

growing up global



early years global education handbook



risc

acknowledgements

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thanks to

**all the volunteers, parents, carers and children who contributed to the
Global Kidz project**

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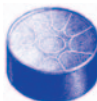
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introduction

This handbook is designed so that you can work through it from start to finish, or use the sections in any order. Whichever you do, the introductory pages are there to help you get the messages right, and put your global education work in context, as well as to provide advice, ideas and resources.

the idea behind the handbook

Research has shown that children as young as three have already formed ideas about people, cultures and countries. RISC believes that children are entitled to an education that equips them for the increasingly globalised world of the 21st century, with ever greater travel, communication and trade. They have a right to expect to be able to participate fully in an interdependent world, and be aware of their rights and responsibilities as global citizens.

Global Kidz was a unique playgroup for 2-4 year olds which brought a global dimension into educational play. Organised by RISC, it aimed to challenge stereotypes and create a positive attitude towards people, cultures and faiths from Asia, Africa, the Caribbean, South America and our own diverse community in Reading. During the project we identified a gap in the market for an activities handbook with a global dimension. This handbook aims to fill that gap.

how to use the handbook

The handbook is designed to be used by anyone working in an early years setting. The activities have been trialled and developed with 3-5 year olds in toddler groups, with childminders, in day nurseries and school nurseries. Although aimed at this age group, many of the activities have been tried with children as young as 18 months in day nurseries and with childminders; they have been feasible and engaging, so don't be afraid to start young! It is designed so that you can dip in and out of the handbook, picking activities here and there, or work through a section for a more in-depth look at the themes.

The handbook is divided into twelve sections. The first six focus on themes; the second six each takes a country as a starting point. Each section has a range of activities with details of what you need and what to do, background information, dos and don'ts, songs and games, stories and ideas for extension. Each activity includes its learning objectives. In the appendix you will find a list of all the recommended books, and a comprehensive list of places to source what you will need. The accompanying CD includes images and further information.

the global education guidelines

This handbook is intended to enable children and those working with them to look at the world and the people in it with respect and without prejudice. It lays a grounding for children to experience the world from a position of confidence in their own identity, and the belief that they can and will influence the world around them. To do this, these activities aim to:

- Challenge negative stereotypes using a wide range of alternatives – images, artefacts, music, stories and more.
- Emphasise similarities – explore what we all have in common with people around the globe – rather than the differences.
- Celebrate what is unique and special about people everywhere.
- Provide opportunities for parents and carers to find out more, learning alongside their children.

The handbook shows that global education is not an add-on or a topic. It is a thread that should and can run through learning on any subject, and is as much about how learning is led and experienced as the subject matter.

For more information visit: www.oxfam.org.uk/coolplanet

learning objectives

These learning objectives show how the activities in the handbook work towards the global education guidelines. Each activity in the handbook specifies which objectives it delivers.

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To enable children to become aware of where food comes from and how it reaches them.
- To enable children to learn about trade between countries.
- To enable children to become aware of inequalities and injustices in the current world trading system.
- To help children understand the connections between their own lives and the lives of others.
- To help children understand that people's behaviour has an impact on the environment.
- To equip children with the understanding and belief that they can make a difference.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To celebrate the contribution to human achievement made by societies around the world, past and present.
- To encourage children to undertake activities co-operatively.
- To enable children to develop skills of conflict resolution.
- To foster an understanding of and commitment to democracy.
- To encourage children to focus on the similarities between people.
- To develop an understanding that people may be treated less fairly because of their race, gender, disability, sexuality and class.
- To enable children to respect diversity in families.
- To help children develop an understanding of their own and each other's rights and responsibilities.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

dos & don'ts

Each section comes with its own suggestions for things to do and things to avoid. Here are some general tips:

- ✓ Do stress whereabouts in the world stories come from and that the events in them could take place anywhere.
- ✓ Do focus on the similarities between the children's lives and the lives shown in the images.
- ✓ Do always seek to challenge stereotypes and provide a range of images and examples.
- ✗ Don't generalise about a whole country or continent from what you see in a picture. All countries are made up of contrasts: rich/poor, urban/rural, traditional/contemporary.
- ✗ Don't be afraid to say when you don't know something – global education is about learning how to find things out together.

books & other resources

We have tried to include books that are easy to get hold of. A few are so good that they are included despite being out of print – they may be available from libraries, or come back into print.

Here are some sources of books and other items:

- Your local Development Education Centre (DEC). Details of your nearest one can be found through the Development Education Association www.dea.org.uk. There are about forty-four DECs in Britain – most of them provide a loans service of books, artefacts and resources, as well as advice, training and a range of global education events.
- On-line bookshops for second hand copies.
- The School Library Service, which will be able to order books for you to borrow.
- Letterbox library www.letterboxlibrary.com, which supplies multicultural, non-sexist children's books.
- Your local library, which will be able to order any book in print for you.
- Your local toy library. If they haven't got a good range of toys suitable for global education, you can ask them to get some!

Recommended books are listed in each section. In addition, the books in the *Small World* series focus on everyday things that people around the world share: *Smiling; Eating; Carrying; Celebrating; Washing; Tidying Up; Get Dressed; Bedtime*.

Permission was sought to reproduce the songs included in the handbook on a CD. The costs and time involved in doing this proved prohibitive, so weblinks have been included instead to enable you to listen to the songs online.

useful global education websites

- ✓ www.globaldimension.org.uk The Department for International Development (DfID) guide to global resources for all age groups and subject areas
- ✓ www.oxfam.org.uk/education Oxfam's information for teachers and children, focusing on global citizenship – resources, action and news
- ✓ www.fairtrade.org.uk The Fairtrade Foundation's information on Fairtrade producers, their products and where to find them, as well as news on campaigns.
- ✓ www.babymilkaction.org Information about the baby milk campaign and the boycotting of Nestlé.
- ✓ www.newint.org New Internationalist – global issues journal for those who want to find out more.
- ✓ www.letterboxlibrary.com Source of multicultural, non-sexist children's books
- ✓ www.refugeeweek.org.uk Refugee Week which celebrates the positive contribution that refugees make to the UK, and promotes understanding about the reasons why people become refugees.
- ✓ www.globalfootprints.org Ideas and activities to enable children to take steps towards a sustainable future from the Humanities Education Centre.
- ✓ www.teachernet.gov.uk/growingschools Encouragement for practical growing activities and support for the understanding of farming.
- ✓ www.earlyyearequality.org Promotion of race equality in early years provision, aiming for a future where all children can grow up free from racism.
- ✓ www.wgarcr.org.uk Working Group Against Racism in Children's Resources.
- ✓ www.unicef.org Information on the UN Convention on the Rights of the Child
- ✓ www.endchildpoverty.org.uk - states 3.8 million children - one in three - are currently living in poverty in the UK.

how the handbook delivers government initiatives

healthy schools

The National Healthy Schools Programme (NHSP) introduces the concept of national healthy school status and describes the benefits of becoming a 'healthy school'.

New guidance has been issued, from September 2005 there is a more rigorous approach to the programme. All schools have to meet the criteria in all four core themes to satisfy the requirements of national healthy school status:

- personal, social & health education (including sex & relationship education and drug education)
- healthy eating
- physical activity
- emotional health & well being (including bullying).

 www.wiredforhealth.gov.uk

birth – 3 matters

Babies and toddlers learn through watching and imitating what adults do and say. Be a good role model and help them develop within a loving and safe environment.

QCA foundation stage

The foundation stage was introduced as a distinct phase of education for children aged 3-5 in September 2000. In preparation, curriculum guidance for the foundation stage was distributed in May 2000 to all schools with nursery and reception classes, and to early years settings receiving nursery education grant funding. The Early Years Curriculum Guidance became statutory in 2003. This sets out six areas of learning which form the basis of the foundation stage curriculum. These areas are:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development

Provides information on child development, effective practice, examples of play activities to promote play and learning, guidance on planning and resourcing and meeting diverse needs.

Downloadable Curriculum Guidance for the Foundation Stage: www.qca.org.uk

every child matters

The Common Core of Skills and Knowledge for the Children's Workforce sets out the basic skills and knowledge needed by people (including volunteers) whose work brings them into regular contact with children, young people and families. It will enable multi-disciplinary teams to work together more effectively in the interests of the child.

The skills and knowledge are described under six main headings:

- effective communication and engagement with children, young people and families
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working
- sharing information.

 www.everychildmatters.gov.uk

global every day

Embedding a global perspective into the learning environment is not all about countries and themes, and doing specific 'global' activities. It is more about how the world is reflected and represented in the everyday routine and about emphasising similarities across the world, rather than differences. Look through the checklist for good global education, **early years guidelines**, p6, and see if there are things you could alter to foster a better awareness of and respect for the world and people around you.

Here are some ideas, but you will be able to think of many more...

- Have pictures on pegs or trays. Find images from cultures other than the dominant culture in your setting – foods that the children may not experience regularly, or items of clothing, or different forms of transport, even photographs of children from around the world, with their names. You could get ideas from Oxfam's excellent book *W is for World*. Be aware that it is important not to exclude images of British culture – a mixture is most appropriate.
- A is for Adventurousness! Develop your own Global Alphabet, getting away from A is for Apple, and B is for Ball. How about C is for Chapatti or D is for Didgeridoo?
- Children are not just Peter and Jane! When using games or songs or describing pictures with examples of people's names in them, use names with origins around the world. Don't make assumptions about what kind of name someone might have.
- Make sure that you are aware of the full range of fair trade foods, ingredients, drinks and other items available, and use them whenever possible, for example in cooking sessions and fruit time. From footballs to mangoes to orange juice, use your buying power as a school or household to make a difference, and to raise awareness among the children. For more on this see **food**, section 3, or contact the Fairtrade Foundation (www.fairtrade.org.uk) about becoming a fair trade school. As well as fair trade, choose local, organic and free range products if you can, to show commitment to social justice and sustainability.
- Let your and the children's imagination turn the home corner into a variety of different settings. You could draw on the experiences of families of the children you work with, asking them to get involved and bring in things they feel represent their culture or heritage. This will avoid the trap of someone defining what someone else's culture is all about. Remember that cultures and traditions are not fixed. Celebrate mixed cultures, and white British culture in the same way, so as not to foster feelings of other cultures being somehow exotic.
- Make sure there are items that show disability as part of home and life – have glasses, walking sticks, wheelchairs available. For more information on using home corners, see the activities in **family**, section 1.
- When celebrating or learning about religious festivals, make sure that you are not presenting ideas or practices as strange or exotic, or defining the whole festival or religion using a few tokens or symbols. Note similarities with religious celebrations or customs the children are familiar with or involved in. We have decided not to include a section on festivals in this handbook, but you will find many of the handy hints and guidelines will apply.
- Don't make assumptions that everyone from a particular country is of a particular religion, for example, that all Indians are Hindus, or everyone in Britain is Christian. For statistics on world religions, see Introduction to Part II, and the individual country sections, sections 7-12.

early years guidelines

global education... think again about what you provide...

This is a set of guidelines for early years settings to ensure balanced global education permeates everything you do.

displays...

- Stand back and take a moment to look at what kind of a world is depicted. Is it mainly white, middle class, able-bodied and western? Who is missing? Do the images challenge or reinforce stereotypes?
- Including opposites is one way of ensuring a more complete picture of people and places, eg urban/rural, rich/poor, traditional/contemporary.
- Have a world map – check it's an equal area projection to reflect the real world (Peters or Eckert) – and a globe.
- Include a poster with 'welcome' or 'hello' written in many different languages; use multilingual signs wherever possible.
- Allocate noticeboard space to highlight global activities in the nursery to keep parents informed.
- Keep a record of displays over a year to ensure a balanced view.

resources...

- How do they portray the world? Make sure books and teaching packs focus on similarities between people and not just on exotic images that stress the differences.
- Check your collection of storybooks reflects diversity – in terms of ethnicity, disability, gender, sexuality, class – with some stories from each continent.

curriculum context...

- Embed global education in every topic you do.
- Draw on help and support from parents, colleagues, your local Development Education Centre and the local community.

language...

- Think about the words used when discussing people and places. By talking about 'other people' we are reinforcing the idea that 'they' are not 'us'.
- Do we ever use terms that reinforce stereotypes, eg 'tribes', 'primitive', 'underdeveloped', 'uncivilised', 'ethnic'? Are these words only applied to black people and their cultures?
- Use 'Majority World' instead of 'Third World' or 'Developing World' as a more accurate way of referring to Africa, Asia, South & Central America and the Caribbean. Over 80% of the world's population live there.
- Do we ever refer to 'Africa' in the same way as we do to 'India', or to a single European country? Do we acknowledge that Africa is a continent of 55 diverse countries and many cultures?
- Do we make the most of opportunities to benefit from those who are bilingual or who speak other languages?

links...

- We all have links with people and places beyond Britain.
- Talk about and display on a world map where relatives/friends live and places children have visited.
- Explore our links through what we buy, eg who produces our food, mobile phones, clothes, shoes and toys.

fundraising...

- Be aware that charitable giving can lead to feelings of pity rather than fairness.
- It's important to recognise that charity can have the unintended impact of reinforcing the stereotype that all people in the Majority World are poor and needy.
- Before embarking on any fundraising activity ask yourself:
 - How would the fundraising activity influence our children's perception of children in the Majority World?
 - Will our children's mutual respect for children in other countries be undermined?
 - Are there other ways in which we could take action for positive change?

experiences...

- Visits and visitors can make a valuable contribution to Global Education. Agree in advance what message they will give.
- Focus on the senses – sights, sounds, tastes, smells and the tactile experience of handling artefacts from a range of cultures, eg masks, toys, musical instruments, puppets and clothes. Ask whether their use reinforces stereotypes of the strange or exotic, or increases children's understanding.

ethos...

- Take global education beyond the curriculum, embedding it in policies.
- Consider banking, energy use, waste and purchasing – especially food.
- Include everyone – children, parents, governors or management committee, and all staff – in decision-making.

events...

- Celebrate a wide range of key events – Black History Month, Refugee Week, Fairtrade Fortnight.
- When celebrating festivals, acknowledge that they all take place all around the world and not just in their country of origin.

action...

- Ensure Fairtrade tea and coffee, snacks and fruit are always available.
- Develop a garden to demonstrate sustainability.
- Reduce, repair, refill, recharge, reuse and recycle.
- Be a learner as well as a teacher – ask questions of each other and raise awareness.

Believe we can make a difference.

part I

I me & my family

key messages

- There are many different kinds of families, living in different types of homes.
- Happiness in a family is more to do with relationships and people than with possessions.
- All families are of equal value. Celebrate their diversity.
- Not everyone wants to live the same kind of lifestyle.
- Not everyone may be able to live the lifestyle they might want.
- Homes and lifestyles may or may not be sustainable – recycling, reusing and saving electricity and water at home can help protect the environment.
- If everyone in the world lived like we do in Britain, we would need seven planets like the Earth to support them.

background information

- ① In the UK in 2002, almost 41 per cent of all children were born outside marriage.
- ① The proportion of UK households comprising a couple with dependent children fell from around a third in 1971 to just over a fifth in spring 2003.
- ① Some families separate by choice, while others are forced to by poverty, politics, conflict or environmental circumstances.
- ① Persona dolls are a popular way of introducing diversity. Training in their use is important to ensure they don't reinforce stereotypes and that they are of educational value.
- ① People campaign for the right not to live in a house but to keep on the move – Travellers, Roma, Tuareg.
- ① There are 380,000 homeless people living in Britain.

dos & don'ts

- ✓ Do point to similarities across different lifestyles, and to differences within similar lifestyles.
- ✓ Do use a variety of images of families and make sure images are from a variety of ethnicities – not just poor black people and rich white people.
- ✓ Do be bold and challenge stereotypes. Make sure that the images in your environment – posters, photos, pictures, books – represent diversity and challenge stereotypes. For example, include images of lesbian and gay families.
- ✗ Don't show everyone as able-bodied – depict people with a range of abilities.
- ✗ Don't assume that all the children you are working with live with a mum and dad, or that, if there is a mum, she is the main carer.
- ✗ Don't talk about 'mud huts'! There are eco-friendly houses in Britain made out of straw and mud, and there are high-tech skyscrapers in many African cities.



activity 1: our families

learning objectives

- To encourage children to focus on the similarities between people.
- To enable children to respect diversity in families.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To encourage the children to think of their own families and homes, and those of the children in the stories. It involves providing the children with materials to create an image of the people important to them in their family.

what you need

a selection of art materials

what you do

- 📖 Start with a story such as *I Love My Hair*, *That's My Mum*, *My Two Grannies*, *Boots for a Bridesmaid*, *While You Were Sleeping* or *Asha's Mums*.
- > Talk with the children about who lives with them in their homes.
- > Once different family members, pets, friends and cuddly toys have been discussed, make them by drawing, painting, cutting out of magazines and newspapers, using pipe cleaners, or creating a collage using scrap material.
- > You can display these, or use them to tell stories, or stick them on a story tent, see **story tent**, section 6.



