

AN INTRODUCTION TO RACE EQUALITY



An introduction to race equality

- To prepare children for life in multicultural Britain.
- To provide children (particularly in predominantly white settings) with the resources, activities and discussion that represent the diversity of society.
- To begin the long term process of raising awareness of the issues around race equality and multicultural education.
- To provide a hands-on practical guide for early years educators which will encourage the implementation of race equality in their setting.
- To provide a publication integral to the implementation of race equality policies.
- To fulfil the requirements of the Foundation Stage curriculum which refer to multicultural and race equality education.
- For children to develop a growing awareness of, and a positive commitment to understanding their responsibilities as Jews to make the world a better place.

Start with a Difference does not intend to teach about other faiths and festivals. There are many resources available that can provide this. Start with a Difference offers an approach to learning where race equality permeates the curriculum and becomes a natural part of the ethos of the setting. It describes how a setting can provide an environment that enables children to learn about themselves and others in a positive way, allowing them to see their place both in their community and the wider society. The book is intended for use in both Jewish and non-Jewish settings and is inspired by values which are common, human principles.

Why start with a difference?

If we begin with our children and our grandchildren then we just might live to see a community and nation and world which respects and celebrates diversity, a world in which we all live together without prejudice, discrimination and hate

Institute of Citizenship

This book makes an important contribution to the education of young children for many reasons. **The Jewish Council for Racial Equality** has already published **Let's Make a Difference** for primary schools and **Making a Difference** for secondary schools. **Start with a Difference** completes the sequence (sometimes described as the most important age) and offers a vital starting point for educators providing race equality education.

This book offers guidance for teachers on how to give children a sense of who they are and how their family, their home, their educational setting and other aspects of their lives all contribute to their identity. They also need to understand the notion of community, their place in it, how their school or nursery is a part of a community and

how the Jewish community is part of a larger community. This will apply equally to other faiths and cultures that constitute society. We need to see our place in this ever-increasing community. Whilst we need to have a strong sense of our own identity, we also must understand that we are surrounded by diversity and that we must learn to appreciate, understand and equally respect those in the wider society. It is fundamental that our children are educated to understand that all human beings share a common humanity and are all of equal worth.

Work for peace within your household,
then in your street, then in your town

Bershibber Rabbi (Eastern Europe)

Judaism's message of social justice should be planted at an early age and continued throughout the children's education. Jewish people have a moral responsibility to respect and care for each other and for those in the wider society. Jewish tradition teaches us to "Love thy neighbour as thyself." (Leviticus 19:18). These are also basic principles of the personal, social and emotional curriculum at the Foundation Stage.

Young children need to develop a strong sense of identity but are still able understand their similarities to and differences from others as a natural part of the learning process. All settings, whatever their location, cultural/ethnic composition should ensure that the children are provided with opportunities to respect and value similarities and differences equally. The plurality of the Jewish world provides a starting point for looking at our connections with others. Just looking at a small group of young Jewish children may provide us with children from Ashkenazi (descendants of Jews from Germany, Poland, Austria and Eastern Europe) and Sephardi (descendants from Spain, Portugal and North Africa) backgrounds. There are often bilingual children and children who have moved from one country to another. It is important that we integrate this learning into the curriculum and build upon the children's own experiences.

Jewish settings similar to all white or mainly white settings have a particular challenge. As there are fewer representatives of society at large, there is a need to work harder at presenting images of others in a positive way, without being tokenistic or presenting stereotypes. The principles, however, remain the same. The children need to be surrounded by images of different people through the resources that they are presented with, the stories they are read and the discussions that the children engage with.

Basic Jewish principles teach us to be tolerant, understanding and respectful and to strive to make the world a better place. Educators have a responsibility to provide a curriculum that promotes these essential principles. The race equality dimension should be a natural part of the planning process and an essential component of an inclusive setting.





What is inclusion?

Inclusion forms an integral part of race equality education. Inclusion is a fundamental principle in the government initiative, 'Every Child Matters'. The aim of inclusion is to embrace all people, taking positive account of race, gender, disability, medical or other need. It is about giving equal access and opportunities and eliminating discrimination and intolerance. Inclusion means that educational settings must adapt to the needs of the every child, working towards providing effective planning in order to meet individual needs.

Inclusion is about providing equal opportunities for all children in a warm, welcoming and relaxed environment which promotes respect and tolerance. This means promoting the development of all children and ensuring that they and their families feel included and valued, in an atmosphere which encourages an appreciation and understanding of diversity.

The term inclusion applies to diversity in its broadest sense, embracing all groups (whether they are part of the setting or not) who may be disadvantaged or marginalized. The National Early Childhood Forum describes inclusion as "A process of identifying, understanding and breaking down barriers to participation and understanding" and describes "**a sense of belonging as the best indicator of inclusion.**"

Ofsted

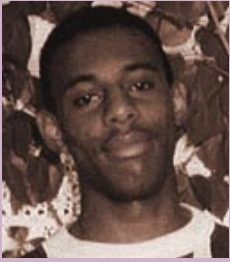
Ofsted guidance for early years settings states that staff should, "Actively promote equality of opportunity and anti-discriminatory practice for all children." Inspectors base their judgements on the extent to which:

- All children are included and their differences acknowledged and valued.
- All children have access to appropriate toys, learning resources and equipment.
- Resources are used which reflect positive images of culture, ethnicity, gender and disability.
- The needs of all children are met.

Children need to feel valued and be free from discrimination. When staff are committed to equality they recognize that children's attitudes towards others are established in the early years. They understand relevant legislation and plan to help children learn about equality and justice through their play. The provision is carefully organised and monitored to ensure all children have access to the full range of activities. Family members and staff work together to share information about cultures, home languages, play activities and children's specific needs.

