unhcr.ch

Website of the UN High Commissioner for Refugees includes a section especially for teachers (see 'for teachers' on the main page of the site). For primary schools there is a free seven minute video and support pack - 'Carly' - which is an educational tool for 5 - 8 year olds and includes a handbook and notes for teachers. This pack and video are available from the UNHCR, 27 Upper Fitzwilliam Street, Dublin 2 or UNHCR, 21 - 24 Milbank Tower, London, SW1P 4QP.

www.irlgov.ie/justice

Department of Justice, Equality and Law Reform which includes press statements on Ireland's recent ratification of the CERD and the national anti racism public awareness programme.

www.equalityni.org

Equality Commission for Northern Ireland which has information on a range of equality issues including racial equality and an activity pack.

www.cre.gov.uk

Commission for Racial Equality in London for a range of information on racial equality issues.

www.enar-eu.org

The European Network Against Racism in Brussels

www.icare.to

The Internet Centre Against Racism

www.paveepoint.ie

Pavee Point Travellers Centre

www.un.org/Pubs/CyberSchoolBus

The online education component of the Global Teaching and Learning Project, whose mission is to promote education about international issues and the United Nations.

www.cecde.ie

Centre for Early Childhood Development and Education (CECDE)

Excellent links to websites with many relevant articles including where to source books and resources. Choose 'online resources' option on home page and click onto 'diversity'

www.itmtrav.com

Irish Traveller Movement



www.irishrefugeecouncil.ie

Irish Refugee Council

www.refugeecouncil.org.uk

United Kingdom Refugee Council

<http://migration.ucc.ie/immigration>

Irish Centre for Migration Studies

www.irishhaven.org

List of refugee and asylum seeker support services.

www.developmenteducation.ie

Broad development education website with facts and statistics about asylum seekers and refugees and information and links on global equality issues.

www.outhouse.ie

Lesbian and Gay Youth Groups

www.comhlamh.org

The Irish Association of Development Workers educates and campaigns on global justice issues.

www.youth.ie

Youth Action against Racism and Discrimination (YARD) has resources online such as: *Lifestories - Exploring Identities with Young People* (July 2004), an educational activity pack that gives a voice to young people from a diverse range of minority groups in Ireland and *Ireland - All Different All Equal* an anti-racism and equality education pack.

www.nccri.com

National Consultative Committee on Racism and Interculturalism

www.nda.ie

National Disability Authority

www.exchangehouse.ie

Traveller Youth Service

www.decet.org

Diversity in Early Childhood Education & Training

www.rootsforchange.net

Early Childhood Equity Alliance

www.ecwebguide.com/antibias

Provides useful resource lists

www.rethinkingschools.org

Rethinking Schools

www.nas.org.uk

National Autistic Society

www.blss.portsmouth.sch.uk

Portsmouth Ethnic Minority Achievement Service

www.scfuk.org.uk

Save the Children

www.interfaithcalendar.org

Interfaith Calendar lists primary sacred times for world religions.

www.familieslikemine.com

Families Like Mine. A website dedicated to decreasing isolation for people who have parents who are lesbian, gay, bisexual or transgender.

www.blink.org.uk

The Black Information Link

www.eduzone.co.uk

Eduzone, formerly Playgear

www.letterboxlibrary.com

Letterbox Library

www.wgarcr.org.uk

Work Group Against Racism in Children's Resources publishes guidelines on selecting appropriate resources for children.

www.ealinhounslow.org.uk

Hounslow Education Service has excellent multi-lingual resources directly and freely available.

www.hvec.org.uk

Hounslow Virtual Education Centre has excellent resources for working with EAL children.

www.learningdesign.biz

Learning design is a specialist education publisher which focuses on the needs of bilingual learners, multi-cultural education and dual and mono-lingual stories in a range of African, Asian and European languages. Their catalogue covers nursery, primary, secondary and further education.