**Who takes you to
nursery?**

**Who makes you
breakfast?**

**Who reads you a
story?**

**Who do you
cuddle when you
are sad?**



activity 2: what's in my home?

learning objectives

- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- By creating a house, to encourage the children to think about their homes and what is in them and the similarities between their own homes and those of others.

what you need

pictures of different types of home, eg boat, yurt/tent, shelter, caravan, flat, bungalow, terraced house, detached house, house with a 'green' roof; a selection of magazines/pictures of houses/junk modelling materials

Images for you to use are on the CD provided with this handbook.

what you do

- 📖 Start with a story such as *Sameer's House*, *Where's Jamela?*, *Monday Morning*, *The World Came to My Place Today* or *Homes* – from the *Four Corners* series.
- Talk with the children about what their homes are like. Show and discuss images of different types of home.
- Try and get a huge box such as one a fridge-freezer came in, and create and decorate one big house collaboratively. If this is impossible, children can create individual houses out of shoe boxes, or just draw their homes.
- Ask the children what things they have in their homes and what their favourite things are. Use images from magazines to represent household items – kettles, beds, toys etc.
- Use the pictures of different types of home, and talk about the different things that might be in them.
- ❓ What do you really need?
- ❓ What would you take if you had to leave?
- Go back to the model house or images of the children's homes, and stick the possessions in or around them.
- You could explore where different items have come from.
- To take this activity further you could make links with the Ndebele house painting in **south africa**, section 8, and decorate your house Ndebele style.



Does your house have a garden?

My friend's house moves!



activity 3: carrying baby

learning objectives

- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to focus on the similarities between people.
- To enable children to respect diversity in families.
- To help children develop an understanding of their own and each other's rights and responsibilities.
- To develop children's awareness of the wider world.

aim

- By exploring different ways of carrying babies, to show that babies have similar needs wherever they are born.

what you need

dolls (preferably a variety of styles); pieces of cloth (from various places); a baby sling; pictures of babies in different settings being carried by different people, eg other children, women working, men, grandparents, childminders

what you do

- 📖 Start with a story such as *A Ride on Mother's Back*, *And Tango Makes Three* or *Carrying* from *Small World* Series.
- > Ask if anyone has a small baby in their house.
- > Babies need people to look after them and do things for them – like carry them around.
- Q Who carries babies?
- > Give out or show the pictures of different babies being carried.
- > Ask the children to choose a baby and a way of carrying it. Help them hold it, or put it in a sling, or tie it onto their backs.
- > Ask them to do things while carrying the baby – pretend to pick vegetables, cook the dinner, walk to school, or play with friends.



Does anyone know a small baby?

What does the baby do?

Can the baby run around?

Can the baby talk? Eat toast?

Why can't new babies do these things?



activity 4: family jigsaws

learning objectives

- To encourage children to undertake activities co-operatively.
- To enable children to respect diversity in families.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- By using a jigsaw model to explore different types of families and the homes they might live in.

what you need

a set of laminated photographs/pictures cut up into simple jigsaws. Use different family groups, living in different situations, include families that the children may not be familiar with.

The examples on p13-14 and photos of alternative homes are included on the CD for you to print out and use. They can be laminated for durability.

what you do

📖 Start with a story such as *Where's Gran?*, *Jamela's Dress* or *Picnic In The Park*.

- > Mix up the pieces of the jigsaws and give each child one piece.
- > They look at their picture carefully, and observe what they think it is.
- > They then go round looking at each other's pictures, and trying to find ones that match theirs.
- > They should get into their jigsaw groups and talk together and with an adult about their picture.
- Q What kind of a family is it?
- Q Where do you think the family live?
- Q What is similar to your own family?
- Q Who would you like to be in the picture?
- > A simpler alternative is to give each child a piece of a different photo, and place the other pieces around the room. They then go round and collect all the pieces to make their picture, and discuss each in turn. They could then stick the image together onto card, to take home or display.







Source: *Families*, Ann Morris, Harper Collins www.harpercollinschildrens.com



Source: www.disabledparentsnetwork.org.uk



activity 5: paint around our bodies

learning objectives

- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To explore identity by co-operatively creating a lifesize image of each child.

what you need

a large roll of paper (old wallpaper is good); pens; pencils; paints or cloth or scrap paper; glue; long mirror if possible

what you do

- 📖 Start with a story – *Where's Gran?*, *Bintou's Braids*, *My Swirling Hijab* or *I Love My Hair*.
- > In pairs, one child lies down on the paper, and the other draws around his/her outline. Name the outline, then swap and the other child is drawn.
- > With a mirror, each child looks at his or herself, and copies detail of their own hair/clothes/face, and replicates them on the image using the cloth or paper or paint you provide.
- > Or still in pairs, the children could look carefully at each other and describe each other, and work in pairs on each image in turn.
- > Display the images, and encourage children to talk about their images. Emphasise the fact that we all have our own identities.
- > You could extend this by asking children to draw/cut out and stick on around the image their favourite things – what they like to eat, drink, watch, read, do, or play with.



further resources

Traveller Education Service

Each local authority education department will have its own Traveller Education Service. Contact your local authority for details. Most provide information, educational resources, and can advise about appropriate resources and books. Some also provide CPD services.

songs & rhymes

- > Throughout the world, people sing lullabies to children to soothe them to sleep. You could teach the children in your group to sing a lullaby to younger ones.

Ho ho watanay (Iroquois lullaby, North America)

Ho ho watanay,	<i>Sleep, sleep little one</i>
Ho ho watanay,	<i>Sleep, sleep little one</i>
Ho ho watanay,	<i>Sleep, sleep little one</i>
Kiokena, kiokena.	<i>Now go to sleep.</i>

- > Invite the children to sway gently to the music, or to pretend they are rocking an infant to sleep.
- ♪ Online audio sample: www.lalabye.com.au (click 'listen', click 'lalabye samples', click 'Watanay'). All the lullabies were written by Ruth Schoenheimer who created the *La La Bye* CD, which includes lullabies from around the World. The CD is available from the website.



Rock-a-bye-baby

Rock-a-bye-baby on the treetop
When the wind blows, the cradle will rock.
When the bough breaks, the cradle will fall
And down will come baby, cradle and all.

- > The author of Rock-a-bye-baby was reportedly a pilgrim who sailed to America on the Mayflower. The Wampanoag Indians, native Americans who befriended the colonists, carried their infants in cradleboards on their backs. When the weather was suitable, they suspended the cradles from tree branches so that passing breezes could rock the babies while their mothers tended the maize and beans. The cradles were decorated with shells, beads and porcupine quills.



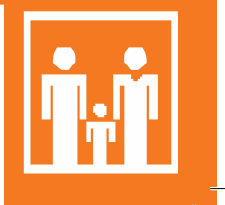
Yao yah yao (Mandarin lullaby, China)

Yao yah yao	<i>Rock-a-bye.</i>
Yao yah yao	<i>Rock-a-bye.</i>
Bao bao huai jung shuay	<i>Sleep, you're safe with me.</i>
Yao ni jang da	<i>Rock you 'til you're big,</i>
Yo liao sheewang	<i>Rock you 'til you're strong,</i>
Bao bao kuai jang da	<i>Baby, grow up soon.</i>
Bao bao kuai jang da	<i>Baby, grow up soon.</i>

- > When teaching *Yao yah yao*, consider speaking the words slowly and quietly with the children to master the pronunciation of the Mandarin words.
- > As with *Ho ho watanay*, invite the children to sway gently to the music, or to pretend they are rocking an infant to sleep.

Source: www.sara-jordan.com

♫ Online audio sample: www.songsforteaching.com/sarajordan/yaoyahyao.htm



2 the global garden

key messages

- We are part of a chain of processes that bring our food from plant to plate.
- Plants and animals have a life cycle.
- People all over the world produce food for themselves and for trade.
- Everything that lives depends on plants.
- We need to take care of the environment.

background information

- ① You may hear the phrase 'global footprint'. This is a measure of the impact our lifestyle has on the earth.
- ① A child's definition of 'global footprint': "A footprint means pressing down and global means world, so 'global footprint' means pressing down on the world and we don't want to press too hard."
- ① The waste hierarchy, with the most important at the top, is:
 - 👉 rethink
 - 👉 refuse
 - 👉 reuse
 - 👉 repair
 - 👉 reduce
 - 👉 refill
 - 👉 recharge
 - 👉 recycle.

dos & don'ts

- ✓ Do think about how you use materials – follow the waste hierarchy – most important at the top!
- ✓ Do set a good example to encourage children to take responsibility for the global environment through what they do or see in their immediate environment: turn off taps, compost as much as possible, install a water butt, turn off lights, use both sides of paper, buy in bulk.
- ✗ Don't refer to 'jungles'. Use 'forest', or 'wood', or 'rainforest' as appropriate. 'Jungle' conjures up images of wild, scary areas, inhabited by 'primitive' people and animals. It often carries negative connotations, and is used inappropriately, so do use correct terminology wherever possible.



activity 1: green fingers

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To develop children's awareness of the wider world.

aim

- To understand the lifecycles of plants.

what you need

junk items, like old yogurt pots, as containers (make a drainage hole to stop plants drowning); peat-free seed compost; seeds (preferably something the children can identify as food, eg sunflowers, French beans, tomatoes)

what you do

- 📖 Start with a story such as *One Child, One Seed, Lily's Garden of India, Tilda's Seeds*.
- Check the instructions on the packet for timing. Plant the seeds in pots and nurture them.
- Plant on into larger containers or the garden as necessary.
- For something simpler, grow mustard, cress or alfalfa seeds on moist blotting paper on a plate or large clear jar. Put the plate or jar on a sunny window sill and keep moist.
- For something more challenging, save seeds from avocados and the tops from fresh pineapples you have eaten.
- You could also plant seed potatoes in a sack with the edges rolled down, in some soil or compost. As the plant grows, roll up the sack and add more compost to 'mound up' the potato plant. Harvesting the potatoes is like unearthing treasure! And did you know that potatoes originally came from Peru?

taking it further...

- 👉 If you make salsa, (see **food**, section 3), cut across the tomato and see the pattern inside.
- 👉 Let the children remove the pips and explain that these are the seeds which make new plants.
- 👉 Dry the seeds and plant them. Nurture the plant, and observe the different stages of growth (it will need staking) until you can make salsa again!



activity 2: cycle of life

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to focus on the similarities between people.

aim

- To understand lifecycles.

what you need

picture of the cycle of trees – here is one you can use, showing a cherry stone, a seedling, a young tree, and a tree bearing fruit, you can find more in catalogues, magazines and books



what you do

📖 Start with the story *The Cherry Tree*.

- Cut the picture into four separate images and ask the children to arrange the pictures in to the correct cycle.
- Ask the children what they think is happening to the tree and why.



activity 3: living in a tree

learning objectives

- To help children understand that people's behaviour has an impact on the environment.
- To equip children with the understanding and belief that they can make a difference.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.

aims

- To observe creatures that we share our environment with.
- To develop an understanding that plants, animals and people live together and depend on each other.

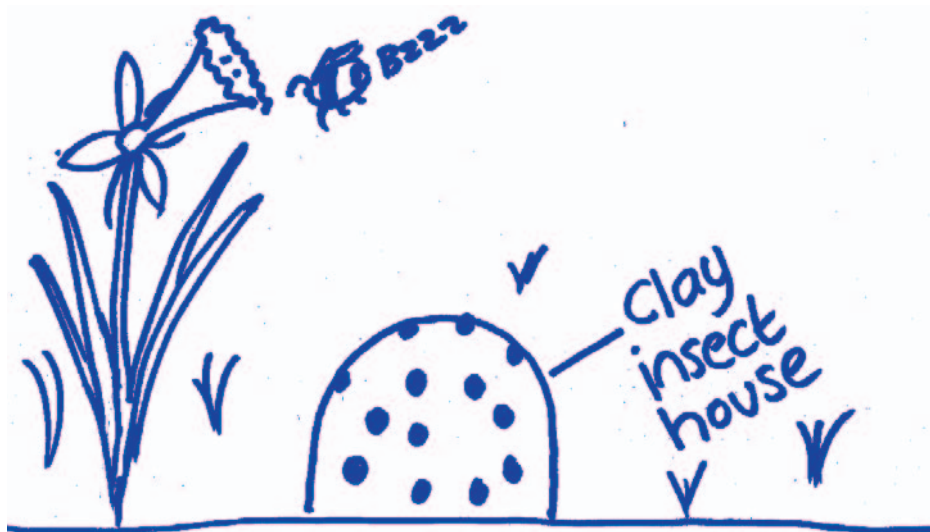
what you need

a garden, park, allotment or other outdoor space; materials to create charts; clay for insect nests.

what you do

📖 Start with the story *This Is The Tree*. Be aware that the only image it includes of people reflects an ancient lifestyle. The overwhelming majority of people in Africa don't live like this. Remember to explain this to the children and draw on the useful information at the back.

- Visit an outdoor space and help the children to observe the creatures.
- Count different types of creature – birds, insects and animals, for example.
- Talk about what each of the creatures does. You can see what the children know: you don't have to be an expert yourself.
- See which creatures are in which area. Are any insects attracted to a particular plant, for example?
- Create a chart of the different types of creature, using drawings, or images cut from magazines. Which was the most common? Which was the most rare?
- Talk about what creatures need in their environment – food, water and shelter.
- Try and encourage different creatures to come to your setting. You could put up bird nesting boxes, or make insect nests. To make an insect nest, take a lump of clay and make holes or tunnels in it using pencils or fingers – great feely fun for the children, and a great new home for various insects. Place the houses in suitable places outside. Check to see if anyone is home, but do not disturb.



activity 4: made from plants

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To enable children to become aware of where food comes from and how it reaches them.
- To enable children to learn about trade between countries.
- To help children understand the connections between their own lives and the lives of others.
- To develop children's awareness of the wider world.

aims

- To understand that many of the things we use are made from plants.

what you need

cards with images of things made from plants, eg a pair of jeans, paper bag, bread, lloo roll, wooden spoon, chocolate; cards with images of things not made from plants, eg light bulb, mobile phone, carrier bag, lego brick, glass bottle; draw a picture of a leaf on the back of the first set of cards, and a picture of a leaf with a cross through on the back of the second set or download from the cd.



what you do

Start with the story *The World Came To My Place Today*.

- > Use the cards to sort into sets of things made from plants, and things not made from plants.
- > Choose pairs of things – one from plants and one not – and talk about them.
- > Hide them around the room or outside. Ask the children to hunt for them and find out, by turning them over, if they are plant-based or not.
- > Ask the children to find other objects, or pictures of objects. Discuss and decide whether they are made from plants or not.



activity 5: composting

learning objectives

- To help children understand that people's behaviour has an impact on the environment.
- To equip children with the understanding and belief that they can make a difference.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.

aim

- To demonstrate recycling through turning waste into useful compost.

This activity may look a little complicated, but during the trial phase of this handbook, both nurseries and childminders had a go at composting, and found that, once they got going, it was fun, feasible and rewarding.

what you need

an accessible compost bin; waste

background information

- ① On average each person in the UK throws away seven times their own weight of waste a year.
- ① The UK produces annually more than 434 million tonnes of waste, rising by 3% a year.
- ① Only 17% of waste is recycled. Some is burnt (giving off carbon dioxide and toxic chemicals), but most is buried in landfill sites. These produce pollution which can affect our health.
- ① It is becoming more expensive to manage household waste and many parts of the country are running out of space for landfill.
- ① We can cut our rubbish by reducing packaging, reusing bottles and other containers, and recycling.
- ① A lot of our household waste can be composted and used to grow food.
- ① The bacteria and insects which break down organic waste need air, warmth (composting will slow down in winter), some water (the bin may need a roof to stop it getting too wet), and a good mix of 'greens' (which rot quickly) and 'browns' (which need longer to break down and give the compost a lovely crumbly texture).

greens

fruit & veg scraps
tea bags & coffee grounds
old flowers & bedding plants
old straw & hay
strawy manure
wood ash
rabbit, hamster bedding
paper towels, tissues & bags
weeds

browns

autumn leaves (preferably shredded)
hedge clippings & woody prunings
sawdust & wood shavings
shredded newspaper
shredded cardboard & egg boxes
plant stems
animal fur, hair, toe & finger nails
egg shells

never

cat & dog litter
disposable nappies
glossy magazines
plastic
glass
metal
meat, fish
cooked food

- ① Super ingredients – young sappy weeds, grass cuttings, pigeon & chicken manure, comfrey leaves, nettles and urine – heat up the heap and accelerate the composting.

what you do

- > Discuss with the children all the things their families throws away.
- Q Where does all this rubbish go? Who takes it?
- > Explain what happens to rubbish and the problems it causes.
- Q What can we do to reduce our waste?

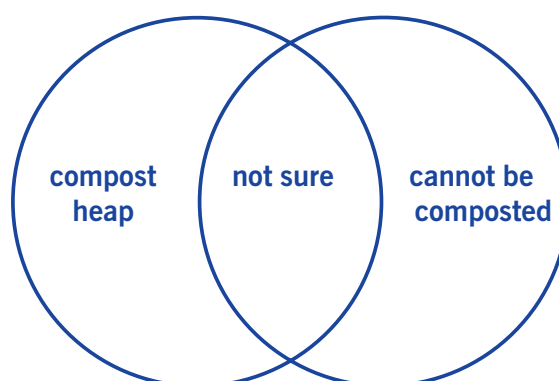


- > Talk about what things can go in a compost heap.
- > Every time you are preparing food with the children, sort the waste into what can be composted, and what can't. Put the compostable waste into a bin and if possible transfer to a compost heap, taking care to create a good mix by adding 'browns'.
- > If the heap is well established, show the children what the end product is like, and include it in planting activities.

alternatively...