Promoting race equality in early years

BACKGROUND TO THE LAW



The **Race Relations (Amendment) Act 2000** strengthened the Race Relations Act 1976. It came about as a result of the Macpherson Report into the murder of the Black teenager, Stephen Lawrence (pictured left). The Race Relations (Amendment) Act 2000 obliges or places a statutory duty on public authorities and maintained early years settings to: 'eliminate unlawful racial discrimination and promote equality of opportunity and good relations between persons of different racial groups'.

Developing & monitoring race equality

The Race Relations (Amendment) Act 2000 requires early years settings supported by Public Authorities (including nurseries, nursery schools, children's centres, neighbourhood nurseries and early excellence centres) to have a race equality policy which is essentially a three-year strategy and action plan that states how the public authority will implement the policy. Voluntary, independent and private early years and childcare settings and services do not have the same statutory duty as public authorities. It is, however, good practice for all settings to be guided by the principles of equality and justice which underpin the law.

This statutory public duty means that there is no choice about complying; it applies to all public authorities whatever their minority ethnic population. The publication **Learning for All** produced by the Commission for Racial Equality highlights the standards that schools and early years settings should aim to achieve to encourage inclusion and promote race equality.

It is important to recognise and accept that the need to eliminate unlawful racial discrimination and promote equality of opportunity applies equally in all settings, whether rural, suburban or urban. This is as important where children are from one racial group as it is in multiracial and multicultural settings. Aspects of the policy will differ greatly from one setting to another. The emphasis will be quite different in an inner London nursery compared with a synagogue nursery.

It is our duty as early years educators to prepare our children for life in a diverse society. A comprehensive race equality policy provides a strategic approach, enabling short and long-term objectives to be realistic and effective. Staff need to think carefully about the practical implications when implementing the policy, ensuring that all are striving towards the same goals and creating an ethos that promotes race equality.

Adults working in early years settings need to be fully aware of how discrimination in all its forms can affect the development of children. Guidelines and strategies to counteract discrimination must be developed, implemented and monitored.

Unless ways of countering the negative effects of discrimination on pupils and their families in early years settings are devised, development may be limited from the outset of the children's education.

Adapted from Sure Start: Promoting Race Equality in the Early Years
by Jane Lane (Policy director, Early Years Equality)



What is a race equality policy?

The race equality policy should be a working document which highlights the principles of race equality within the setting, describing the setting and what it is offering in terms of promoting race equality. Targets for improving race equality should be set and the policy should be monitored and regularly reviewed. The template in this book (see *From Policy to Practice* page 116) offers a useful starting point from the perspective of a Jewish or other setting.

Another useful starting point is the completion of the race equality audit form (see *From Policy to Practice* page 118). This will highlight the areas that should be addressed by the setting and will contribute to the targets. Local authorities Sure Start programmes provide race equality training courses and there are many helpful books and documents available (see *resources section* page 107). This book will be helpful in terms of the implementation of the policy. It offers practical ways of providing a culturally diverse environment and activities which complement the curriculum and topics taught at Foundation Stage.



What is race equality education?

Race equality is described by Robin Richardson¹ both as a 'measurable outcome' and as a 'moral value or principle'. Race equality is what we should be striving to achieve in our settings – a recognition of diversity and equality. It is about eradicating racism and valuing diversity. As early years practitioners, we have a particular responsibility to counteract the negative effects of discrimination on pupils and their families and to challenge and prevent racism.

Children usually reflect the racial attitudes in their personal environments. Unless their educational environment is positive towards difference, it is likely that they will hold those racially prejudiced attitudes that are prevalent in our society which will have been formed prior to their learning in an early years' setting.

It is also necessary to adopt an anti-racist approach that incorporates multicultural education or 'multiculturalism' and anti-discriminatory practices, to ensure that all forms of stereotyping, prejudice and discrimination and all forms of racism are identified, examined and understood. One component without the other will not provide children with the tools necessary to develop the skills and knowledge required or provide the curriculum and ethos necessary to promote race equality.



What is multicultural education?

Multicultural education emphasises the celebration of cultural and religious differences. This provides an education aimed at preparing children to live in a multicultural society by giving them an understanding of the culture and history of different ethnic groups. Examples include: organising activities, visitors, visits, cultural events and exchanges to increase understanding and appreciation of a variety of cultures, for example, cookery, music, dance and storytelling. This provides an opportunity for children to experience aspects of other cultures or religions and may increase children's ability to value their own culture as well as those of others.

Multicultural education must also include the various cultures of white people. Understanding other cultures and religions should help to prevent the ignorance that leads to stereotyping and racism. However, whilst a multicultural approach emphasises cultural and religious differences, it may ignore and obscure issues of racism and the promotion of race equality. It can be tokenistic and may reinforce existing prejudices based on stereotypical representations of other cultures, religions or lifestyles. A narrow multicultural curriculum focusing on exotic culture does not create an atmosphere of respect. A snapshot of other cultures could actually be more damaging than doing nothing at all. The promotion of cultural diversity, religious tolerance and understanding is insufficient alone but valuable when presented within an anti-racist framework.

What is anti-racist education?

Anti-racism has now become almost synonymous with race equality (the term more commonly used) though the emphasis is slightly different. Anti-racism describes the conscious effort that we make to challenge and combat racism in all its behavioural and institutional forms. Anti-racist education examines the wider structures within the institution, developing a policy and strategies to address institutional racism in all its forms. This will also include the curriculum, staff training, recruitment etc. which are reviewed regularly. Staff, parents and children are made aware that the school takes this issue seriously and is committed to change. Staff and governors are provided with a shared vision and strategic framework for tackling practices and procedures that may be discriminatory.