Appendix 4

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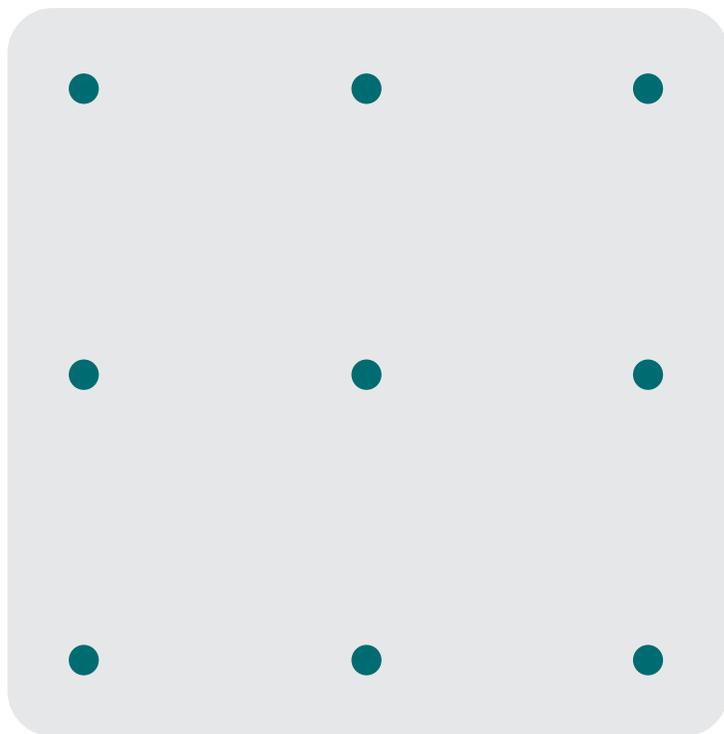
Shiohita, J (1997) Shattering Stereotypes: Courageous Girls, Ballet-Loving Boys. *Connections*, November-December, 1997

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Appendix 5

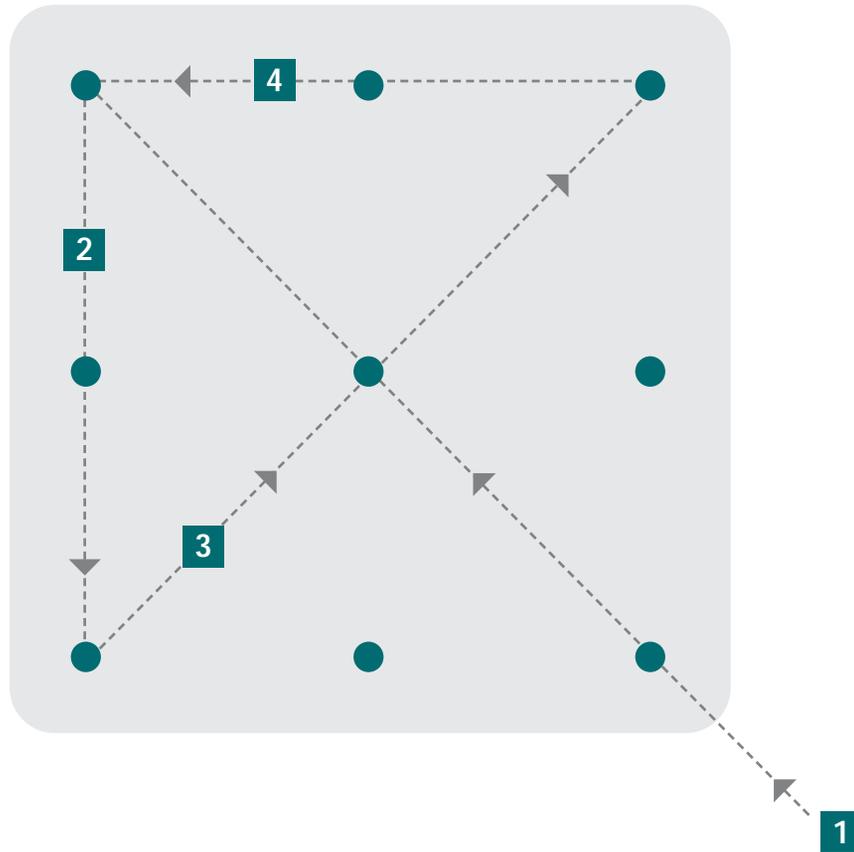
Connect the Dots

Directions: Connect all of the dots with four straight lines. Do *not* lift your pencil off the paper. Do *not* retrace any line. Lines may cross if necessary.



Appendix 6

Connect the Dots Solution



Appendix 7

The Herman Grid

By staring at the black squares, you will see grey dots appearing at the intersection of the horizontal and vertical white lines.

