Equality Play Checklist

United Nations Convention on the Rights of the Child (UNCRC), Article 2: The Convention applies to *every child* without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Books - do your books:

- Show men and women in realistic situations, playing active roles in work and in the home?
- Show adults and children with various disabilities?
- Show a variety of family situations – extended families, one-parent families, step families, LGBT family members etc?
- Show a variety of racial, ethnic and cultural groups in realistic situations?
- Show people in non-stereotypical roles?
- Include books written in languages spoken in the children's homes? (UNCRC, Article 30)
- Extend children's experiences of other cultures' lifestyles, experiences and roles?
- Provide children with the opportunity to suggest new books for your setting? (UNCRC, Article 12)

Art materials - have you got?

- Art materials which can be used for the art and craft of differing ethnic groups?
- Paints, crayons, paper which can be used for the skin tones of people from a variety of racial backgrounds?
- Wall displays capable of giving information about differing cultural art forms? (UNCRC, Article 30)
- A variety of resources including those from reusable sources?

Games and toys

- Do your toys contain pictures and figures from different cultural groups with non-stereotypical roles for male and female characters?
- Have you got dolls of both sexes and of more than one racial type with the correct features and clothing?
- Has your play kitchen got utensils and pictures of food from different cultures?
- Are your 'dressing-up' clothes interestingly multi-cultural and appropriate for play? Be mindful that 'dressing up' opportunities do not need to involve commercialised, store-bought character outfits. Offering loose parts, materials and authentic clothing items reflecting a range of cultural styles can offer valuable play experiences and opportunities for children to use their imaginations and creativity.
- Do you have equipment designed for particular impairments?
- Have you got a range of stimulating games for mixed ages and abilities?
- Do you incorporate games from different cultures (UNCRC, Article 30)

Music

- Have you got a variety of instruments played by people from different cultures? (UNCRC, Article 30)
- Do your audio tapes reflect the range of music and songs from around the world? (UNCRC, Article 30)
- Have you got good music and movement games from different cultures? (UNCRC, Article 30)
- Sound/light/rhythm equipment for sight and hearing impaired
- Are children able to recommend songs and music from their culture? (UNCRC, Article 30, Article 12)

Posters and publicity - do the pictures on your walls:

- Show men and women in non-stereotypical roles?

Reflect a variety of cultures, disabilities and lifestyles?
Give out positive messages on a range of topics?

Outside - do you have a range of outdoor opportunities such as?

Climbing structures and walkways offering a variety of levels and different degrees of challenge?
Trikes and bikes, hard-wearing Velcro straps for children who have difficulty keeping their feet on the pedals?
Sand and water features that appeal to different senses?
Space for outdoor games and exploration?
Raised plant beds for access from wheelchair & sensory plants area
Do you seek feedback from children and take steps to improve accessibility and quality based on this? (UNCRC, Article 12)

(With thanks to Take Ten More – Playwork level 2 and 3 learner's materials, and with thanks to the Children's Commissioner's Office, Wales, for their input)

Rhestr Wirio Chwarae Cyfartal

Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (UNCRC), Erthygl 2: Mae'r Confensiwn yn gymwys i *bob plentyn* heb gamwahaniaethu, beth bynnag fo'u hethnigrwydd, rhywedd, crefydd, iaith, galluoedd neu unrhyw statws arall, beth bynnag y maent yn ei feddwl neu'n ei ddweud, beth bynnag y bo'u cefndir teuluol.

Llyfrau - a yw eich llyfrau'n:

- Dangos dynion a menywod mewn sefyllfaoedd realistig, mewn rolau gweithiol wrth eu gwaith ac yn y cartref?
- Dangos oedolion a phlant ag amrywiol anableddau?
- Dangos amrywiaeth o sefyllfaoedd teuluol - teuluoedd estynedig, teuluoedd un-rhiant, llys-deuluoedd, aelodau LHDT o'r teulu a.y.b.?
- Dangos amrywiaeth o grwpiau hiliol, ethnig a diwylliannol mewn sefyllfaoedd realistig?
- Dangos pobl mewn rolau di-stereoteip?
- Cynnwys llyfrau sydd wedi eu hysgrifennu mewn ieithoedd a siaredir yng nghartrefi'r plant? (Erthygl 30 yr UNCRC)
- Ymestyn profiadau'r plant o ddiwylliannau, ffyrdd o fyw, profiadau a rolau sydd yn wahanol
- Rhoi i'r plant y cyfle i awgrymu llyfrau newydd i'ch lleoliad? (Erthygl 30 yr UNCRC)