The hidden curriculum must be addressed by all members of staff. This is the environment that the children are surrounded by and the things that they learn that are not actually taught through the formal curriculum. It is the messages that they receive through the ethos of the setting, the resources, posters, displays and books. The interaction between pupils and teachers, the questioning by members of staff and others involved in the children's learning and the discussions that are encouraged all contribute to a set of value systems within the hidden curriculum. The hidden curriculum has been described as what children learn by default. If these areas are closely considered through a whole-school approach, the 'institutional body-language' of the setting is likely to reflect an environment that is both inclusive and anti-racist.

What is an anti-discriminatory approach?

Children are not born prejudiced.
It is something they learn.

Jane Lane (Policy director, Early Years Equality)

While eliminating racial discrimination and promoting equality of opportunity are important in ensuring race equality, they are insufficient alone in countering any prevailing attitudes and behaviour. We need to adopt an approach that counters any negative attitudes and behaviour that children may have already learned. As early years educators our responsibility to do so is crucial. Evidence shows that dormant (and not so dormant) racist attitudes are widespread before children are four years old and that some children actually become aware of cultural, racial, gender and class differences from the age of two.² Babies are not born prejudiced. As they grow, they acquire their attitudes from everything that surrounds them; books, toys, the media, friends, family, teachers, carers, what they see (or don't see), what they do and what is said (and unsaid). Children develop their self-identity and attitudes towards others and make judgements about those differences.³

Early years educators have a responsibility to ensure that children learn positive values and attitudes. They must address issues relating to diversity and equality and ensure that the children with whom they work are provided with opportunities to learn to respect difference. The children should grow to reflect the attitudes of their environment. They need to learn positive attitudes to difference in skin colour, culture, religion and language, using sensitive methods taught in positive and constructive ways. Educators in a mono-cultural setting have a specific role to play, presenting positive images of diversity as the children may not have encountered other cultures or religions previously. The role of parents cannot be underestimated. They should be familiar with the policy, work towards its aims, and share and own the policy, helping to build an ethos that promotes mutual respect. It is essential that we involve families in the learning process, as they are often the key influences in children's lives. Embedding anti-racism and multiculturalism into the nursery or school ethos gives all children the opportunity to develop their potential and allows racist attitudes and practices to be challenged.

Early childhood is not the time of innocence so very often described. Children are born innocent, without prejudices, but exposure to the people and images that surround them soon contribute to build up their picture of the world. All of their early experiences play a part in the construction of attitudes and impressions. Children become aware of cultural, racial, gender, class and physical differences from a very early age.⁴ They begin to develop their self-identity and attitudes towards others and will have learned positive and negative feelings about racial groups, often by the age of two.⁵ The setting therefore plays an important part in the development of young children's identities and their attitudes towards others.

Involving parents

Parents/carers new to the setting should receive a copy of the setting's equal opportunities policy and race equality policy. This will help parents to understand the values of the setting and the staff's expectations of the children and their families. When meetings are held with parents/carers they should be shown resources and staff should explain why they value resources from other cultures and why everyday images of minority ethnic people are important for a child's development. Inclusive and multicultural displays also provide evidence about the values of the setting.

Parents/carers should feel wanted, valued and involved. They have a positive role in the setting which should be encouraged. Their linguistic, cultural and religious backgrounds should be seen as an asset to the setting and parents should be invited to demonstrate and participate in activities.

Communication between parents/carers and the setting should be regular and the setting should be willing to share information about the child and show a willingness to work together with parents/carers. Staff should make time to listen to parents/carers and use the time at the start of the day to have exchanges with parents.

The setting has, "a commitment to the child within the family as well as to the child as an individual. Supporting and working with families is seen as a vital part of a child's development and well being."⁶

Adapted from EYTARN 1998 (Early Years Trainers Anti-Racist Network)



(Curriculum Guidance for the Foundation Stage – QCA 2000)

The basic principles for early years education emphasise the importance of inclusion. Children should all feel included, secure and valued. Parents and practitioners should work closely together, supporting each individual child and ensuring that no child is disadvantaged. A positive attitude to learning should be encouraged, through rich and stimulating experiences. The displays and equipment surrounding the children should reflect the community that the children come from and the wider world and the environment should be free from stereotypical images and discriminatory practices.

The six areas of learning recognise the part that race equality plays across the curriculum. The **Personal, social and emotional development** and **Knowledge and understanding of the world** make direct reference to issues relating to race equality whilst the areas, **Mathematical development**, **Creative development** and **Physical development** can link with activities which might encompass race equality more indirectly. **Communication, language and literacy** will be an integral part in the development of race equality across the whole curriculum.

B

Personal, social and emotional development

- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Encourage children to talk with each other about similarities and differences in their experiences and the reasons for those similarities and differences.

M

Knowledge and understanding of the world

- Find out about past and present events in their own lives and the lives of their families and other people they know.
- Begin to know about their own culture and those of other people.
- Look at books that show a variety of languages, dress, customs.
- Deepen children's knowledge of cultures and beliefs, e.g. looking at books, listening to stories in different languages, handling artefacts, inviting visitors to the setting from a range of religious and ethnic groups and visiting local places of worship.