If you cannot find space for a real compost heap, you can introduce the principles.

- > Prepare a set of pictures or actual items – some that can be composted and some that can't. Use the list of 'greens', 'browns' and 'never' in the compost information.
- > Create a Venn diagram like the one shown, to make one on the floor use chalk or hoops. Ask the children to sort the items. Discuss any they are not sure about.



- > You can broaden this activity to a wider discussion on what we do with all our waste. Provide a selection of waste, and sort it into what can be reused (and suggest uses), what can be recycled, what can be composted, etc. For some items there may be more than one option. Use the waste hierarchy in the introduction. You'll be surprised by how little actually has to be thrown away!



activity 6: choosing the future

learning objectives

- To help children understand that people's behaviour has an impact on the environment.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To foster an understanding of and commitment to democracy.
- To encourage children to express their own opinions and value the opinions of others.

aim

- To introduce the idea that today's choices have an impact tomorrow.

what you need

things to vote with (a bean or bead for each child) and something to put them in

what you do

📖 Start with the story *Window*.

- Look at the book, and discuss what happens in the story.
- ❓ What happens? Why?
- ❓ Ask the children for reasons for the family to move to a new home in the country, and for reasons why it would be better not to move.
- Ask the children to decide, without telling anyone, whether they think the family should have moved to a new house in the country.
- Explain the procedure for the vote. Depending on the age of the children they could put a tick or a cross on a piece of paper, and put it in a ballot box made from an old box.
- Alternatively, give each child a bean or a bead. Provide two pots, one for yes (should have moved) and one for no (should have stayed). Either mark these with a tick and a cross, or copy images from the book to indicate which is which. Each child takes it in turn to place their bean in one of the two pots.
- When all the votes are cast, empty the ballot box or pots, and count the votes, explaining that this is a way of making decisions when there are lots of people with different opinions.

further resources

- 👉 Thrive is the national charity whose aim is to enable positive change in the lives of disabled and disadvantaged people through the use of gardening and horticulture. Contact your local branch of Thrive through www.thrive.org.uk to arrange a visit.
- 👉 The Humanities Education Centre provides ideas and activities to enable children to take steps towards a sustainable future. www.globalfootprints.org

songs

some houses! some houses!

Some houses are made of wood; bang on them and they sound good!

I live in a big *kalimba*; bang on them like a big *marimba*!

They come from trees, which came from seeds, which grow
out of **the ground**!

Which lives in a house that's spinning 'round and 'round

If you get dizzy, get out into the sun

And bang on the door of the house where your house comes from!

- A *kalimba* is a thumb piano from West Africa, and a *marimba* is a sort of mallet.

Source: www.songsforteaching.com/billyjonas/s/somehouses.mp3



3 food for thought

Key messages

- We all need food.
- We all like and dislike different things.
- The food we eat is produced by many people from many places.
- Fair trade is a fairer way of producing and buying food produced in the Majority World. We should learn to recognise the Fairtrade Mark.
- There are ways of producing and buying food that are better for the future of the planet and its people, such as buying local or organic food where possible.
- There is enough food in the world for everyone if it is equally shared.

background information

- ① Make sure you know about the number and range of fair trade products available. There is more information at www.fairtrade.org.uk
- ① You may have heard of the term 'food miles'. This refers to the distance your food has travelled to reach you and draws attention to the fuel and carbon emissions involved in its transport. Ironically, it is not always easy to tell just by looking at it where something comes from: sometimes food may come from just down the road, but travel to another country before getting to the supermarket!
- ① It is estimated that the ingredients for a traditional British Christmas dinner travel 24,000 miles before they arrive on our tables (*The Guardian*)!

dos & don'ts

- ✓ Do buy or grow organic or GM-free food where possible.
- ✓ Do choose local, seasonal food over food that has travelled round the world to get to the shelf, particularly by air.
- ✓ Do buy Fairtrade marked food and drink. Support the Majority World farmers who grow and produce what we can't grow here – tea, coffee, some fruit, cocoa for chocolate. Use fair trade products whenever possible at break times and for cooking.
- ✓ Do try and find alternatives to supermarkets for your shopping – farmers' markets, small independent shops, food co-operatives.
- ✓ Do look at labels to see what you're eating and where it has come from.
- ✗ Don't assume that there are always clear answers about what is 'best' to buy or eat – being a globally-minded consumer is about making choices based on a number of factors that take into account the environment and the people in it.
- ✗ Don't use food in art activities unless it is out of date, as this provides an example of waste or misuse – if you are using out of date pasta, for example, explain why you are using it.
- ✗ Don't, when talking about access to food globally, dwell unduly on hunger and poverty and raising money. Remember, not everyone in Africa is starving, and there are plenty of malnourished people in Britain, 3.8 million children in the UK live in poverty; see page 3.

“In the morning we drink coffee provided for us by a South American, or tea by a Chinese, or cocoa by a West African. Before we leave for our jobs we're already indebted to more than half the world.”

Martin Luther King



activity 1: food tasting/smelling/drawing

learning objectives

- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

aim

- To explore food from around the world. Here we are using fruits, but you could use, for example, vegetables or different kinds of bread. This activity would also fit into **senses**, section 4.

what you need

a set of fruits – try sultanas, dried mango, tomatoes, papaya, banana, pineapple; bowls; paper towels for wiping sticky hands; art material if you want to draw them

what you do

Make sure you know where the fruits come from and what they are used for.

- **Smelling** Prepare a selection of foods in small dishes. Blindfold children or ask them to close their eyes. Pass round each of the bowls in turn and ask for guesses. Find words to describe the different smells. Discuss where each food comes from, what it is used for.
- **Tasting** Pass the bowls round again and try to encourage each child to taste a small piece of each fruit.
- Q Why are some of the fruits harder than others?
- **Looking and feeling** Pass round different fruits, eg pineapple before they are cut up.
- Q What they are? Who eats them at home? Who likes them?

taking it further...

- 👉 Ask the children to draw and weigh the fruit. Ask them to choose their favourite and create a chart showing the most popular fruits.
- 👉 Take the children to a local market or shops to buy a range of fruit and vegetables of diverse origins. Include as many vegetables you don't recognise as possible. Remember to get the market trader to tell you what each one is, where it comes from, and what it is used for. You could also ask the children to bring things from home.
- 📖 Read the books *I Eat Fruit*, *I Eat Vegetables*.



activity 2: fruit basket

learning objectives

- To enable children to become aware of where food comes from and how it reaches them.
- To develop children's awareness of the wider world.

aim

- To discuss and learn about different fruits and where they come from. This activity could be incorporated into the previous one.

what you need

a fruit basket drawn on an A4 page for each child; pictures of fruits for each child – drawn or from magazines; pens, crayons, paints; children's scissors; glue; old magazines; world map/globe for identifying where fruits come from

what you do

- > Ask the children to try to identify the different fruits in the pictures, and discuss where they might grow. Use the map to identify where they come from.
- Q Which fruits grow in Britain? Each fruit may grow in more than one place and at different times of the year.
- > Ask the children to choose the fruits that they like, and to colour and/or cut them out, and stick them in their fruitbowl to take home.

taking it further...

- ☞ If doing this as an extension of the previous activity, you could take digital photos of the fruits the children tasted and felt. Use these in your baskets, and put a note on the picture to take home along the lines of... 'These are fruits from around the world that enjoyed'.



activity 3: fruit salad game

learning objectives

- To enable children to become aware of where food comes from and how it reaches them.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To increase children's awareness of where fruits are grown.

what you need

a circle of chairs

what you do

- > Seat children in a circle of chairs.
- > Ask three or four volunteers to choose a fruit, eg mango, apple and banana.
- > Go round the circle, assigning one of the three fruits to each child. 'Mango, apple, banana, mango, apple, banana, mango...' until each is a fruit. For young children you can decide on the fruit beforehand and give each a sticker with that fruit drawn on so they remember – they can stick it on their knee for easy reference.
- > Ask where the children think the different fruits might come from: mangoes from India, for example, or apples from Britain, or bananas from countries in the Caribbean.
- > Pick one person to stand in the middle. They choose one of the three fruits and shout it out. If they shout 'mango', all the children who are mangoes have to get up and swap places with another mango.
- > Meanwhile the person in the middle has to try and sit down on one of the vacated seats before another mango gets there. Someone should be left in the middle, either the same person or a slow mango. It is their turn to choose a fruit and they do it all again.
- > The person in the middle is also allowed to shout 'fruit salad' at which point everyone gets up and swaps.



activity 4: where did your breakfast grow?

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To enable children to become aware of where food comes from and how it reaches them.
- To enable children to learn about trade between countries.
- To help children understand that people's behaviour has an impact on the environment.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.

aims

- To explore our reliance on other people and places for our food.
- To make a display which shows where the food we eat for breakfast comes from.

what you need

a large world map; string; drawing pins; paper plates; magazines with pictures of different foods in; lots of packaging

what you do

- 📖 Start with a story: *Honey Baskets*, *Global Garden* or *The World Came To My Place Today*.
- Ask the children what they had for breakfast. Try and draw out a variety of things that people might have.
- Give each child a plate and ask them to draw their breakfast on it or cut out suitable pictures and stick them on the plate.
- Put the plates around the world map. Use string to link some of the items to where they come from.
- Discuss who grows our food and how far it has to travel.
- ❓ How is it transported? By ship, plane, lorry, car, bicycle?
- ❓ How many food miles did it travel?



activity 5: it's not fair

learning objectives

- To enable children to become aware of inequalities and injustices in the current world trading system.
- To help children understand the connections between their own lives and the lives of others.
- To enable children to develop skills of conflict resolution.
- To develop children's awareness of the wider world.

aim

- To begin exploring fair and unfair trade.

what you need

a large bag of fair trade raisins

what you do

- > Decide on an arbitrary way of dividing the children into two groups, eg those with birthdays in each half of the year or give each child a sticker with one of two symbols on it. It must not be anything to do with physical features, or ability, and needs to be something they have no control over.
- > Give each child in one group a single raisin, and those in the other group a handful of raisins. See what happens, and be ready to talk about how it feels, whether it felt fair, and what could be done to make it fairer.
The children with more can choose to share what they have with those who have less. It's important they realise that the unequal distribution is not based on what they need or deserve – that's just the way it is... unless they can persuade the teacher (the World Trade Organisation) to change the rules (of world trade) to make it fairer.
- > This is a very simple representation of fair trade and leads into activity 6.



activity 6: on your marks...

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To enable children to learn about trade between countries.
- To enable children to become aware of inequalities and injustices in the current world trading system.
- To help children understand the connections between their own lives and the lives of others.
- To equip children with the understanding and belief that they can make a difference.

aim

- To be able to recognise the Fairtrade Mark, and understand that by buying fair trade products the people that produce the goods get a fairer price.

what you need

a wide range of packaging of various food and other products, with and without the Fairtrade Mark on them (the Co-op stocks a large range of Fairtrade products); a large copy of the Fairtrade Mark and copies of the blank Fairtrade Mark for colouring (both downloadable from the Fairtrade Foundation website www.fairtrade.org.uk); Fairtrade Mark stickers if available; Fairtrade fruit to share; enough shopping bags for one between two children



what you do

- > In advance, place the empty packets around the room.
- > Ask the children what 'fair' means. Suggest examples and ask them to decide whether each is fair or unfair. Show the children the Fairtrade Mark and explain it means that the people who grow or make the product carrying it get a fair price for their hard work. This means they can afford better food, housing, medicine and education.
- > Ask the children what they think the Fairtrade Mark actually shows – the outer circle represents the world, the small black circle is a person's head, with the curved black line their arm raised in greeting. The Mark symbolises producers and consumers greeting each other across the world. The children could practise holding up an arm in greeting to each other across the room and shouting 'Fair Trade!'
- > Ask the children to colour their own copy of the blank Fairtrade Mark.
- > Send the children off in pairs with a shopping bag. They have to find and collect as many packets with the Fairtrade Mark as possible, avoiding those without the Mark.
- > When all have been collected, the children gather, describe and discuss what they have collected.
- > Give everyone a Fairtrade Mark sticker, or share some Fairtrade fruit.

taking it further...

- ☞ Children could set up a fair trade café or local shop in the home corner.
- ☞ When shopping with the children, look out for products with the Fairtrade Mark.



further resources

- ✎ For wider information on trade issues contact the Trade Justice Movement, www.tjm.org.uk.
- ✎ The Fairtrade Foundation has a Fairtrade Town accreditation scheme and is about to launch a Fairtrade Schools scheme which your school could get involved in. www.fairtrade.org.uk
- ✎ The Co-op has launched a pack aimed at primary schools, *Make Your School Fairtrade Friendly*. Download from www.co-operative.coop/food/fairtrade/getinvolved/makeyourschoolfairtradefriendly

links with the family/community

- ✎ You could go much further with this theme. Produce a leaflet/letter for the parents and carers explaining what you are doing, and asking them to collect packaging with the Fairtrade Mark, or to ensure they look out for it in the shops. The Fairtrade Foundation will have information you can use for this, and a list of resources.
- ✎ Most towns have a fair trade network, perhaps contact your local Council to find out if someone might come and talk to parents and children.
- ✎ Visit shops catering for various sectors of the local community.
- ✎ Invite families to come in to prepare and share different foods.

songs & rhymes

Paw-paw patch

Where, oh where is our friend Finley?
Where, oh where is our friend Finley?
Where, oh where is our friend Finley?
Way down yonder in the paw-paw patch.

Come on, boys & girls, let's go find him,
Come on, boys & girls, let's go find him,
Come on, boys & girls, let's go find him,
Way down yonder in the paw-paw patch.

Pickin' up paw-paws, puttin' 'em in a basket,
Pickin' up paw-paws, puttin' 'em in a basket,
Pickin' up paw-paws, puttin' 'em in a basket,
Way down yonder in the paw-paw patch.

- Sing to the tune of Bobby Shaftoe. Change Finley to the name of a child in a story or one of the children in your group.

Source: www.americanmelody.com

🎵 Online audio sample: www.songsforteaching.com/folk/pawpawpatch.htm

Seeds

A little seed for me to sow
A little earth to make it grow
A little hole, a little pat,
A little wish, and that is that,
A little sun, a little shower.
A little while -
And then, a flower!

This rhyme will also enhance a variety of activities found in **garden**, section 2.

- Speak this rhyme rhythmically and consider performing simple actions to incorporate movement into the activity.





- Encourage the children to name fruits, vegetables and plants that grow in gardens around the world. The children could take turns omitting the last word of the poem and replacing it with their favourite crop.

Source: www.canteach.ca/elementary/songspoems22.html

La bella hortelana (traditional song, Mexico)

Cuando siembra la bella hortelana,
Cuando siembra, siembra así.
Sí, siembra poco a poco,
Luego pone las manos así,
Siembra así, luego pone las manos así.

*When the farmer sows her seeds,
when she sows, she sows like this.
Yes, she sows little by little,
and then she places her hands like this.
She sows like this, and then she places her hands
like this*

Cuando riega...
Cuando corta...
Cuando muele...
Cuando tortea...
Cuando come...

*Verse 2: When the farmer waters her garden...
Verse 3: When the farmer harvests her crop...
Verse 4: When the farmer grinds the corn...
Verse 5: When the farmer makes tortillas...
Verse 6: When the farmer eats the tortillas...*

- This song can also be used with the activities in **garden**, section 2, and **mexico**, section 11.
- Perform the song in its original language; use the translation as a guide to choose actions that reflect the farmer's work in each verse.

Source: Bonnie Lockhart *Dreams, Drums & Green Thumbs* Audio CD 2002,
www.bonnielockhart.com

♫ Online audio sample: www.songsforteaching.com/bonnielockhart/labellahortelana.htm



4 making sense

key messages

- We all experience the world through our senses.
- We do not all have the same range of senses.
- We are all good at some things and not so good at others.
- We all have the right to be respected despite our different abilities and contributions.
- Respecting others and our world starts with respecting ourselves and our identity.

dos & don'ts

- ✓ Do focus on what we can do, rather than what we cannot, particularly when talking about disability.
- ✓ Do introduce aids for disability into your home corner – make sure there are glasses, crutches, walking sticks, a wheelchair.
- ✓ Do emphasise co-operation – doing things together using our different strengths.
- ✗ Don't, when talking about disability, focus on pity – focus on action instead.



activity 1: musical mix – sound

learning objectives

- To develop children's awareness of the wider world.

aims

- To encourage listening carefully.
- To introduce music that might be unfamiliar.
- To identify instruments by their sound.
- To learn about musical instruments from around the world.

This is a variation on the **Fruit salad game**, p30.

With these activities, talk beforehand about the importance of listening carefully.

what you need

chairs or cushions and space to move around; musical instruments from around the world



what you do

- > Seat children on chairs or on cushions on the floor.
- > Identify each child as a musical instrument, eg drum, panpipe, bell or thumb-piano. Have more than one child as each instrument. If necessary, give each child a picture with their instrument on. You could copy the drawings or photos in **music & games**, section 5.
- > When you shout out 'drum' all drum children run around the chairs until you shout 'stop!'. They then sit down.
- > Do the same with the other instruments.
- > Now shout 'orchestra', and all children run around chairs at the same time.