Deunydd Celf - a oes gennych:

- Ddeunydd celf y gellir ei ddefnyddio mewn gweithgareddau celf a chrefft gwahanol grwpiau ethnig?
- Paent, creonau a phapur i gynrychioli arlliwiau croen pobl o amrywiol gefndiroedd hiliol?
- Arddangosiadau wal sy'n medru cyfleu gwybodaeth am wahanol ffurfiau ar gelf ddiwylliannol? (Erthygl 30 yr UNCRC)
- Amrywiaeth o adnoddau, gan gynnwys rhai o ffynonellau y gellir eu hailddefnyddio?

Gemau a Theganau

A yw'ch teganau'n cynnwys lluniau a ffigurau o wahanol grwpiau diwylliannol, ynghyd â rolau di-stereoteip i'r cymeriadau gwrywaidd a benywaidd?
A oes gennych ddoliau o'r ddau ryw, o fwy nag un teip hiliol, a chanddynt y nodweddion a'r dillad priodol?
A oes gan eich cegin chwarae declynnau a lluniau o fwyd o wahanol ddiwylliannau?
A yw'ch dillad gwisgo-i-fyny yn rhai sy'n ddiddorol yn eu haml-ddiwylliannedd ac yn briodol i'r chwarae? Cofiwch nad oes yn rhaid i gyfleoedd 'gwisgo i fyny' olygu prynu gwisgoedd cymeriad o siop. Gall cynnig rhannau rhydd, defnyddiau ac eitemau gwisg dilys, sy'n adlewyrchu amrywiaeth o steiliau diwylliannol, gynnig profiadau chwarae gwerthfawr a chyfleoedd i blant ddefnyddio eu dychymyg a'u creadigrwydd.
A oes gennych gyfarpar sydd wedi ei ddylunio ar gyfer amhariadau penodol?
A oes gennych amrediad o gemau a fyddai'n symbylu cymysgedd o oedrannau a galluoedd?

- A ydych yn ymgorffori gemau o wahanol ddiwylliannau? ((Erthygl 30 yr UNCRC)

Cerdd

- A oes gennych offerynnau amrywiol a chwaraeir gan bobl o wahanol ddiwylliannau? (Erthygl 30 yr UNCRC)
- A yw eich tapiau clyw yn adlewyrchu rhychwant o gerdd a chaneuon o wahanol rannau o'r byd? (Erthygl 30 yr UNCRC)
- A oes gennych gerddoriaeth dda a gemau symud o wahanol ddiwylliannau? (Erthygl 30 yr UNCRC)
  Cyfarpar sain/golau/rhythm i'r rhai â nam ar eu golwg/clyw
- A oes modd i'r plant argymell caneuon a cherddoriaeth o'u diwylliant eu hunain? (Erthygl 30 ac Erthygl 12 yr UNCRC)

Posteri a Chyhoeddusrwydd – a yw'r lluniau ar eich waliau'n:

Dangos dynion a menywod mewn rolau di-stereoteip?
Adlewyrchu amrywiaeth o ddiwylliannau, anableddau a ffyrdd o fyw?
Cyfleu negeseuon cadarnhaol ar ystod o bynciau?

Y tu allan - A oes gennych ddewis eang o gyfleoedd awyr-agored megis:

Fframweithiau dringo a llwybrau cerdded sy'n cynnig amryw lefelau a gwahanol raddau o her?
Treiciau a beiciau, strapiau Velcro gwydn i blant sy'n cael anhawster i gadw'u traed ar y pedalau?
Nodweddion tywod a dŵr sy'n apelio at y gwahanol synhwyrau?
Lle i chwarae gemau a chwilota yn yr awyr agored?
Gwelyau planhigion lefel-uwch, a fyddai'n hygyrch o gadeiriau olwyn, ac
ardal planhigion synhwyraidd
A ydych chi'n gofyn am adborth gan y plant ac yn cymryd camau i wella hygyrchedd ac ansawdd ar sail hyn? (Erthygl 12 yr UNCRC)

(Gyda diolch i Take Ten More – Deunydd Dysgwyr Gwaith Chwarae Lefelau 2 a 3) a chyda diolch i Swyddfa Comisiynydd Plant Cymru am eu mewnbwn.)