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- 1 Robin Richardson (2003) *Removing the Barriers to Race equality Education – Steps for Promoting Race Equality in Education*
 - 2 Louise Derman Sparks (1989) *Anti-Bias Curriculum: Tools for Empowering Young Children*, Washington DC: National Association for the Education of Young Children
 - 3 Jane Lane (2001) *Dealing with Prejudice and Discrimination: the issues. Practical Pre-School* (Issue 25)
Leamington Spa: Step Forward Learning,
Jane Lane (1999) *Rights and Wrongs*, Nursery World, London, TSL Education Ltd
 - 4 J.E. Maxime (1991) *Towards a Transcultural Approach to Working with Under Sevens*, Early years Anti-Racist Network, National Children's Bureau
 - 5 David Milner (1983) *Children and Race: 10 years on*, London: Ward Lock Educational
 - 6 Iram Siraj-Blaatchford (1994) *The Early Years – Laying the Foundations for Racial Equality*, Stoke-On-Trent: Trentham Books

Developing the Global Dimension in the Foundation Stage Curriculum

The curriculum is increasingly teaching children to learn about themselves as members of a community, to take responsibility for themselves and for others and to recognise that they also belong to a much wider community. They are developing a greater awareness of other people, places and cultures and the similarities and differences between people. The global dimension shares many common characteristics with the race equality dimension.

“In the Foundation Stage children are offered a variety of experiences that encourage and support them to begin to make connections between different parts of their life experience. They become aware of their relationships to others and the different communities that they are part of, for example, family and school. They begin to develop awareness of diversity of peoples, places, cultures, languages and religions. They begin to understand fairness, the need to care for people and the environment, and to be sensitive to the needs and views of others.”
(DfES Developing the Global Dimension in the School Curriculum – March 2005)

The themes of this book focus on the child's immediate environment – family, school and community, their way of life and their experiences. These can be directly compared and contrasted to people in this country or around the world. In this way you can move children on from the known to the unknown, valuing their identity but also exploring how they relate to the wider world.

B

Personal, social & emotional

- Children consider people in particular situations and whether they might be happy, sad, hungry or lonely using pictures or photographs.
- Children look at photos of other children from around the world and discuss what needs we all have such as love, a home, friends, food, water, security and shelter.
- Children listen to and discuss stories from different countries about issues of right and wrong, the needs of others and how we can help one another.
- Children talk about places they have visited for different reasons, for example on holiday, for recreation, religion or to visit relatives. They discuss how they feel about places.
- Practitioners encourage children to try activities from different cultures and contrast similarities and differences for example, food choices relating to cultural and religious traditions.

4

Communication, language & literacy

- Children listen to and talk about stories from around the world.
- Children imitate the positive, anti-discriminatory language of the practitioner.
- Children hear a range of languages. Community languages are valued. Children are introduced to a range of written scripts and dual-language books.

M

Knowledge & understanding of the world

- Children explore photographs, books and artefacts from around the world and reflect on similarities and differences between people and places locally and elsewhere in the world, Children are introduced to a range of cultures and religions through stories, music, dance, food and role-play using clothes, cooking implements, symbols and toys.
- When looking at distant 'strangers' in photographs or video, children can be encouraged to imagine ways of life based on common or familiar experiences: food, brothers and sisters, toys and games. In other words, similarities can be emphasised as well as differences.
- Children take part in role play (such as being a travel agent) to explore what different places are like, using brochures, pictures and children's own holiday photographs. Locate these places on maps.

h

Physical development

- Children play games and learn dances from diverse cultures which show interdependence and promote cooperation.
- Children shop for, prepare and taste food and discuss what it is like and where it is from.

C

Creative development

- Children participate in music, dance and games from different places. Parents/carers are encouraged to share their own songs and artefacts.
- Children use patterns, textiles and designs from diverse cultures and countries.

$$1+3=4$$
$$2+8=10$$

Mathematical knowledge

- When discussing numbers, children's experience of number in a range of languages is shared with others.
- Children play counting games from different countries and count objects from around the world.
- Children look at photographs/drawings showing how a range of cultures use number, shape and pattern.



Checklist for race equality education in an Early Years setting

- ✓ Examine current policies, practices and procedures and assess whether race equality is being promoted in all areas.
- ✓ Ensure that racism is challenged at all levels.
- ✓ Include the contributions of all the children in our settings.
- ✓ Value the contributions to society made by different ethnic groups and individuals.
- ✓ Encourage children to develop positive attitudes about others.
- ✓ Encourage empathy and understanding.
- ✓ Integrate children's stories of their everyday life into their learning.
- ✓ Encourage children to think critically, to consider different perspectives, to analyse information and make up their own minds.
- ✓ Promote equality of opportunity – ensure that all children in the setting are equally valued, treated with equal concern and that the needs of each are addressed.
- ✓ Explore with children that no one culture, language or religion is superior to another.
- ✓ Resources, for example, books, music, art and display should reflect the lifestyle, culture and traditions of the widest possible range of communities, demonstrating a commitment to cultural diversity.
- ✓ Be aware that practitioners are an important factor in the lives of children. Interaction between children and practitioner plays a crucial role in the educational process.
- ✓ Provide an environment which promotes mutual respect, open-mindedness and a range of teaching styles which enable children to have an active role in their own learning.
- ✓ Provide children with an understanding of how their setting is a community that constitutes an important place in the wider community.
- ✓ Create an ethos of acceptance, inclusion and recognition of diversity.
- ✓ Awareness of the need to assess our own attitudes, prejudices and opinions about different ethnic and cultural groups.

JEWISH SETTINGS

- ✓ Jewish values are used to teach children about others.
- ✓ Help children to understand what their responsibilities are as Jews in the building of a more just society.

RESOURCING A CULTURALLY DIVERSE SETTING



Resourcing a culturally diverse setting

It is essential that all children have access to positive images with which they can identify. They also need to be surrounded by positive images reflecting the wider society which are not necessarily represented in the setting. The resources make a valuable contribution towards the ethos of the setting and provide children with an environment which creates a natural part of their learning.