Here is a variation that involves more careful listening.

- > Instead of saying the name of the instrument, play it out of sight of the children.
- > When you stop playing it, the children stop and sit down.
- > You can play more than one instrument together.
- > You can play them all together instead of shouting 'orchestra'.

This game can easily be adapted for a group of children which includes those with hearing and sight impairments.

- > For those who cannot hear, holding up the instruments while playing them will enable them to join in.
- > If children with impaired sight are participating, avoid running round the chairs. The children can stand up and dance on the spot when they hear their instrument.



activity 2: on your head – balance

learning objectives

- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- To understand that we all carry things. This is something people around the world all have in common.



what you need

a selection of objects of various shapes and sizes, made from different materials, including some baskets or boxes

what you do

📖 Start with the story *Handa's Surprise*. Other good stories to use in this activity are *Carrying* and *A Ride On Mother's Back*.

- Ask the children to choose an object and try to carry it.
- If they find it difficult, they can ask a friend to help them.
- Ask them to try carrying their object on their head.
- ❓ Can we carry different shapes on our heads?
- ❓ Is a flat-bottomed object better than a round-bottomed one to carry on our head? Why is it better or not better?
- ❓ Is it easier if you use a small cushion to balance the object on your head? Why is that?
- ❓ Why do people carry things on their heads?
- ❓ Using different material you could try carrying babies in different ways, wrapped round the body like a sling for example.
- ❓ What else do we carry?

taking it further...

👉 Make masks or use puppets to act out *Handa's Surprise*.



activity 3: things we see – sight

learning objectives

- To encourage children to focus on similarities.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

aim

- To raise children's awareness of similarities between objects from around the world.

what you need

a selection of simple objects from around the world, eg chopsticks, pencils, coins, fruit, bells, small toys

This activity aims to develop language through identifying the objects. Start collecting items you may want to use in advance.

what you do

📖 Start with the story *Grandpa's Garden*.

- > Lay the objects on a tray and ask the children in turn to choose two that share similar properties, eg colour, shape, material, two things that float.
- > Ask them to explain their choices. It may be two that are made of wood, or two that are toys, or two that are heavy.
- > To develop this activity ask two children to group everything that shares a property and then ask the others to guess what the things have in common.

Q Which are lighter/heavier?

Q Which are the same colour?

Q Which have the same texture? Which feel the same?

Q Which are wooden/metal/plastic... ?



activity 4: what's in the box? – touch



learning objectives

- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

aim

- To try and identify objects without seeing them.
- To learn about using senses other than sight.

what you need

some boxes with hand-sized holes in them; various objects from around the world to put in the boxes – instruments, toys, fruit, coins, hats

what you do

📖 Start with the story *In The Dark*.

➤ Encourage the children to put their hand inside the boxes and feel the object inside.

Q Can they find the object?

Q What does it feel like?

Q What do they think it is?

Q When there are two objects, which is the bigger/ smaller? Which is the harder/ softer?

➤ If the child has difficulty, allow them to see the object first. If they are still unable to carry out the task, reverse roles and let them instruct an adult or another child.



activity 5: smell it, taste it! – smell & taste

learning objectives

- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

aim

- To encourage children to smell and taste a variety of foods from around the world, and to talk about them and about their preferences.

what you need

a selection of products from around the world to smell and taste, use original containers if you can, – myrrh, frankincense, cumin, fenugreek, lavender, soap, parsley, coriander, mint

what you do

📖 Start with a story: *Mama Panya's Pancakes* or *Lima's Red Hot Chili*.

➤ Ask the children to smell each bowl.

❓ Do any of the smells make you wrinkle your nose? Why does it do that?

❓ Do any of the smells remind you of anything?

➤ After smelling some of the spices, go on to a cookery session.

➤ Make Kenyan spiced pancakes like Mama Panya and her little boy in the story. '*Jambo*' means 'Hello' in Kiswahili, one of the Kenyan languages.

activity 6: welcome everyone

learning objectives

- To help children understand the connections between their own lives and the lives of others.
- To equip children with the understanding and belief that they can make a difference.
- To develop an understanding that people may be treated less fairly because of their race, gender, disability, sexuality and class.
- To help children develop an understanding of their own and each other's rights and responsibilities.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To think about how we meet the needs of everyone coming to our nursery/ school/ home.

what you do

📖 Start with a story involving someone, preferably a child, who is disabled. Suitable stories are *Don't Call Me Special*, *Why Are You Afraid To Hold My Hand?* or *Boots For A Bridesmaid*.

➤ Talk about the people in the story, and their different needs and abilities.

➤ Discuss what you would need to do if the person from the story came to your nursery to make their visit possible, comfortable and happy.

➤ If this involves changing the environment in any way, do so to show that it is possible. Discuss whether some of these changes could be made permanent.

➤ Point out that everybody should feel welcome, able to fit in and participate.



activity 7: world wide web

learning objectives

- To help children understand the connections between their own lives and the lives of others.
- To help children understand that people's behaviour has an impact on the environment.
- To equip children with the understanding and belief that they can make a difference.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.

aim

- To learn to co-operate with each other.
- To think about how we are all linked.

what you need

a balloon or a padded or inflatable globe; soft balls; bubbles

what you do

- > Play keeping the balloon in the air, or flapping it with folded newspaper to get it to the other side of the room.
- > Blow bubbles for each other to burst with fingers or hands.
- > Sit in a circle and roll a ball to each other, saying the name of the person you are rolling it to.
- > Standing or sitting in a circle, throw or roll a ball of wool, saying the name as you do so. The person it is thrown to holds on to the wool and throw the rest of the ball to someone else. This creates a web, with all the children linked together.
- > Put a balloon or inflatable or padded globe in the middle of the web. Experiment with how to keep it safe. What happens if people pull too hard, or drop their string, or lose interest?
- Q What happens when one child lets go? The web depends on everyone holding on together. One person letting go makes a hole, and it only take a few people letting go before there is a big hole, and the balloon falls through.
- > Extend the discussion to the real world, to rights and responsibilities and interdependence. Who is responsible for looking after the world? What will happen if we don't?



songs & rhymes

Una boquita (nursery rhyme, Mexico)

Una boquita para comer,
Mi naricita es para oler.
Mis dos ojitos son para ver.
Mis dos oídos son para oír,
Y mi cabecita? Para dormir.

*A little mouth to eat with,
My little nose to smell with.
My two little eyes to see with.
My two little ears to hear with,
And my little head? To sleep.*

Source: www.kcls.org

Tête, épaules, genoux, orteils (traditional rhyme, France)

Tête, épaules, genoux, orteils,
Genoux, orteils, genoux, orteils,
Tête, épaules, genoux, orteils,
Yeux, nez, bouche, oreilles.

*Head, shoulders, knees, toes,
Knees, toes, knees, toes,
Head, shoulders, knees, toes,
Eyes, nose, mouth, ears.*

- Speak or sing the rhyme in a standing position.
- For a more challenging version, perform the rhyme more quickly with each repetition. The children will have great fun increasing the tempo each time, until the group dissolves in laughter when it can no longer keep up!

Source: www.csdecso.on.ca/PetiteEnfance/chansons/tete-epaules-genoux.htm

Two little eyes (traditional rhyme, UK)

Two little eyes to look around,
Two little ears to hear each sound,
One little nose to smell what's sweet,
One little mouth that like(s) to eat.

- This rhyme is but one example of the many chants that can be used to heighten a child's sense of body awareness.
- Encourage the children to perform actions, such as pointing or touching eyes and ears, as the rhyme is recited.

Source: www.landofnurseryrhymes.co.uk



5 playtime: music & games from around the world

Key messages

- Every child has a right to play.
- There are similarities between how children play all over the world.
- Children play with what is available locally. Different children have access to different things.

background information

- ① Under Article 31 of the United Nations Convention on the Rights of the Child, (see www.unicef.org/crc) signatories should:
- 1 Recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
 - 2 Respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity. Somalia and the USA are the only countries in the world which have not signed the convention.

dos and don'ts

- ✓ Do encourage children to see similarities between music in Britain and music from other places.
- ✓ Do use a variety of contemporary and traditional music from around the world.
- ✓ Do acknowledge the global heritage of musical styles and rhythms, and their origins – find them on a world map.
- ✓ Do talk about the games you play, and similarities with games from around the world.
- ✗ Don't focus solely on one tradition or style as representative of a whole country, or worse, a continent; for example a common generalisation is 'African' drumming.
- ✗ Don't generalise about a whole continent: each country has its own unique traditions and contemporary music.



activity 1: catching dreams

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- To understand how we all share lullabies, sleeping and dreaming through making a dream catcher.

what you need

paper plates; sellotape; coloured wool; feathers; ribbons of crepe paper; a selection of found or scrap materials

background information

- ① Dream catchers are a native American tradition – a web of thread and feathers that you can hang at your window or by your bed to let the good dreams through, catching all the bad ones, while you sleep.

what you do

- 📖 Start with the story *While I was Sleeping*.
- Choose some of the lullabies in the **family**, section 1, and discuss whether the children like having a song sung to them when they are in bed. Try the native American lullaby *Ho Ho Watanay*.
- Babies all over the world are sung to and rocked to sleep. Give each child a cuddly toy or doll to rock to sleep or, if carers are present, get children to pair up with carers, and rock each other as if to sleep. Let them rock their 'babies' while lullabies are played or sung.
- Cut out the middle of the plates, leaving just the rim, and punch several holes around the edges with a hole punch
- Decorate the rim of the dream catcher, with paint (although this will then have to dry), with crayons, or by sticking things on to it.
- Take lengths of different coloured wool, and feed them through the holes, stretching each piece across from one hole to one on the other side of the circle. Tie it off.
- When several threads have been woven across, giving the appearance of a web, add more decorations, eg feathers and ribbons of crepe paper, which should hang down.
- Hang the dream catchers at a window as a display, or give them to the children to take home to put near their beds. Consider sending a note home explaining what dream catchers are.



activity 2: hush now, what's that sound?

learning objectives

- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

aim

- To make children familiar with instruments from around the world and the sounds they make.

what you need

a selection of instruments from around the world with distinct sounds; drawings of the instruments on very large pieces of paper; a sheet to hide behind/story tent to hide in!

what you do

- Show the children the instruments, let them play with them, and talk about where they are from. See the pictures below for some ideas, or collect your own from the sources listed at the end of this section, or ask the children to bring in instruments.
- Once the children have become familiar with the different sounds, and the pictures of the instruments, place the large pieces of card around the room.
- Take all the instruments behind the sheet/somewhere where they can't be seen.
- Tell the children to listen to the instrument being played, decide which it is and move to stand on the relevant piece of paper.



activity 3: sound ideas

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To develop children's awareness of the wider world.

aim

- To make instruments out of junk material, emphasising reusing and recycling, inspired by instruments from around the world.

what you need

a variety of junk for modelling; instruments or pictures of instruments to model yours on

what you do

Hand rattle

- > Collect a round 'cheese triangle' box, a wooden lollipop stick, string, two plastic bottle tops, and bright coloured insulating tape.
- > Strip the paper from the cardboard box and paint it. Allow the paint to dry.
- > Mark a slit at one point on the carton rim to show where the handle slots.
- > Push the stick about three-quarters of an inch through the slot and secure firmly with tape.
- > Make holes in the bottle tops. Adults should do this with skewers or scissors.
- > Feed string through the centre hole in one bottle top and then through the carton on one side, across to the other side and through the second bottle top.
- > Secure each bottle top with a knot on the inside of the top and tape the string firmly to the carton.
- > Place the lid on the carton and secure it with tape all the way round to join the lid and base together.
- > Decorate, and twiddle between hands to shake!

Drums

- > Cover a drinking chocolate or other cylindrical container in white paper or paint.
- > Cut out a circle of coloured paper large enough to cover the end of the container.
- > Cover one end of the cylinder with the paper ensuring it is pulled tight and then secure it with rubber bands or tape.
- > Decorate with designs of your choice.

taking it further...

- ✎ Form a junk orchestra, and perform original compositions! Link this with the **Carnival** activity in *trinidad & tobago*, section 12.
- ✎ Look at a wide range of instruments. Let your children's imagination run wild, and see how many noisy things you can make.



activity 4: what's your favourite?

learning objectives

- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identity of others.

aim

- To familiarise children with songs and games from around the world.

what you need

will depend on the children's choices – most games need only yourselves

what you do

- 📖 Start with the picture book Playtime.
- > Build up a collection of games and songs from the children's own families and communities.
- > Ask parents, carers and grandparents to contribute favourite games.
- > Use any of the games in this section, or in Part II of this handbook.
- > Ask the children to introduce their favourite game, and teach the group how to play it, explaining why they like it.
- > Organise a games event with parents and members of the local community as part of an open evening or school fair.

activity 5: ampe

learning objectives

- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- To focus on similarities through playing a co-operative game from Ghana

what you need

yourselves; some space; music might make it more fun

what you do

- > Two children play at a time.
- > One is called Ohyiwa (OH-yee-wa) and the other is called Opare (OH-pa-re).
- > Everyone claps in time, and counts 'One, two, three!'
- > On 'three' the two children jump up and land on one foot. If they both land on the same foot, Opare gets the point. If they land on different feet Ohyiwa gets the point.
- > First to five wins, and another pair have a go.
- > You can play music to help keep the beat.
- > Ask the children if they know of similar games. 'Paper, scissors, stone' works on similar principles.



activity 6: i have a little dreidel

learning objective

- To develop children's awareness of the wider world.

aim

- To make and play with a *dreidel*, learning that it is traditional at Hanukah.

background information

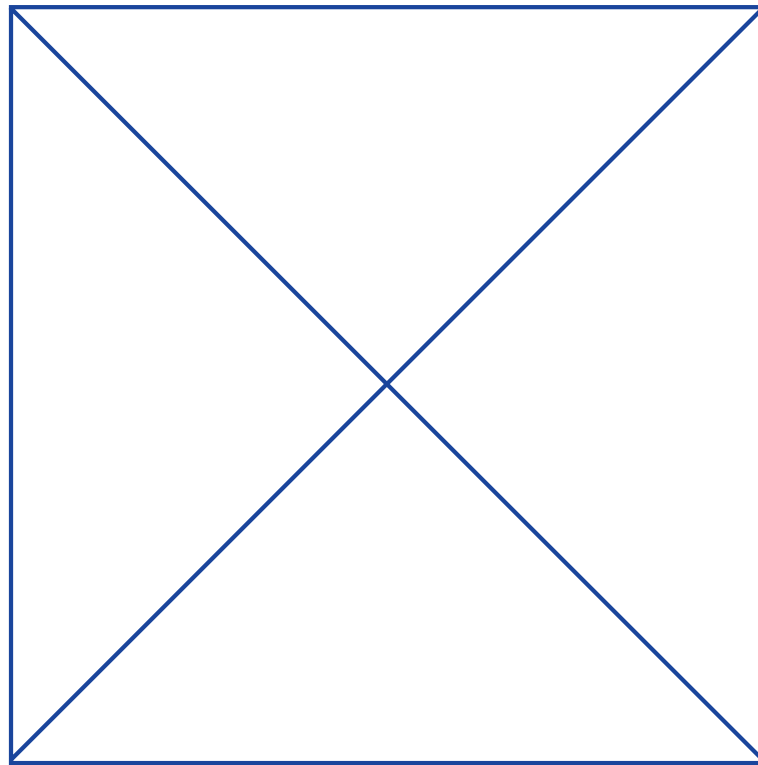
- ① Dreidels are usually made from clay. The ones described here are quick and easy to make from scrap materials.

what you need

card, cut into squares, in four colours one for each section; several tokens for each child; a pencil for each child

what you do

- > Cut a square of card and draw two lines diagonally to divide it into four sections.



- > Ask the children to colour each section with a different colour – blue, red, green and yellow.
- > Push a short pencil through the centre and you are ready to spin.
- > To play the game: Each player puts one or more tokens into a pot in the centre, then takes it in turn to spin their dreidel.
- > If the dreidel lands on blue, the player gets nothing, on red she gets all the tokens, on green she takes half, on yellow she has to add one token to the pot. The winner is the one who ends up with the most tokens.



songs & rhymes

Five little seashells

Five little seashells lying on the shore.
Swish went the waves.
And then there were four...
Four little seashells, pretty as can be.
Swish went the waves.
Then there were three.
Three little seashells, all pearly new.
Swish went the waves.
Then there were two.
Two little seashells, lying in the sun.
Swish went the waves.
Then there was one. One little seashell, lying all alone. I picked it up and took it home.

Source: www.songsforteaching.com/hughhanley/5littleseashells.htm

Funga A La Feeya (traditional welcome chant, Ghana)

Fune-gah a la fee-yuh, Ah-shay ah-shay
Fune-gah a la fee-yuh, Ah-shay ah-shay
Cow-ah ey-lah-bah, Ah-shay ah-shay,
Cow-ah ey-lah-bah Ah-shay ah-shay
I welcome you into, My heart today
I welcome you into, My heart today

Source: Used with permission from Catherine Dines' recording *Hunk-Ta-Bunk-Ta CHANTS*, www.hunktabunkta.com

♫ Online audio sample: www.songsforteaching.com/folk/fungaalafeeya.htm

I Have A Little Dreidel (traditional Jewish song)

I have a little dreidel
I made it out of clay
And when it's dry and ready
Then, dreidel I shall play.