- Welcome posters, reflecting the children in the setting, children in Britain and the world
- Global photo collections – calendars, postcards, magazines, world map, globe
- Festival boxes containing artefacts and pictures for each festival celebrated
- Photo albums – of nursery children in different contexts – trips, activities, play etc.
- Posters – portraying people, festivals and other cultural events
- Photographs of different children and families in the UK and around the world
- Writing area – different languages on the wall or writing table covered with different scripts, numerals, laminated alphabets available for children to look at or copy
- Images displayed from the local environment, local shops, buildings, street signs which reflect the local and wider community
- Photographs of the children, their self-portraits and drawings
- Numbers and words translated into different languages on displays
- Materials – from African Caribbean, South American, South Asian shops to hang on walls, Musical instruments from around the world
- Multicultural resources – puzzles, games, dolls etc.
- Book corner – posters and variety of multicultural books, dual language books, Hebrew books
- Hello, goodbye and welcome in different languages
- Quotes which illustrate the ethos of the setting
- Variety of artefacts from other cultures
- Musical instruments from around the world
- Links to the wider community



ARTEFACTS

Artefacts are interesting and enjoyable to work with and can help to bring cultures alive. They stimulate pupils' curiosity, discussion, creativity and powers of observation and detection. They help children realise the limits of their understanding, as well as encouraging their research skills in finding out more.

Oxfam – Global Citizenship

Whether artefacts are brought back from holiday, have a particular religious or historical significance or are handcrafted, they can really capture children's interest. Young children love to bring in their own artefacts and see other peoples'. They should be allowed to touch, hold and closely examine artefacts that we show them or that individuals bring in to share.

Where to find artefacts of interest?

- Visiting Chinese and Asian supermarkets to buy different foods or kitchenware.
- Visit charity shops, particularly in areas that are culturally diverse.
- Talk to parents - have they any artefacts which they can share, or would like to bring in and talk about or donate to the setting.
- Bring artefacts from other countries.
- Musical instruments from other countries.

GLOBES AND MAPS



Children as young as three can be introduced to maps and globes which can be used very simply. They will be able to identify the land and the sea and we can show them Britain. They will also be keen to find countries where relatives may live. They can then see the rest of the world in relation to the UK. A map of the world should be on permanent display so that children can make the link between themselves and the places that you are discussing. A playcloth world map is a useful resource that children can sit round on the floor. Providing children with maps to look at will help to develop children's spatial skills and their knowledge and understanding of the world. When using maps, talk to the children about where they have been and whether it was a long or short journey and how they travelled there. This will help to enhance their understanding.

PHOTOGRAPHS AND PICTURES

The images that we present to children are as important as the words we say to them. Images should represent the setting but should also reflect the diversity of the UK and the wider world. Children should look for both similarities and differences in images and always find the similarities first, however small. It is also important to establish the commonalities of people and their experiences before looking for the differences. It is important that children see examples of poverty and affluence, men and women and rural and urban settings. Children should be encouraged to bring in pictures of their own to show and discuss. It is important to select images carefully, avoiding stereotypes, though children will often perceive an image in a certain way which may need to be countered through questioning and discussion. A range of different photographs will help to ensure that people and places are represented in a balanced way.



Questions to ask about images:

- Where was the image taken?
- Which people are in the image?
- What are they doing?
- What are they saying to each other?
- What is different?
- What are they wearing?
- What in the picture is similar to you and your life?
- How do you think they are feeling?
- What objects are in the image, and what are they for?
- What is the environment like?
- What might happen next?
- How does the image make you feel?
- Are there any problems in the image, and what action could be taken to tackle them?

Images can be easily downloaded from the following websites:

www.oxfam.org.uk/coolplanet/teachers/photopps/gallery.htm

www.google.co.uk (click on 'images')

www.freefoto.com

www.sln.org.uk/geography/Images.htm

www.sln.org.uk/vow/

www.landsat.org (for a satellite image gallery)

www.globaleye.org.uk ('On Camera' section for images of the developing world)

www.earthfromtheair.com (for a collection of aerial photographs)

www.geographyphotos.com (images for teaching geography)
(QCA innovating geography)

Activities using images

- Cut a picture into six pieces. Talk to the children about each part as they put it back together.
- Ask children to give photographs a title or a caption.
- Give a child (or group) a photograph. Ask them to tell you what they can see and you draw the picture on a large sheet of paper or a whiteboard.
- Cut out part of a photograph. Talk about the part that is left and then ask the children what else may be in the rest of the picture that they can't see. After the discussion, add the missing part of the photograph.

TOYS AND GAMES

- Look for resources when you are on holiday. Bring a children's book home showing that country's language, or visit a toy shop and bring home an authentic toy.
- Supplement your toys with small world people reflecting different backgrounds.
- Use games from around the world particularly in outdoor play.
- See list of suppliers of multicultural toys (*Resource section page 107*).

MUSIC AND SONGS

- Have on display a selection of musical instruments from around the world. Include objects such as a shofar (the ram's horn which is blown on Rosh Hashanah – Jewish New Year)
- Make musical instruments with the children such as shakers, tic-tac drums and rainsticks.
- Have collections of music from different cultures available.
- Invite musicians representing different musical traditions e.g. African drumming. (*Resource section page 107*)

BOOKS AND STORIES

- Counting books from around the world
- Dual-language books
- Multicultural books
- Non-fiction books about others (*Using books page 81*)

VISITS, TRIPS AND COMMUNITY LINKS

Every setting will have access to its own wealth of people with their rich personalities, experiences and lives. The use of people and visits can provide a valuable way of extending children's knowledge and understanding of the world. First hand resources are more exciting and effective as tools for children's learning.

- Visit local place of worship
- Look at different types of restaurants
- Visit a supermarket
- Visit a travel agent
- Visit local shops particularly shops selling different foods

The home corner should be a changing and stimulating area for play which reflects our multicultural society.

The Early Years – Laying the foundations for Racial Equality
Iram Siraj-Blatchford

In order to promote anti-racist values, children need to be surrounded by resources from a variety of cultural contexts which encourage and promote cultural diversity and challenge stereotypes. Enhancing children's understanding of how others live, both in the UK and around the world, through role play will help them to see the similarities and differences and will prevent prejudices from forming.

Examples of ideas for the home corner or role-play area:

- Everyday artefacts which promote cultural diversity
- Photo albums showing families from different ethnic backgrounds, celebrating festivals and other cultural events
 - Wall hangings and pictures
 - Baskets
 - Variety of plastic fruits and vegetables
 - Lanterns
- Decorative material from Asian, South American, African-Caribbean shops used to decorate tables or as cushion covers
- Greeting cards in different languages, displaying different people
- Kitchen utensils – 'thava' for chappati making, thali bowls, Chinese rice bowls, woks, chopsticks, plastic containers with different pulses, spices etc.
- Home corner recipes books from around the world, different types of breads – matzah, challah bread, pitta bread, chappatis, popodams
 - Dressing up clothes – everyday costumes for both sexes, including a range of jewellery and scarves
 - A range of authentic looking black dolls from different ethnic groups with a range of clothes
- You could set up the home corner as a home from a different country or culture using objects from daily life or use a story as a stimulus for role-play, creating an area where children can role-play scenes from the story using artefacts

Persona dolls are an exciting and innovative addition to any early years setting. They can be used to explore a wide range of issues and are an effective and fun way to counter discrimination and raise equality issues with young children.

The dolls are about 84 centimetres tall and look very life-like. They are beautifully dressed in quality shoes and made-to-measure clothes. There are representatives from many religions and cultures, for example a Sikh boy, a Muslim girl wearing a shalwar kameez, a Chinese boy and girl and a variety of African-Caribbean children. There are also dual heritage dolls and a doll in a wheelchair. They are dolls with their own personalities, life histories and likes and dislikes and they are small friends to whom the children can relate. They have families, go to nursery or school and they have personalities which develop over time. They are a powerful tool for exploring issues of racism, gender, disability, health, culture, religious and other equality issues through storytelling sessions. There are strong links between Persona dolls and the principles and practices underpinning the Early Learning goals.

The dolls and the stories they tell provide an interesting way to combat prejudiced attitudes and to develop respect, compassion and understanding for others. They help children to express their feelings and ideas, think critically, challenge unfair treatment and develop empathy with people who are different from themselves. The storytelling sessions boost the self esteem and confidence of the children and also offer them the support, skills and strategies they need to deal with discrimination and exclusion.



Why use Person dolls?

- A doll's persona can be created. This allows them to be used for any situation.
- They can reflect the children they are working with in terms of age, sex, race and cultural background, and also reflect children who are not present, e.g. those with disability or those from a different culture.
- They introduce children to social diversity, enabling children to learn about the richness and variety of different lifestyles.
- They are friends that can assist children in developing strategies for dealing with unfairness against themselves and others and value positive experiences.
- They encourage children to see the similarities and differences between the dolls and themselves which will help to break down barriers.
- They help children to develop empathy and understanding which may make them less likely to feel inferior or superior to others and more likely to develop responsible social attitudes.
- They enable children to see their own individuality and life experiences valued, building up their self-esteem.
- They help children to develop non-discriminatory attitudes and understanding and to equally value each other.
- They capture the imagination of pupils and help them help develop vocabulary and oral skills.
- At the Foundation stage the dolls help develop skills, knowledge and attitudes that the children need to achieve the Early Learning Goals.

Objectives when using Person dolls

- To encourage children to learn about different lifestyles and so introduce social diversity.
- To present positive images of Black children and their families.
- To help children gain an awareness and understanding of the richness and variety of different lifestyles.
- To make the different backgrounds of the children visible to others in the group.
- To enable children to discover what they have in common with those from different ethnic backgrounds.
- To provide opportunities for children to see their own individuality and life experiences valued, thereby building self-esteem.
- To enable children to identify with and relate to the personality created through the doll.
- To help develop non-discriminatory attitudes and understandings amongst the children.
- To tackle issues (such as name calling or rejection of a pupil) which have arisen in the school or setting.
- To encourage the children to consider the feelings of others, empathise and give advice, without personalising the situation.
- To help children learn self-help strategies for dealing with perceived unfairness.
- To challenge the stereotypes and prejudices that underpin racism and other social inequalities.

Examples of stories (Milton Keynes EMAS) (Persona Dolls in Action)

- Kofu is upset because Mark and Kate won't let him play football with them at playtime.
- Julissa is excited because she is going to visit her family in London at the weekend.
- Sally is going to be a bridesmaid when her mother gets married at the weekend.
- Eleanor loves playing with Samuel's train set and her friend laughs at her because she thinks girls shouldn't play with trains.
- Shanti says that Ahmed is a girl because he cried when he had his vaccination.
- Rose and Akua are angry because someone has just called Mohammed a racist name in the playground.
- One of the teachers has shortened Adamu's name to Adam. He can't decide how he feels about this.
- Fatima is nervous about going swimming because she will have to take her glasses off.
- Gita will be celebrating Diwali tomorrow and she is really looking forward to it.



Children's dispositions and attitudes

Nyla is upset today because she wanted to join in the group playing with the new tea set in the home corner. She sat on the rug, watching all the children setting out the cups and saucers. She felt very sad because she longed to go to the tea-party, but she was worried that someone would say that she couldn't play.