Oh, dreidel, dreidel, dreidel
I made it out of clay
Oh, dreidel, dreidel, dreidel
Now dreidel we shall play.

> Online audio sample: www.songsforteaching.com/chanukah/ihavealittledreidel.htm

Tongue twisters!

> Here's a tongue twister spoken by Agikuyu people in Kenya. Try saying it!

Kana ka Nicola	<i>Nicola's child</i>
Kono kora kora	<i>Sees a frog and runs</i>
Nako Kora kona	<i>And when the frog sees</i>
Kana ka Nicola, kora!	<i>Nicola's child, it too runs!</i>

Kana=child, ka=belonging to, kona=sees, Nako=and, kora=frog **and** runs

- Q Can you think of any words in a English, or another language, that sound the same but mean something different?
- Q Do you know any tongue twisters in English or any other language?



Mamba (south african chasing game)

- ① A mamba is a large snake found in South Africa among other places.
- You need to designate an area on the playground in which the game is to be played (10x10 meters should be sufficient for up to 20 children). Everyone must stay within this area.
- To play this game, one person is chosen to be the head of the mamba.
- The object of the game is to stay away from the mamba, which chases the other children as it tries to catch its prey.
- When a player is caught, he or she joins the snake by placing his/her hands on the mamba's shoulders or waist. Each time a child is 'caught', the snake's tail grows longer.
- Note that only the 'head' of the snake can catch a new prey.
- The game ends when all but one player has been caught.
- The last person caught becomes the next mamba.

Source: www.canteach.ca/elementary/africasong.html

resources

Recommended CDs:

- ⦿ *African Music for Children* – Rough Guides www.worldmusic.net
- ⦿ *World Playground* – Putumayo www.putumayo.com
- ⦿ *Out of This World* – Rough Guides www.worldmusic.net

useful websites

- 🖱 www.beatroots.co.uk
- 🖱 www.worldmusic.net
- 🖱 www.musicforchange.org



6: story tent

introduction

This section is about making and using a story tent – an intimate space for children to share stories and add excitement to other activities. First of all you will find an explanation of how to make a story tent from a gazebo framework. This will be a permanent addition to your resources, and will be much loved by the children. If a story tent seems too big a project, create a den using what you already have. You could try curtains, chairs and washing lines. Your story tent can be as simple or elaborate as you want it to be.

The activities that follow are based on the way the Global Kidz group at RISC decorated their story tent. Following the activities there are a number of suggestions for games to play in your story tent.

key messages

- Wherever we are, people build structures to play in, or to live in.
- Some people need temporary structures to live in and move with.
- Everywhere, people experience being inside and outside, inclusion and exclusion.
- Sometimes people have to live in tents if their home is damaged; other people choose to.
- As a traditional shelter, the tent is a fun way for young children to learn about world cultures, music, activities and stories.

background information

- ① The idea for the story tent originated with refugee children in the Western Sahara, and was developed by the Humanities Education Centre and local schools in Tower Hamlets, London.
- ① This inspired RISC to make two: one with the Global Kidz playgroup and one with children from Reading Refugee Support Group. These are available for hire.
- ① Since then more story tents have been produced by students teachers from the Art Department at Reading University, working with children from schools in the Reading area.



how to make a storytent

what you need

gazebo framework; sheet

what you do

- > Decide on a framework for your tent. You could start with a sheet over a clothes line, table or chairs, and tie stones in each corner to weigh it down. RISC used the top half of a gazebo.
- > Use a sheet to make the roof. Consider tie dyeing it. Ask the children to collect pebbles and tie them tightly into the fabric with elastic bands or string.
- > Explain the dyeing process before you do it. You can do this with the children or at home.
- > Leave the ties in place so the children can remove them. They will love seeing the scrunched-up, rag-like bundle transform into a sheet with striking patterns.
- > Create side panels out of sheets, with ties to attach to the poles and each other. Each side of the RISC tent has two panels. One side has an entrance archway in the middle, with narrower half panels on either side. You can put the name of your group here and the little dolls each child made in the *Carrying baby* activity in *family*, section 1.
- > Sew large coloured pockets onto the inside of the panels, to hold books and objects. You can also put patches of different textures inside for sensory experience and add Velcro strips, buttons or hooks for hanging things, eg hats, puppets, toys or clothes.
- > Decorate each panel with a theme you have explored using this handbook. You will find suggestions in this section, or you can adapt and sew on things you have made in other sections.
- > Use decorations that involve the children's names, or hands, or other representation – to help them feel a sense of ownership and pride in the tent.
- > Let the children explore the tent – put cushions in, or let the children select objects to take in.
- > You could hide objects within it, for example under things, or in fabric pockets in the inside. The space can be used for reading and sharing stories, playing games.



activity 1: caribbean bananas

learning objectives

- To enable children to become aware of where food comes from and how it reaches them.
- To enable children to learn about trade between countries.
- To enable children to become aware of inequalities and injustices in the current world trading system.
- To help children understand the connections between their own lives and the lives of others.
- To equip children with the understanding and belief that they can make a difference.
- To develop children's awareness of the wider world.

aims

- To decorate a story tent panel with (Caribbean) bananas.
- To raise awareness that most bananas sold in Britain are grown in the Caribbean. For more information on Fairtrade and the Fairtrade Mark, see **food**, section 3.

what you need

a yellow or green felt banana for each child; big green banana leaves and a brown felt trunk, cut into segments; felt-tipped pens; a selection of felt letters cut out

what you do

- 📖 Start with a story: *Island Counting 1,2,3*.
- Ask the children to decorate the banana and write (or ask someone to write) their name on it. Alternatively, have a selection of felt letters already cut out. Encourage the children to pick out the letters of their name and stick them on their banana.
- Help the children to make the banana tree from the segments, a bit like a jigsaw puzzle.
- Ask the children to add their bananas (see image), which are stitched on by an adult, assisted by the children. The complete tree is stitched onto the tent panel.
- As this goes with a counting song, see **songs**, p59, some bananas could have the numbers 1-5 on as well.
- Add the Fairtrade Mark.



activity 2: ghanaian weaving



learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To decorate a tent panel inspired by weavings and symbols from Ghana. For more information on Ghanaian Kente cloth, see **ghana**, section 7.

what you need

straight sticks; wool; long strips of scrap material, either cloth or carrier bags

what you do

- > Make a rectangular frame. Wind wool between the top and bottom horizontals. This is the warp.
- > Help each child to choose strips of scrap material, eg carrier bags, cloth, packaging, or long leaves.
- > Weave the strips through the wool on the loom. This is the weft.
- > Untie the weaving from the loom and attach it to the tent panel.



activity 3: chinese tangrams

learning objectives

- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To develop children's awareness of the wider world.

aim

- To decorate a storytent with tangrams. Tangrams are geometric shapes that can be made into hundreds of different shapes. For more information see **china**, section 10.

what you need

tangram sets made from felt or reclaimed materials

what you do

- > Give each child a tangram set to create a design, eg person, animal, tree, or a pattern.
- > Lightly stick the tangrams onto paper to fix the design. Attach the designs onto the tent.
- > Try to create one big picture or story out of all the separate images.

activity 4: indian puppets

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To develop children's awareness of the wider world.

aim

- To decorate a story tent panel inspired by designs from India. For more information on Mehndi hand paintings and shadow puppets, see **india**, section 9.

what you need

undecorated glove puppets; scrap materials such as buttons, wool, felt, paper or cloth; pens or paints; a white sheet; a strong light

what you do

Puppets

- > Give each child a glove puppet to decorate with scrap materials
- > Sew the finished puppets onto the panel. Sew round the edge of the hand shape leaving the wrist end open, so that hands can still be put inside.

Mehndi painting

- > Help the children to draw round their hand or foot, and decorate with a design.
- > Cut out the hands and feet and attach them to the tent panel.

Shadow puppets

- > Use a strong light behind a white sheet/inside the tent.
- > Children take turns to use puppets or their own bodies to create shadows which are cast onto the sheet/inside of the tent. They can make patterns or enact stories from the activities.



activity 5: global garden

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To encourage children to undertake activities co-operatively.
- To enable children to develop skills of conflict resolution.

aims

- To decorate a story tent with designs inspired by garden plants and creatures.
- To understand that a healthy garden supports and needs a wide variety of living things.

what you need

fabric glue; reused envelopes with ribbon attached to make little carrying bags; a large tree with bare branches made from fabric attached to the tent panel; plants and creatures that live in gardens made out of scrap materials, eg spiders, ladybirds, leaves, flowers, fruit, toadstools, worms, birds, butterflies, or caterpillars

what you do

- > Hide the plants and creatures around the garden in advance.
- > Give the children a bag each.
- > Send them off to find the items you have hidden.
- > When they return, pool all their treasures and agree how to decorate the tree, attaching the shapes.



activity 6: south african chicken

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To develop children's awareness of the wider world.

aim

- To decorate a story tent with a design inspired by South African toys made from reclaimed materials. For more information, see **south africa**, section 8, where chickens are a popular theme.

what you need

a large chicken made from scrap fabric attached to the panel; long strips of scrap material such as fabric or carrier bags; large needles and thread

what you do

Start with the story *What's Cooking Jamela?*

- > Cut out one large chicken shape in a medium-weight fabric.
- > Select lightweight fabric, eg from old clothes, curtains or carrier bags, in the range of colours you want for your chicken's feathers
- > Cut strips 40-50 cm long and 10 cm wide, and mark a line in felt tip pen along the middle lengthways
- > Help the children to sew with a running stitch along this line – big stitches are fine. Make sure there is a secure knot in the end of the thread.
- > Pull the thread so that the material gathers up into a ruffle.
- > For the best effect, fix to the large chicken shape by machine-stitching along the felt tip line, otherwise by gluing or hand-stitching. If you place them close to each other the ruffles will stand up and look and feel like feathers.
- > Use felt scraps to add the beak, eyes and comb.
- > As an alternative, make a paper chicken shape and use scraps of tissue paper, or leaves, for feathers.



songs

Tell me a story (original rhyme, UK)

Story time, story time, tell me a story.
I wonder what today's new story will be.
Will it be scary or silly or happy?
Will it be about a child who's just like me?
A story of wonderful faraway places,
A story in which we'll meet friendly new faces,
Story time, story time, tell me a story.
I wonder what today's new story will be.

- > Make story time even more special for your group by reciting this rhyme before reading to the children.
- > The storyteller can speak the rhyme alone, but ideally, the entire group of children recite the words to mark the beginning of story time.

Source: Lyrics by Global Kidz volunteer, Danielle Berry. Use these, or make up your own.

Banana counting song (Winston N'zinga and Kate Corkery, UK)

Five bananas on the banana tree, 3 for you and 2 for me
Come let us eat them down by the sea
Five bananas on the banana tree
Four bananas on the banana tree, 2 for you and 2 for me,
Come let us eat them down by the sea,
Four bananas on the banana tree
Three bananas on the banana tree, 2 for you and 1 for me
Come let us eat them down by the sea,
Three bananas on the banana tree
Two bananas on the banana tree, 1 for you and 1 for me
Come let us eat them down by the sea,
Two bananas on the banana tree
One banana on the banana tree, half for you and half for me
Come let us eat them down by the sea,
One banana on the banana tree
No bananas on the banana tree
No bananas on the banana tree
No bananas on the banana tree

- > Use your arm to represent the banana tree, with your hand as the bananas.
- ♪ Online audio sample: www.spudandyam.co.uk, click on 'Celtic & Caribbean Fun Songs'. This was written by Winston N'zinga and Kate Corkery, and adapted by Global Kidz.

games

Treasure hunt

- > Children take it in turns to go in and find an object hidden in a pocket of the inside of the tent – a toy, artefact or fruit from various countries. Use some that are familiar and some that are not.
- > When they come out, everyone can see, or guess what it is.
- > This can flow on nicely to telling a story.



Kim's game

- Place the objects from the activity above, or a selection of other objects, on a tray.
- Allow the children to look at and touch them. Ask questions and talk about them.
- When everyone is familiar with the objects, place a cover over the tray (or retreat into the story tent), and remove an object without the children seeing.
- When the tray re-emerges, ask the children to try and work out which object is missing.

Hush now, what's that sound

- The musical instrument game, activity 2 from *music & games*, section 5, works well with the instruments being played from inside the tent.



part II

introduction

The next six sections are all specific to one country and focus on the three continents of Africa, Asia and the Americas. Activities that go with each of these countries are explained first.

background information

- ① Sometimes people talk of Europeans bringing civilisation to the Majority World. This is as untrue as it is insulting. Complex civilisations in what is now the Middle East and Egypt, for example, developed thousands of years before such organisation appeared in European societies.
- ① Later significant civilisations of the 15th and 16th centuries include:
 - Europe – Tudors, Ottoman
 - Americas – Incas, Aztecs
 - Africa – Great Zimbabwe, Benin, Mali, Songhai
 - Asia – Ottoman, Persia, Mughal, Ming

africa

- ① Africa is a continent made up of 55 countries, with varied environments: hot, snowy, dry, and wet.
- ① By the middle of this century over one third of the Christians in the world will live in Africa. Currently of the 2 billion Christians worldwide, 560 million are in Europe, 460 million in Asia, 330 million in Africa.

asia

- ① Asia is a continent made up of 53 countries.
- ① There are more women political leaders in Asia than anywhere else in the world.

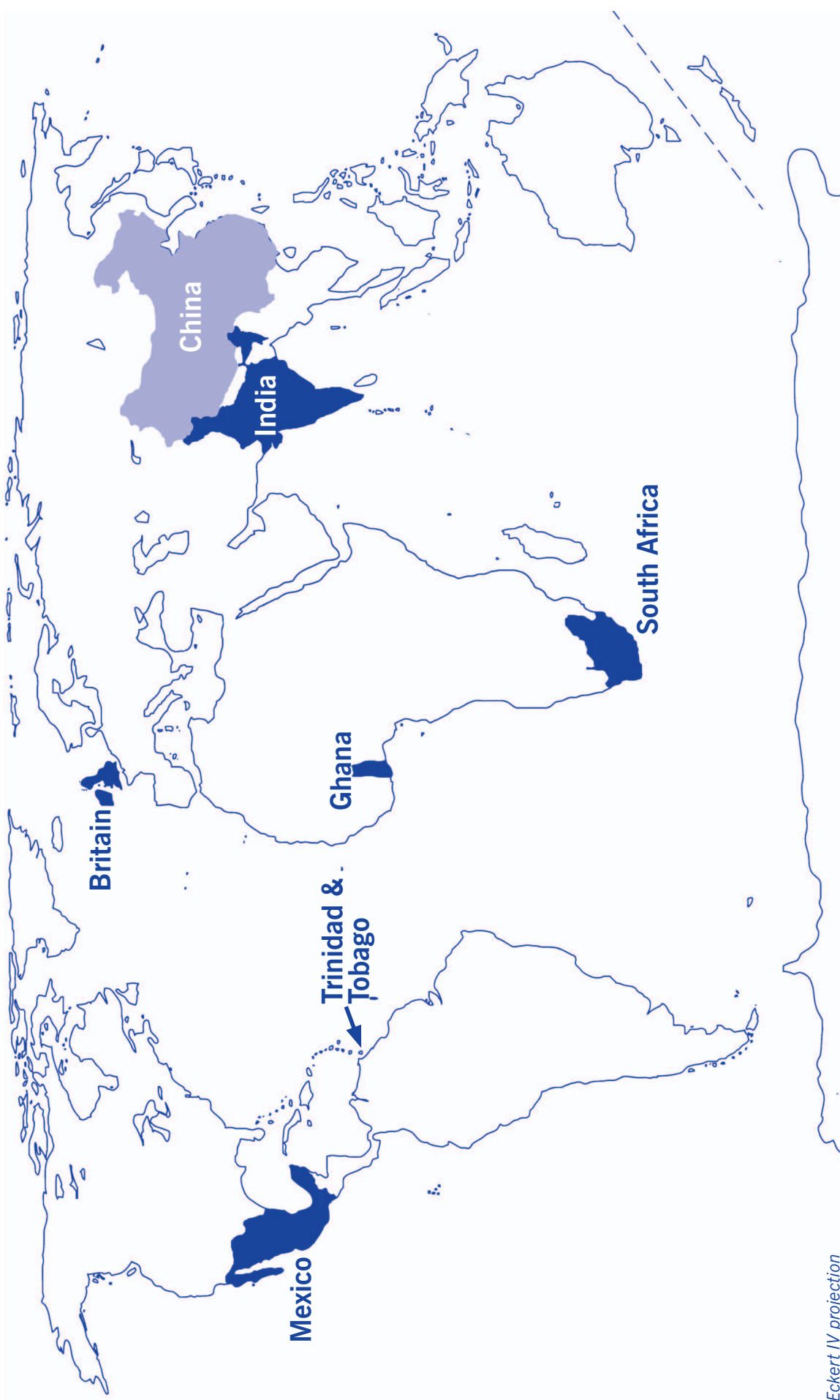
americas

- ① America is the name of a continent, and not of a country. The correct name of the country is the United States of America.
- ① Native Americans are not extinct – there are more than three million Native American people in Canada and the US combined (2000).
- ① Migration from Europe, Africa and Asia has resulted in a rich mix of cultures, including those of the indigenous population.
- ① Columbus did not ‘discover’ America: it was already inhabited.

activities for any country

- Finding out where a country is on a map or globe.
- Thinking about what comes from that country. Have some items to show or pass round.
- Mapping the children's connections with that country, eg places where relatives or friends live.
- Finding and using music from that country.
- Finding out what the children know about that place already. Be prepared to counter negatives with positives.
- Using greetings and numbers in an appropriate language.
- Exploring how similar a young child's day might be in part of that country to yours.
- Finding out if there is a local association of people or children with family or friends from that country. They may be interested in coming and talking with the children, or doing a workshop, or bringing in artefacts. Remember to brief these visitors on the need to avoid reinforcing stereotypes. Be aware that visitors from all countries have their own biases and agendas: we all have different opinions and experiences of where we live.
- Celebrating or talking about festivals. Do focus on similarities, but don't say, for example, that Diwali is 'like' Christmas. Each festival is unique.