- Have you ever felt like this?
- What made you feel better?
- How can we help Nyla?
- What would you do if Nyla came to join you playing with the tea set?

Children's self-confidence and self-esteem

Peter is worried because every time he plays in the sand, some children take the sand toys away from him. He doesn't know how to stop it happening. Now he doesn't go to play in the sand unless there's nobody else there.

- Has this happened to you?
- How did you feel?
- How can we help Peter?

Sense of Community

Tasneem is puzzled because it will soon be Eid and there's going to be a big party at her house. Lots of her aunts, uncles and cousins will be there and there will be presents, cards and some lovely food. Tasneem has a beautiful new dress to wear for the party. She will have to miss nursery for this party and when she tells her friends about this, they don't believe her and they say they've never heard of Eid.

- Have you been to a party of any kind?
- Did you tell your friends about it?
- How can we share Tasneem's excitement



For further information:

Persona Dolls in Action –
Support book and video
www.persona-doll-training.org

Combating Discrimination: Persona Dolls in Action – Babette Brown, Trentham Books

The Little Book of Persona Dolls –
Marilyn Bowles, Featherstone Publications
www.featherstone.uk

Myself & others

When teaching Foundation Stage children about 'Myself', the opportunity arises to extend this to learning about others. By engaging in such discussions and activities, the children are strengthening their own identities, yet learning about and valuing others. Children enjoy talking about themselves and their lives and within every setting there will be enough similarities and differences between the children to promote thoughtful discussion. This can then be broadened into discussions about different kinds of children that are not represented in the setting.

Celebrating diversity within an inclusive framework will provide children with an enriching environment that values and acknowledges difference. Practitioners need to spend time discussing with the children their similarities and differences and use books, creative work and circle time to stimulate discussion and enhance the children's understanding of one another. We should be projecting positive images of *all* people and teaching children to see difference as something positive which leads to understanding and respect.

Aims

- To understand, identify and respect the differences and similarities between people.
- To develop self-awareness, positive self-esteem and confidence.
- To learn to respect the differences between people in the class.
- To show respect for people's cultures by listening to what they say and by making positive statements about their views and perspectives.
- To know that there are similarities and differences between people and to develop an understanding that difference does not mean better or worse (the differences include gender, language, appearance, ability, family structure and cultural background).
- To understand the similarities and differences between children in the UK and other parts of the world.





ACTIVITIES IN THIS SECTION RELATE TO ALL AREAS OF LEARNING:

1,2,3...

Teach pupils to count to three in another language spoken by the pupils. Practise the words by throwing a beanbag around the circle and asking the catcher to repeat one, two and three, or a word in the new language, before throwing the beanbag to someone else. (Global Citizenship: The Handbook of Primary Teaching – Oxfam)

Self portraits

Children can mix paints to create the colour that is the shade of their skin. Compare portraits with friends. Discuss similarities and differences.

Self portrait masks

Use paper plates or modroc to create self portraits. Mix paints to create skin colour and use wool for hair. Display the masks with 'hello' or 'welcome' in different languages around them.

Hands

The children sit in a circle. They all put their hands in the circle and discuss size and skin colour.

Life in a Purple World

Talk to the children about the positive role that diversity plays in our lives. Tell the children this story about a world where everyone was the same. The story can be extended.

"In Purple World, everyone was the same. There was only one colour, purple, so everything you saw was purple. There was only one kind of food, purple soup, and everybody ate the soup at the same time. There were no boys or girls, just purple people who all looked the same. They all went to a purple building on purple day and they all said the same prayers and sang the same songs."

The children can then talk about how the people in Purple World might feel. After the discussion, they can look around the room and celebrate the differences they see among their classmates.

The children can then complete the statement, 'I'm different because ...'

Statements

The teacher calls out questions to group the children in different ways. For example:

Whoever has lived here all their lives come into the middle of the circle and join hands.
Whoever speaks ... (choose language), come into the middle of the circle and count to five.
Whoever has family in another country come into the middle of the circle and "post" a letter to a relative.

The final statement could be one that everyone has in common such as:

Whoever is in _____ nursery come into the middle and shout "We are!".

Or

All the children sit in a circle. Ask them to change places if...

they are wearing white socks
they have black hair
they like mangos

they speak ... (choose language)
they go to _____nursery

You may also use statements such as: 'Change places if you feel hurt if someone makes fun of you'.

Talk to the children about how it is wrong to tease someone if they are different.

Discuss strategies to combat this sort of prejudice.

or look at needs. If you need ...

a home	drink	garden	
a family	food	crisps	love

Talk to the children about common needs.

I like you because...

In a circle ask the children to face a partner. Each partner tells the other something that they really like about them. This could be physical features or something about their character or talents, for example, Jason says that "Sherray has beautiful plaits in her hair" or Abdul says "Samuel is very good at counting backwards."

Different lives

Show children photographs of different people – different communities, different parts of the world, different religions. Discuss what may be different in their lives. Read to the children books such as **Shompa Lives in India** by Jean Harrison or **Wake up World** by Beatrice Hollyer. Ask children to compare a day in their life to these children.

Common tastes

Go round the circle saying for example, "I like drawing and so does David." Throw the ball to David. David then chooses something that he has in common with someone else and throws the ball to them and so on.

Knock Knock at the door

The children sit in a circle. Three children are chosen to sit in the middle of the circle. The children all say 'Who's that, knocking at the door, who are they looking for?' The teacher answers the children with a question about the three children, for example, 'Someone who has blonde hair.' The children put up their hands and guess which child is being described. If the child chosen is correct, that child changes place with the child in the middle and the children all call out the new child's name in unison.

Pictograms

Create pictograms about different physical features (hair colour, skin colour, eye colour) or hobbies, countries that our families come from, number of people in family.

Hands holding hands

Cut out shapes of the children's hands. Mix paints to create the appropriate colour to paint the hands. Display the hands in a circle to demonstrate unity.

Clothes from around the world

Look at different clothes from around the world: Japanese, Indian, Chinese, Pakistani etc. Look at fabrics and styles. Make a display. Get children to create their own fabrics on paper, using printing techniques. Cut into dress shape or sari etc. and add a face.

Celebrate our differences

Use a book such as **All the Colours of the Earth** by Sheila Hamanaka or **All Kinds of People** by Emma Damon as a stimulus for creating a wall hanging of all the children's heads and shoulders in the setting. Use skin tone fabric. This could be stuffed to give a more three-dimensional effect. Use wool, plaited or scrunched or with beads, curly dolls hair (available from craft shops). Use fabric pens, different materials and buttons for clothes.

Make a 'dream quilt'

Tell the children the story of Martin Luther King and how he dreamed of a world where people didn't fight and hate each other because their skin colour was different. Give each child a hexagon shape cut out of white card. Talk to them about what a quilt is and how they can make a quilt by joining all the hexagons together. Ask the children to draw a picture of themselves. Stick all the hexagons together to make the quilt which illustrates the similarities and differences in your setting.

New child

Use dolls, puppets or Persona dolls to introduce somebody different to the children as part of a circle time activity. Present the doll with a character. Then let the children ask questions and present the children with a scenario to discuss.

Hands & feet

Look carefully at the children's handprints and footprints. Compare with each other. Order from smallest to biggest.

Silhouettes

Draw outlines of some of the children. Paint or use collage to decorate. Talk about differences and similarities.

Fingerprints

Talk to the children about fingerprints and how each of them are unique. Show examples of fingerprints blown up. Children can create patterns using their fingerprints with an ink pad. Create a display with photos, fingerprints and self-portraits which identify each child's individuality. You may include a quote from each child, "I like..."

Poetry

Write poems together on the themes of similarities and differences. Introduce the word 'unique'. Use a framework such as:

I have brown hair
Yours is black
I have blue eyes
Yours are brown
I like skipping
You like to swim
And we both like chocolate
Yum, yum, yum

'What's in the box?'

Glue a mirror to the bottom of a box. Tell the children that there is something very special in the box and that there is only one like it in the world. Ask the children what they think it is. Pass it round a circle or get the children to come and look at it one by one and tell them not to tell anybody what they saw in the box. When all the children have looked, ask them what they saw in the box. Talk to them about how everybody is unique and special in their own way.

Shades of Black

Read the story **Shades of Black** to the children. Ask the children to describe their hair, skin or any other feature in a similar way for example, "My hair is thick and golden like a lion's mane."

Three Bears project



Use the story of *The Three Bears* as a project about another kind of family. There are many opportunities here to discuss similarities and differences and to encourage the development of language.

- Ask the children to bring in their favourite teddy bear. Discuss similarities and differences in terms of colour, size, feel of fur etc. Find the biggest, smallest, cuddliest, tallest, shortest. Children talk about their own bears and that each is unique and special – appreciating and valuing all bears. Take photographs of all the children with their bears.
- Circle games. 'If your bear is a big bear, change places..' 'If your bear is cuddly change places' 'If your bear likes honey..'
- Circle time. Use a bear to discuss any issues that arise in the setting, for example, the bear may be sad because another bear would not let her play in the home corner.
- Set up the three bears house in the home corner with bear hats. Provide bowls, spoons, a cot, small mattresses, Ready Break and milk so that the children can try to make the porridge. They can also tidy up. Children will realise that only four people can play and that they must take turns.
- Make porridge. Try it with honey, raisins, sugar, salt. Discuss taste and texture.
- Make a bears' cave, den or forest where the bears can all be kept.
- Use the story **Whatever Next** and create a role play area based on the story. Provide the children with a box, a colander, wellies, a toy owl, a picnic basket. Put a moon on the wall and make a chimney.
- Discuss the moral aspects of the story. Was Goldilocks right or wrong? How did Goldilocks feel? How did the bears feel?
- Ask the children to re-tell the story. Record the children's stories on tape.
- Take photos of play in the bear house and photos of the children with their bears.
- Maths activities. Ordering the size of the bears and bowls. Count the bears. Count how many small bears, big bears etc.



- Paintings of the children's bears.
- Cook different-sized bear biscuits.
- **Bear rhymes:** 'Bears bang with 1 hammer..' 'Ten bears in the bed' 'When Goldilocks went to the house of the bears' 'Ten brown teddies'

- Organise a teddy bears picnic. Children to take their bears to a park for a picnic. Make cakes.
- **2** Teddy's Day Out. Teddy visits different places of worship and looks for symbols that he might find. Teddy Bears Picnic – Sherston CD ROM
http://www.leicester.gov.uk/education/learninglibrary/ks1/re/teddys_day_out/index.htm
- **Books**
Teddy Bears Picnic – Mark Burgess
Teddy Time – Mark Burgess
One Little Teddy – Mark Burgess
- Take a the nursery bear home for a visit. Pack a suitcase. Parents fill in a diary describing bear's activities.



Using books to teach about similarities and differences

The list below includes just some of the wonderful books which highlight the similarities and differences between people. The questioning and discussion leading from these stories should be carefully thought through as there are many possibilities for extending children's learning. Many of the activities in this section can be used with these stories and there are also opportunities for work across the Foundation Stage Curriculum. These books are also appropriate for older children.



(see resource sections for publishers)