7: get to know ghana

key messages

- Ghana is a country in West Africa. The capital city is Accra.
- In Ghana there are big towns and cities, as well as small villages. One in every three people lives in urban areas.

background information

- ① Most people speak at least two languages. The most common are English, Twi (pronounced *Chway*), Hansa, Ga, Fanti and Ewe.
- ① Lake Volta is the world's largest artificial lake.
- ① Ghana is the same size as the UK.
- ① The first professional black footballer to play in the UK was Arthur Wharton, in 1882, from Ghana.
- ① Ghana has a similar north/south divide to the UK, with much of the wealth concentrated in the South of the country.
- ① Ghana was renamed the Gold Coast when the UK invaded in the 1870s.
- ① In 1957 Ghana was the first African country to gain independence from European empires.
- ① There is a tradition in Ghana among the Twi speakers that children are named according to the day of the week on which they were born, eg the ex UN General Secretary, Kofi Annan, was born on a Friday.

<i>day of the week</i>	<i>boy's name</i>	<i>girl's name</i>	<i>meaning</i>
Sunday	Kwesi	Akosua	under the sun
Monday	Kwadwo	Adwoa	peace
Tuesday	Kwabena	Abena	fire
Wednesday	Kwaku	Akua	fame
Thursday	Yao	Yaa	strength
Friday	Kofi	Efua	growth
Saturday	Kwam	Ama	most ancient

In Britain we have a rhyme which also gives meanings to the day you were born on:
Monday's child is fair of face, Tuesday's child is full of grace, Wednesday's child is full of woe, Thursday's child has far to go, Friday's child is loving and giving, Saturday's child works hard for a living, And the child that is born on the Sabbath day is bonny and blithe and good and gay!

Sabbath in this case refers to Sunday which is the traditional holy day in the Western Christian tradition.

- ① Twi words to practice

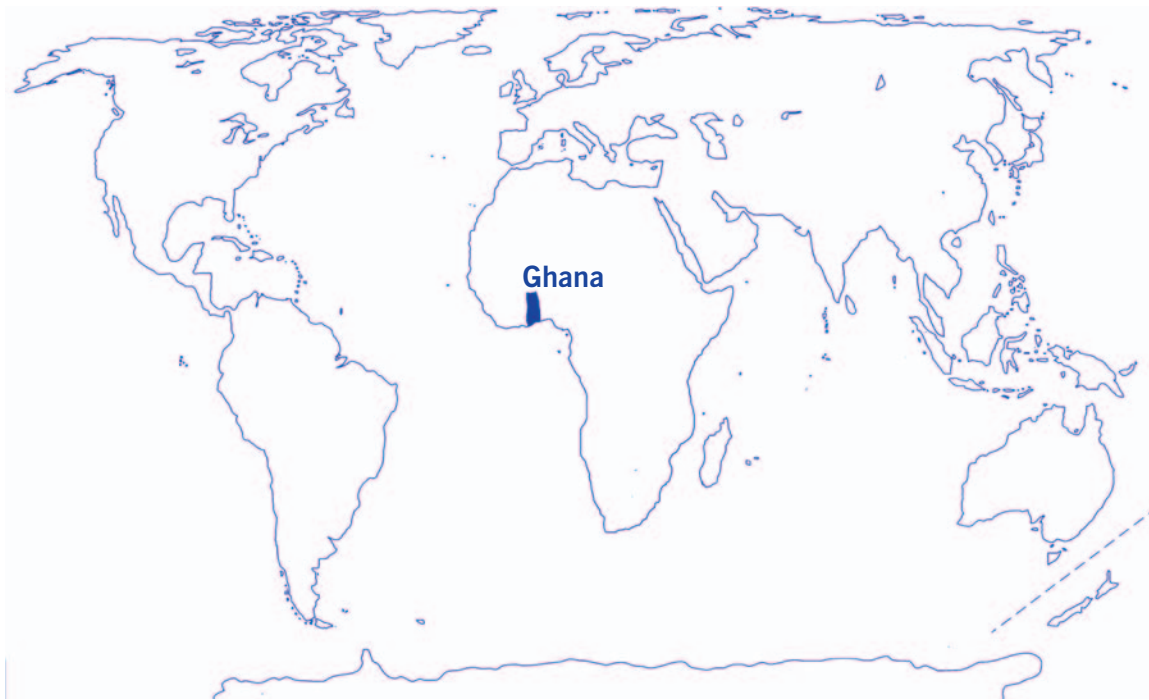
Good morning	<i>Mama ache</i> (response is <i>yemu</i>)
Goodbye	<i>Nanti ye or ye ko</i>
My name is...	<i>Ye fire me...</i>
Please	<i>Me pawocheo</i>
Thank you	<i>Meda ase</i>

- ① One of the most popular sports in Ghana is football, and both boys and girls play it.
- ① A Ghanaian football game is reputed to have inspired Subbuteo.
- ① Swingball originated in Ghana.
- ① Religious diversity: 16% Muslim, 63% Christian, 21% indigenous beliefs.
- ① Divine chocolate (including Dubble bars) is made from Ghanaian cocoa.
- ① The zero meridian passes through both Ghana and the UK, so we share the same time zone.



dos & don'ts

- ✓ Do remember that charitable giving can lead to feelings of pity rather than fairness. It's important to recognise that charity can have the unintended impact of reinforcing the stereotype that all people in the Majority World are poor and needy. Try to avoid reinforcing stereotypes based on hearing about Africa in the context of problems such as conflict, disease, natural disasters and hunger.
- ✓ Do focus on people rather than animals.
- ✗ Don't use stereotypical images or language such as mud huts. Many people live in cities or towns.
- ✗ Don't use stereotypes such as drumming, masks and dance.
- ✗ Don't refer to Africa as if it were a single country. It is a continent made up of 55 countries.



activity 1: hats

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- To think of the significance of hats worn around the world. The children make one similar to those made by Ghanaian children for the Homowo festival.

background information

- ① The Homowo festival is a traditional harvest festival of Ga people. It is a very large cultural festival. The word *homowo* means 'hooting at hunger'.
- ① The Ga travelled for many years before reaching the west coast of Africa where they now live. Along the way they experienced famine, but because they helped each other, they survived. Later when their harvests were good, they held a feast at which they jeered at the hunger and hard times that they had. This was the first Homowo.

what you need

lightweight scrap card such as cereal boxes or pizza boxes; pencils; sticky tape, preferably double-sided; strips of coloured paper; scissors; decorations such as sticky shapes or stickers; a hole punch; thin elastic

what you do

- 📖 Start with the story *Hats or Hats, Hats, Hats*.
- > Draw a circle about 30cm (draw round a large plate) in diameter on lightweight card, and cut it out. Make a single cut to the centre of the circle.
- > Fold into a cone shape and secure.
- > To make the fringe decoration for the top, cut a strip of paper and make small cuts going almost to the edge.
- > Wrap the strip of paper round your finger or a pencil to curl, and secure the uncut end.
- > Attach the top decoration and pull the 'curls' out.
- > Decorate the hat using sticky shapes or stickers.
- > Use a hole punch to make small holes in either side and attach elastic to the hat.
- > While the children are making their hats, discuss the times they wear hats.
- ❓ Do people we know wear special hats, eg as part of uniforms, because of the weather, for sports, for decoration or because of their religion?
- 📖 Another story that would go well with this activity is *The Hat Seller and the Monkeys*. It is not from Ghana, but from neighbouring Mali. It tells the story of the hat seller's many attempts at retrieving his hats stolen by the monkeys.



activity 2: weaving

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To celebrate the contribution to human achievement made by societies around the world, past and present.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

aims

- To understand the importance of colours and weaving in Ghana.
- To make weavings using card or paper.

what you need

eight strips, each 2cm wide and 15cm long, of different coloured paper for each child, eg used copier paper, magazine pages, used wrapping paper; scrap card or paper to stick strips on to; glue

background information

- ① This activity is based around Ghana's most recognisable traditional art form, Kente cloth which is brightly coloured, hand-woven cloth made from narrow strips joined together.
- ① Kente is identified by its dazzling multicoloured patterns of bright colours, geometric shapes and bold designs. The colours have meanings: **yellow** = wealth; **pink** = sweetness; **red** = struggle; **blue** = peace and love; **green** = growth; **purple** = healing; **maroon** = mother earth; **white** = festivals; **silver** = purity and joy; **gold** = royalty; **black** = maturity.
- ① Designs have meanings. Traditional designs are passed down through families and new designs are developed all the time.
- ① As you enter the UN Security Council, the first thing you see is a specially commissioned Kente Cloth representing world peace and harmony.

what you do

- 📖 Start with the story *Anansi the Spider*.
- > Show an example of Kente cloth to pass round, touch and talk about or show pictures of Kente cloth.
- > Discuss how the cloth is made by weaving narrow strips and sewing them together. Discuss the colours in the cloth, and talk about the children's favourite colours and how they make them feel.
- > Give each child one sheet of paper, and ask them to choose coloured strips.
- > Weave horizontal strips across the vertical ones.
- > Lay at least four strips vertically and stick the tips down onto the paper. The vertical strips are called the warp, and the horizontal ones the weft.
- > Make a group or class display by joining the strips together, or make individual cards to take home.



activity 3: group weaving

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To make a collaborative weaving out of reclaimed strips of plastic bags.

what you need

straight sticks; wool; long strips of scrap material, either cloth or carrier bags

what you do

- > Make a rectangular frame. Wind wool between the top and bottom horizontals. This is the warp.
- > Help each child to choose strips of scrap material, eg carrier bags, cloth, packaging, or long leaves.
- > Weave the strips through the wool on the loom. This is the weft.
- > Untie the weaving from the loom and attach it to the tent panel.



activity 4: gorgeous ghanaian treats

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aims

- To taste, feel and smell fruits which grow in Ghana, such as bananas, mangoes, coconuts, pineapple and papaya. This activity uses fruits commonly grown in Ghana, and makes a healthy smoothie. Use a Fairtrade fruit, so the activity can be combined with the Fairtrade activities in **food**, section 3.
- To make a smoothie and drink it!

background information

- ① Mangoes are part of the cashew family.
- ① Mangoes are rich in Vitamin C beta carotene. The body needs a little fat to absorb beta carotene, hence the rich creamy coconut milk. Milk or calcium enriched soya milk provides protein and calcium for strong bones.
- ① The coconut palm grows to a height of 30m (find something equivalent in your area and compare). All parts of a coconut can be used – including the husk and leaves – for a wide range of household items.

what you need

Fairtrade mangoes, bananas, papaya or pineapple; 200ml milk or soya milk (per 4 children); 75ml coconut milk (per 4 children); food processor; cutting board; knife, tin opener

what you do

- > Peel the fruit and cut it into cubes. Encourage the children to smell the fruit and feel its texture.
- > Put in the food processor with the milk and coconut milk. Blend until smooth. Enjoy!
- > Compost the waste.



activity 5: adinkra printing

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To understand that cloths and symbols can have significance.

background information

- ① Adinkra cloth is printed with symbols representing values in Ghanaian society. It records aspects of Ashanti knowledge, history, beliefs, attitudes and values.
- ① The word Adinkra means goodbye.
- ① Traditionally Adinkra cloth was used as funeral clothing. Nowadays the cloth has many other uses and the symbols are seen on jewellery, banknotes and shop fronts.

what you need

paints and paper or fabric paints and fabric; examples of Adinkra cloth to look at or images from a website such as www.oxfam.org.uk/education; chart of Adinkra symbols; Adinkra printing blocks or materials to make your own

what you do

- 📖 *Adinkra (A RISC publication)*, is a great starting point for looking at Adinkra cloth and symbols.
- > Show the Adinkra cloth and talk about it or show pictures of Adinkra cloth and symbols.
- 🗨 What do the symbols look like?
- 🗨 Ask the children to think of examples where we use symbols to mean something that would take a lot of words, eg religious symbols, washing machine instructions, road signs, ticks and crosses, toilet door signs, Fairtrade Mark, recycling. Collect examples.
- > Help the children to make their own stamps using reclaimed materials such as polystyrene pizza bases. Each child could design a stamp, and make patterns using different colours on their own small piece of fabric or paper, or the whole group could collaborate on a bigger piece.

taking it further...

- 🔗 For images and activities using Adinkra symbols, try www.welltempered.net/adinkra



activity 6: kye kye kule

learning objectives

- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To play a game from Ghana, recognising that children everywhere play games, which may be similar to ones we know. Kye Kye Kule is a game that is played by children in many West African countries.

what you need

a pebble

what you do

- > Form the children into a circle, with the leader in the middle.
- > Perform the chant in a call-and-response style. The leader demonstrates the actions, which the children in the circle copy as they echo the leader's chant.
- > With each verse, introduce a new action, moving closer and closer to the floor.
- > After the last movement is performed on the floor, the leader jumps to their feet. The first child in the circle to jump back up onto his or her feet is the next leader.

taking it further...

- > You could play the Ampe game, described in *music & games*, section 5.



songs & rhymes

Funga a la feeya (welcome chant, Ghana)

Fune-gah a la fee-yah	<i>I welcome you into</i>
Ah-shay ah-shay,	<i>My heart today,</i>
Fune-gah a la fee-yah	<i>I welcome you into</i>
Ah-shay ah-shay. *	<i>My heart today.</i>

* written phoenetically to help with pronunciation

- Use this welcome chant at the beginning of sessions to greet the children before starting the activities. It could also be used to welcome visiting guests or parents, or to make a new child who is joining the group feel welcome.

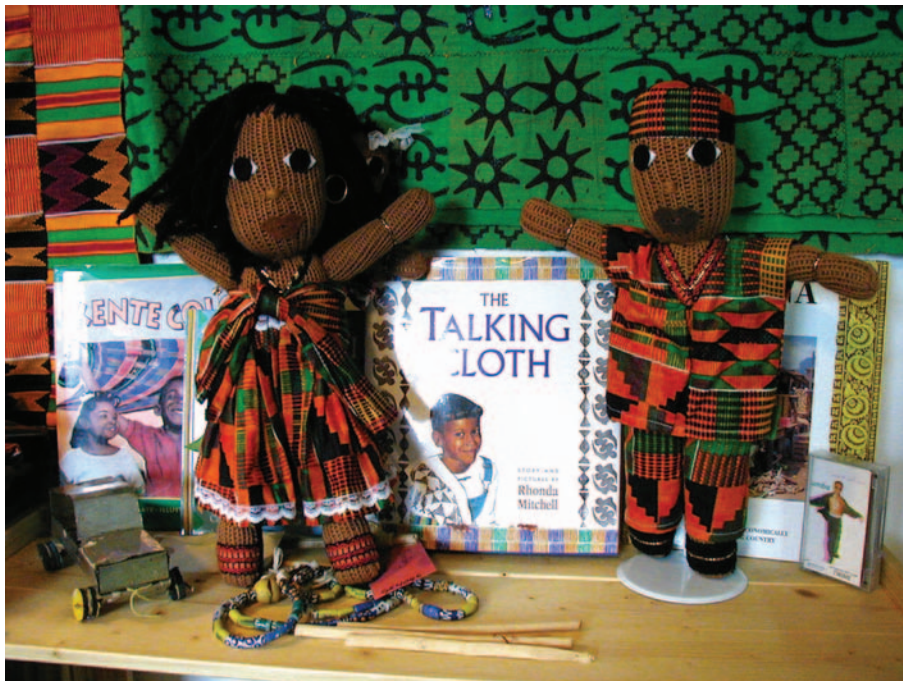
Source: Used with permission from Catherine Dines' recording *Hunk-Ta-Bunk-Ta CHANTS*, www.huktabunkta.com

🎧 Online audio sample: www.songsforteaching.com/folk/fungaalafeeya.htm

Kye, Kye Kule (game, West Africa)

lyrics (with pronunciation in brackets)	motions
leader: Kye Kye Kule (chay chay koo-lay)	<i>Hands on your head</i>
chorus: Kye Kye Kule	
leader: Kye Kye Kofinsa (chay chay koh-feen sah)	<i>Hands on your shoulders</i>
chorus: Kye Kye Kofinsa	
leader: Kofisa Langa (koh-fee sah lahn-gah)	<i>Hands on your waist</i>
chorus: Kofisa Langa	
leader: Kaka Shilanga (kah-kah shee lahn-gah)	<i>Hands on your knees</i>
chorus: Kaka Shilanga	
leader: Kum Aden Nde (koom ah-dehn day)	<i>Hands on your ankles</i>
chorus: Kum Aden Nde	
leader: Kum Aden Nde (koom ah-dehn day)	<i>Hands on your ankles</i>
chorus: Kum Aden Nde, Hey!	

Source: www.songsforteaching.com/folk/kyekyekule.htm



8: surprises in south africa

key messages

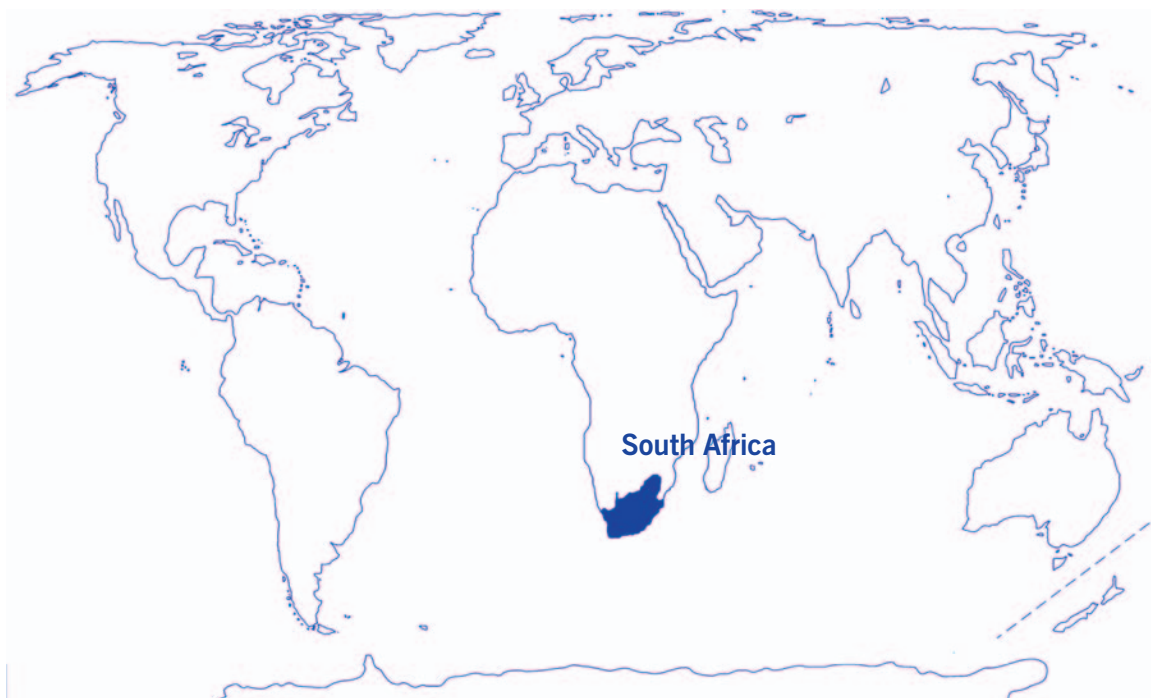
- South Africa is a country in Southern Africa.
- In South Africa there was an unfair system called apartheid which forced people of different races to live separately and denied citizenship to black people. After many years of struggle people brought about change. People can make a difference.
- People also experience racism in the UK.
- After 27 years in prison, Nelson Mandela became the first leader in the new South Africa.
- A Truth and Reconciliation Commission was established to encourage communities to acknowledge past injustices and to respect each other's rights to be part of the new South Africa.

background information

- ① There are 11 official languages spoken: Afrikaans, English, Ndebele, Pedi, Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa, Zulu. Most South Africans speak more than one language.
- ① Official name: Republic of South Africa
- ① Population: 47,556,900
- ① South Africa is known as the Rainbow Nation.
- ① South Africa is larger in area than France and Spain combined.
- ① South Africa will host the 2010 Football World Cup. Football is popular, particularly among the black population, and is played by both men and women.

dos and don'ts

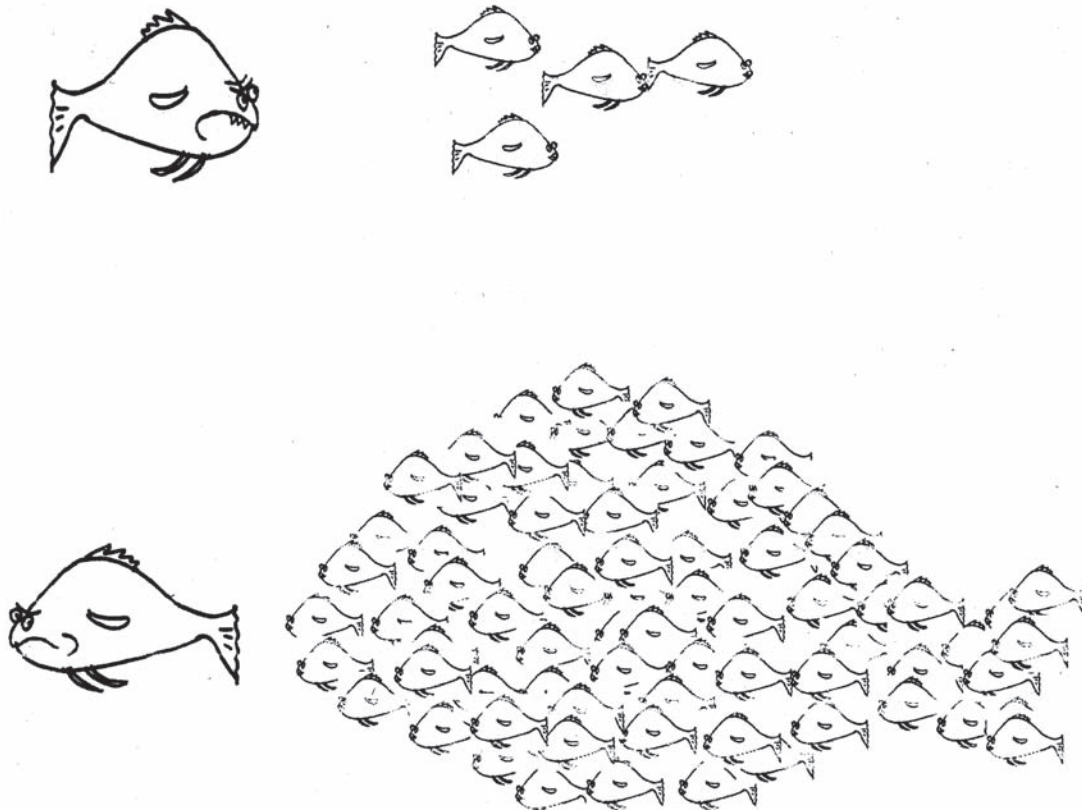
- ✓ Do try and help the children explore issues of racism and inequality, prejudice and justice, using examples from stories or using puppets.
- ✓ Do remember that charitable giving can lead to feelings of pity rather than fairness. It's important to recognise that charity can have the unintended impact of reinforcing the stereotype that all people in the Majority World are poor and needy. Try to avoid reinforcing



stereotypes based on hearing about Africa in the context of problems such as conflict, disease, natural disasters and hunger.

- ✓ Do focus on people rather than animals.
- ✗ Don't use stereotypical images or language such as mud huts. Many people live in cities or towns.
- ✗ Don't use stereotypes such as drumming, masks and dance.
- ✗ Don't refer to Africa as if it were a single country. It is made up of 55 countries.
- ✗ Don't be afraid to talk about serious issues which you may think are too challenging for the children.

The stories for this section have been chosen to reflect the racial diversity of South Africa and include black Africans, people of Indian heritage and white Afrikaaners.



activity 1: puzzle of map of africa

learning objectives

- To challenge stereotypes of people and places and offer children a more balanced view.
- To develop children's awareness of the wider world.

aims

- To recognise Africa, and become familiar with the shape.
- To portray Africa as a continent of great diversity using different colours.

what you need

Africa shapes (see template opposite); coloured pencils/pens; tissue paper; cardboard; glue; paper; calendars; world wall map or globe

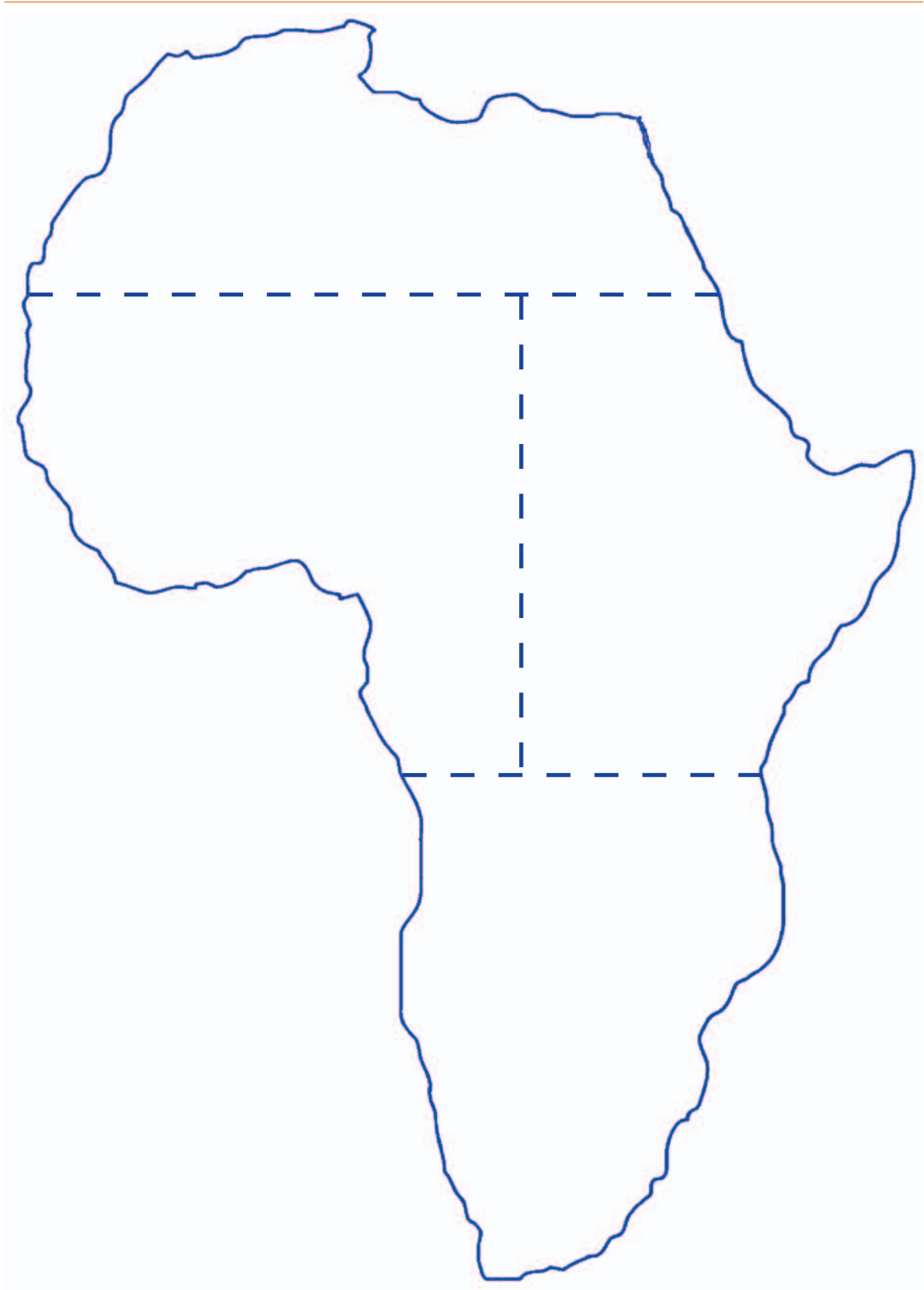
what you do

- > Find Africa on the globe or map.
- > Ask the children if they know any countries in Africa and point them out on the map.
- > Explain that there are 55 countries in Africa, and that one of these is called South Africa. It is also known as the Rainbow Nation as so many different races live together there.
- > Ask each child to colour their Africa map, making a collage of different coloured scraps of paper. Although you could use coloured crayons, sticking on bits of paper gives a better impression of there being many different countries.
- > When Africa is covered in colour, stick each map onto strong card, and cut round the Africa shape.
- > Ask the children to compare their map with the globe or map.
- > Alternatively, cut the cardboard Africa into four pieces and encourage the children to put it back together.

taking it further... north, south, east, west

- > Prepare large signs with n, s, e and w, written very simply and in large letters, and place them on walls/on the floor at the four edges of the room/playground/play space.
- > Shout out 'north', 'south', 'east' or 'west', and tell the children to run to the right side of the room. You could make this simpler by saying 'n' is for North, and 's' is for South etc.
- > Have several goes so they get the hang of it. Younger children can follow the older ones.
- > With an older group, write the names of some African countries on separate pieces of card and put them in a hat/pile.
- > The first child picks one, and brings it to an adult who reads, and identifies on a world wall map where it is.
- > Ask the children to decide if it is 'n', 's', 'e' or 'w', and take the card to that side of the room.





activity 2: flags

learning objectives

- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To foster an understanding of and commitment to democracy.
- To encourage children to focus on the similarities between people.
- To develop an understanding that people may be treated less fairly because of their race, gender, disability, sexuality and class.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aims

- To recognise the flags of South Africa and the UK.
- To understand the symbolic meaning of flags.



background information

- ① Adopted on April 27 1994, the flag of South Africa was designed to symbolize unity. It is called the Freedom Flag.
- ① The yellow, black and green were taken from the African National Congress (ANC) flag, adopted in 1925.
- ① Black symbolises the people, green the fertility of the land, and gold the mineral wealth beneath the soil.
- ① The old South African flag was orange, white and blue colours. The orange has been replaced by red which represents the pride of the people and the blood in their veins.
- ① The two lines of colour converging represent the coming together of the peoples of South Africa.



- ① The South African flag is a combined flag. Another combined flag is the Union Flag.
- ① The Union Flag combines the emblems of the three countries united under one sovereign: the kingdoms of England and Wales, of Scotland and of Ireland (although since 1921 only Northern Ireland has been part of the United Kingdom).
- ① The red cross of England was the flag of St George. St George was born in Lydda, Palestine and is the patron saint of Aragon, Catalonia, England, Georgia, Lithuania, Palestine, Portugal, Germany and Greece; and of Moscow, Istanbul, Genoa and Venice. He is patron saint of soldiers, cavalry and chivalry; of farmers and field workers; of Boy Scouts and butchers; of horses, riders and saddlers; and of sufferers from leprosy, plague and syphilis. According to the Rt Rev Dr Michael Nazir-Ali, Bishop of Rochester, he is also the patron saint of Christians in India and Syria

what you need

large colour copies of the South African and UK flags, cut up into different coloured blocks

what you do

- > Show the complete flag.
- Q What shapes and colours can you see?
- > Ask different children to remove a block.
- Q What do you think the colours represent?
- > Use this opportunity to explain that in the past black people were treated less fairly. The new flag represents freedom and equality for all.
- > Put the flag back together.
- > Make copies of the flags using a paper mosaic, handprints, weaving, or chalk on the playground.
- > Design and make a flag for your own nursery, school, or family group that makes everyone feel included.



activity 3: making a painted house

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aims

- To look at different ideas of decoration and identity.
- To create a house painted in the Ndebele style that expresses the children's own identities.

background information

- ① The Ndebele women of South Africa are famed for the beauty of their beadwork and house decoration. The beadwork traditionally was mainly white with strong geometric designs. When their cultural identity became threatened, the designs were transferred from the beadwork onto the outside walls of their homes – a bold and highly visible assertion of their presence. Designs on Ndebele homes in rural areas have in recent times become aspirational, and include telephone poles and car registrations. The current designs on beadwork incorporate stronger blocks of colour, possibly in response to the taste of collectors and tourists. The art of the Ndebele is constantly changing and one of the most recent developments is the production of large wall-hangings for upmarket tourist shops by Ndebele men living in urban areas.

what you need

depending on the scale you wish to build, either one large cardboard box, eg from a fridge freezer, or several boxes of different sizes; decorations, eg paints, feathers; scrap materials; artefacts and images that give examples of Ndebele-style painting

what you do

- 📖 Start with a story: *My Painted House*. This unique book is currently out of print, but second hand copies are available online.
- > Explain that you are going to be making and decorating a house and that people in South Africa live in different types of houses. Show some images of modern, urban buildings in South Africa to balance the very traditional images in the story.
- Q What are the homes like where you live?
- Q What do homes around the world have in common?
- > Decide where doors and windows will go, draw them on to the box and cut them out.
- > Try out some Ndebele-style patterns on paper first, but remember to reflect your own style too.
- > Explain that the key is to have blocks of colour. A good way to start is to draw the thick black lines, using masking tape if you want straight lines, and then add the colour.
- > Try some of the painting with feathers, as described in the story.
- > These paper designs can be stuck onto the boxes if you don't want to paint directly onto the boxes. Four different groups could design and paint each of the four walls.
- > Move into the house.
- 📖 Read *Where's Jamela* about moving house and look at the painted houses.



activity 4: making a chicken

learning objectives

- To help children understand that people's behaviour has an impact on the environment.
- To equip children with the understanding and belief that they can make a difference.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.

aim

- To make a picture of a chicken from reclaimed materials, eg plastic bags.

background information

- ① In Cape Town in South Africa, plastic bags were becoming a real problem. Whenever anyone went shopping, customers were given a plastic bag, and many of the bags ended up being thrown away. Cape Town is a very windy city, and plastic bags were blowing everywhere in the wind. In the roads, stuck in the trees, they became known as the Flower of Cape Town because they seemed to grow everywhere!
- ① The government decided to do something about it, and banned food shops from giving free plastic bags. This meant that people had to pay for them, so they looked after them, and reused them the next time they went shopping.
- ① Some people used waste plastic bags to make into toy chickens. Chickens are very important to many people in South Africa as food, friends, layers of eggs, providers of feathers, and something to sell or give.
- ① The toy chickens are sold. People buy them to give to their friends to make them happy, as they are such friendly-looking colourful chickens.

what you need

a collection of long strips of scrap material such as fabric or carrier bags; large needles and thread

what you do

- 📖 Start with the story *What's Cooking Jamela?*
- Explain that you are going to create a beautiful chicken to be a friend, just like Jamela's friend Christmas.
- Cut out one large chicken shape in a medium-weight fabric.
- Cut strips 40-50 cm long and 10 cm wide, and mark a line in felt tip pen along the middle lengthways
- Help the children sew with a running stitch along this line – big stitches are fine. Make sure there is a secure knot in the end of the thread.
- Pull the thread so that the material gathers up into a ruffle.
- For the best effect, fix to the large chicken shape by machine-stitching along the felt tip line, otherwise by gluing or hand-stitching. If you place them close to each other, the ruffles will stand up, and look and feel like feathers.
- Use felt scraps to add the beak, eyes and comb.
- As an alternative, make a paper chicken shape and use scraps of tissue paper, or leaves for feathers.



activity 5: celebrating diversity

learning objectives

- To challenge stereotypes of people and places and offer children a more balanced view.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To find similarities between South Africa and the UK and become aware of the diversity of your own town, city and country.

background information

- ① Archbishop Desmond Tutu described South Africa as the Rainbow Nation of Africa because so many different races live together.
- ① There are few places in the world where constitutional rights figure as prominently as in South Africa. The government actively encourages greater gender and racial equality in both public and corporate life. It also prohibits discrimination against homosexuals and people with disabilities.
- ① Not only does the UK have a similar combined flag to South Africa, but the UK is also made up of people of different races.
- ① In 2003 the UK was home to 59.6 million people. South Africa has a population of 47.5 million.
- ① In 2001 92% of the British population was white, while the remaining 4.6 million (7.9%) belonged to other ethnic groups.
- ① *We are Britain!* is a poetry collection celebrating the diversity of British society from renowned performance poet Benjamin Zephaniah. A unique portrait of British children, the book contains 12 poems, each one about a child in his or her home environment. The children are from a range of backgrounds and cultures and the book challenges traditional perceptions of the way children live. It shows that despite their differences, children have many similar preoccupations whatever their cultural background. Currently Unavailable.

what you need

scrap materials, eg paints and fabric, to create a collage

what you do

📖 Start with the story *My World, Your World*

- Produce a collage. If you are working in a multi-ethnic setting, the children can make pictures of themselves. If you are not, include images of children from *Black is Brown is Tan* or from other favourite books that reflect diversity.



activity 6: making a journey

learning objectives

- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To use stories from South Africa to inspire children to think about journeys.

what you need

a bag/basket/container for each pair of children – something reclaimed would be ideal; scrap fabric or the end of a roll of wallpaper; glue; simple plan/map of the nursery/school/garden/local area, as appropriate

what you do

📖 Start with the story *An African Christmas Cloth*.

- Discuss the journey in the story, and then take the children on their own journey around the nursery/school/garden/local area. Give each pair of children a bag/basket/container.
- Stop at points along the way so that each pair can collect things to show from their journey. Indoors, they could collect a favourite storybook, toy, things that make sounds, things that they like to wear, and things that are healthy to eat; outside, they could make rubbings of different surfaces and collect leaves, petals, pebbles, twigs, fir cones, and shells.
- On their return ask each pair, or a larger group, to make the story of their journey, eg a wall frieze, using the rubbings from outside with their treasures attached.
- Alternatively, use a camera on the journey and include photographs in the frieze.
- Consider asking older children to follow the route they are taking on a simple plan or map and incorporate this into the frieze.

📖 Read *Baba's Gift* or *Not So Fast Songololo*. Ask the children to each bring in something that reminds them of a special time/journey/holiday/day out and share why it's special to them.

taking it further...

- ✉ Ask the children to bring in any postcards they have received. Find the places they show on a world map and build up a display around it. When the children go on a journey, ask them to send a postcard to the nursery, or pick up a leaflet about where they have been.



songs

Walking through South Africa (children's chant, South Africa)

Walking through South Africa, what do I see?
I can see Jamela looking at me.
Walking through South Africa, what do I see?
I can see Themba looking at me.
Walking through South Africa, what do I see?
I can see Gogo looking at me.
Walking through South Africa, what do I see?
I can see Baba looking at me.

① This is a Zulu chant the children recite as they stalk about.

① Loreen McDonald, who contributed this game through the CanTeach website, notes that the English translation is probably closer to 'walking through the bush'. She substituted 'Africa' for 'bush'. We have also added South and names from the stories in this section.

> You could try using the names of children from your group.

Source: www.canteach.ca/elementary/africasong.html

Tik-tik-tak, Tak-tak-tik, Tok! (Afrikaans version of Hickory, Dickory, Dock)

Tik-tik-tak, tak-tak-tik, tok!
Die muis spring op die klok;
Die klok slaan een,
O waar nou heen,
Tik-tik-tak, tak-tak-tik, tok.

Source: www.mamalisa.com/world/africa.html

Langa Mo (Rupert Bopape & Zephania Nkabindi Zulu, South Africa)

Uya shukumisa, I yo siyo hamba ukudla	<i>It will shake you up, EE O the dance to nourish</i>
kwe nyawo	<i>your feet</i>
Siyo hamba	<i>We will walk it</i>
Siyo vuta	<i>We'll make you hot</i>
Siyo hlanya	<i>We'll go crazy</i>
Siyo chaza	<i>We'll dazzle you</i>
Langa Mo, langa mo	<i>More sun, more sun</i>
O Ye!! ngubane Langa Mo	<i>O Ye!! Who is Langa Mo?</i>
O Ye!! iya vuta i'Langa Mo	<i>O Ye!! It's burning up this Langa Mo</i>
O Ye!! uboni' Langa Mo	<i>O Ye !! Have you seen the Langa Mo</i>
O Ye!! siyo dlala i' Langa Mo	<i>O Ye!! We're playing the Langa Mo</i>

> Every time you sing the words *Langa Mo, Langa Mo* walk twice to the right and twice to the left with your hands thrown to the sky.

♪ Online audio sample: www.songsforteaching.com/putumayo/langamo.htm

Pata Pata

> Listen to the sample of Miriam Makeba's *Pata Pata* song, also known as the 'click song'. This song is great to sing along to, clap hands to and click your tongue to.

♪ Online audio sample: <http://songsforteaching.homestead.com/PWM2PataPata.html>



9: excuse me, is this india?

key messages

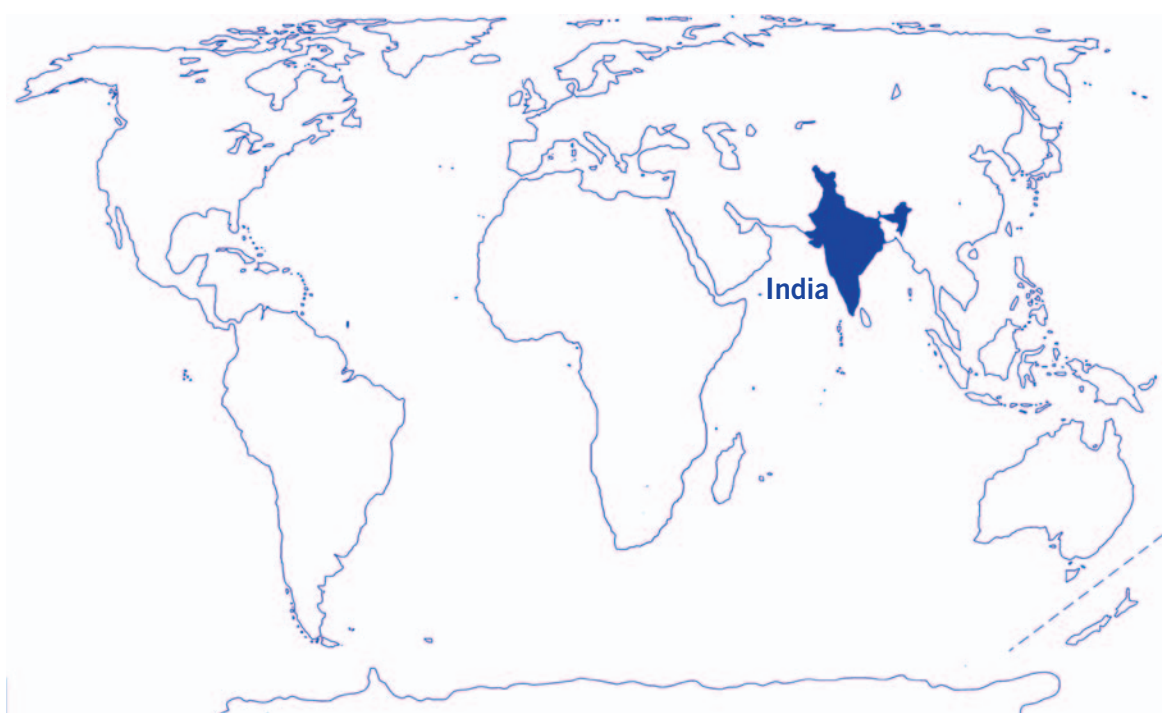
- Within the continent of Asia, India is a country of great diversity, with eighteen official languages, and most people speak more than one.
- As in most countries, people in India practise a variety of religions. Some are Hindus, others Muslims, Sikhs, Jains, Christians, Parsis or Buddhists.
- India has great geographical diversity: high mountains, beautiful buildings, rich coasts, great rivers, deserts, rain forests and busy cities.

background information

- ① Most people in India speak more than one language. The official languages include Assamese, Bengali, English, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu.
- ① India has a booming movie industry known as Bollywood, centred around the city of Mumbai. India releases almost 20 feature films every week, watched daily by over 5 million people who throng the country's 13,000 cinemas, and exported to avid audiences all over the world.
- ① *Namaste* is a Hindu greeting used in some parts of India. It means 'I greet the God within you' and you say it while placing the palms of your hands together in front of your face. *Sat Sri Akal ji* is a Sikh greeting and *Salaam a Laikum* is a Muslim greeting. Children can learn these greetings.

dos and don'ts

- ✓ Do emphasise similarities and connections, not the exotic.
- ✓ Do stress the great diversity within India and provide images of rural life and urban life, high tech industries and local agriculture, and men and women and children doing different things.
- ✓ Do talk about the Indian diaspora – the vibrant communities here in Britain and all over the world.



- ✓ Do remember that charitable giving can lead to feelings of pity rather than fairness. It's important to recognise that charity can have the unintended impact of reinforcing the stereotype that all people in the Majority World are poor and needy.
- ✗ Don't stereotype Indian people or cultures as mysterious, exotic and superstitious or reinforce the stereotypes with images of spicy food, snake charmers and submissive women.
- ✗ Don't just focus on Diwali.

activity 1: excuse me, is this india?

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To create a map of India which reflects its diversity.

what you need

a selection of diverse pictures of India, enough for one per child (try tourist brochures, Google images and images from the CD accompanying this handbook); used envelopes to put the pictures in; a large outline map of India



what you do

- 📖 Start with the story *Excuse me, is this India?*
 - > Hide the envelopes containing the pictures around the room or outside.
 - > Ask the children to hunt for the pictures, and when they find one, not to open it, but shout "Excuse me, is this India?"
 - > Ask the children to help each other until each child has an envelope.
 - > Seat the children in a circle and ask each in turn to open their envelope, ask "Excuse me, is this India?" and then pass the picture round for everyone to see.
 - > Discuss each picture and stick it on the map. Emphasise that all the pictures are of India, but talk about the similarities with Britain.
- 📖 *Asian Nursery Rhymes* also reinforce the diversity of India. *I Is For India* is a good source of pictures.

taking it further...

- > Ask the children to collect pictures that reflect the diversity of Britain.



activity 2: rangoli patterns

learning objectives

- To help children understand that people's behaviour has an impact on the environment.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To create a giant pattern inspired by *rangoli* patterns.

background information

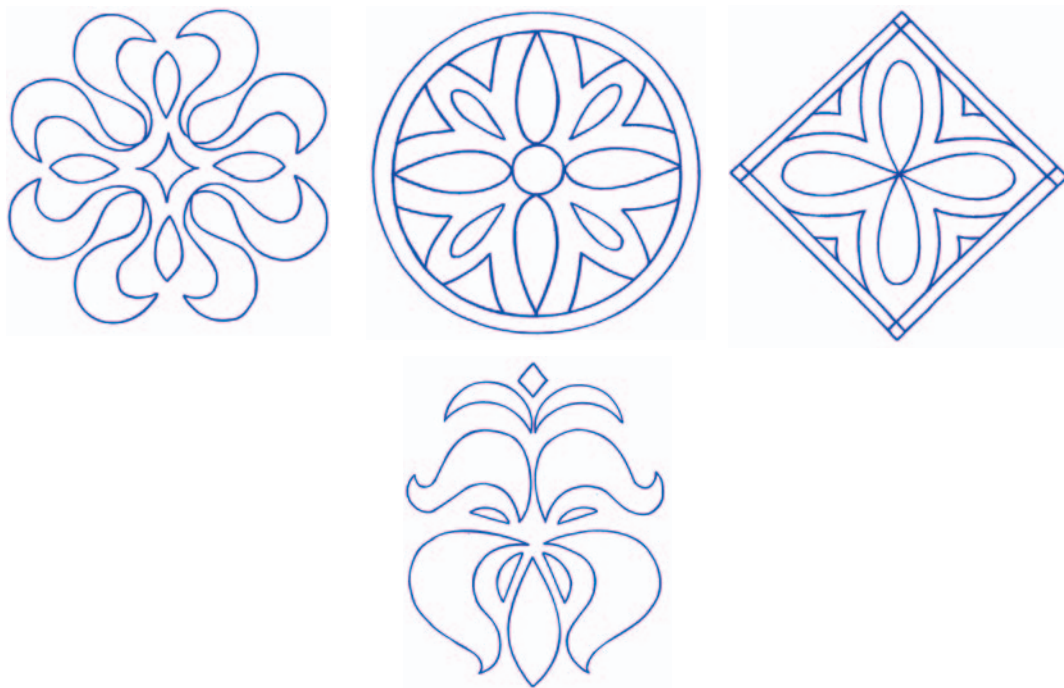
- ① Rangoli patterns originate in India but can now be seen all over the world.
- ① A colourful design called a rangoli is made near the entrance to a house to welcome guests. Rangoli patterns are created in homes, places of worship and eating places. They are an integral part of celebrating the festival Diwali, when Sikhs, Jains and Hindus create beautiful rangoli patterns in their houses.
- ① Rangoli patterns can be made with coloured powder, blossom, leaves, flour, or created using paint.

what you need

natural or scrap materials for decorations, eg sand, dried leaves, tissue paper, scraps of coloured paper from magazines, chalk, flower petals, or twigs; rangoli templates

what you do

- > To create a large rangoli pattern in the playground or in the middle of the floor, draw out one of the templates in chalk, or make up your own.
- > Ask the children to fill in blocks with different natural or scrap materials to create a giant pattern. Avoid using food unless it is out of date and can't be eaten.



activity 3: mehndi

learning objectives

- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To make decorated hand and foot designs inspired by *mehndi* patterns.

background information

- ① At festivals and celebrations people around the world make special efforts with their appearance, eg clothes, perfumes, hair, jewellery and make-up or other decorations.
- ① In both Hindu and Muslim traditions mehndi decoration is popular and important, particularly among women.
- ① Henna is used to make mehndi patterns. The henna bush is a plant associated with luck and prosperity.
- ① Henna is mixed with water to form a paste. This is applied to parts of the body with a fine brush or a cocktail stick in intricate designs. It is left to dry. After some time, the henna is washed off, leaving an orange/brown design on the skin.

what you need

paper or cloth; paints or pens

what you do

- Show the children examples of henna designs.
- Ask them either to copy the templates or to draw their own designs. The designs usually consist of dots and lines rather than blocks of colour.
- Alternatively, ask the children to draw round their own hands or feet, and decorate them with a design.

useful websites

- 🔗 www.hennapage.com
- 🔗 www.mehndidesign.co.uk (click on designs)



activity 4: shadow puppets

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To make shadow puppets and use them in a performance.

background information

- ① There is a rich tradition of puppetry in India: puppets are often used to tell stories about people and the environment. Shadow plays began in India some time before the 6th century AD.

what you need

a screen which can be made from a sheet attached to a wooden frame; a strong light source, such as a desk lamp or an OHP, positioned so that the light shines onto the screen; cartridge paper; hole punch; split pins; kebab sticks; felt-tip pens; cooking oil; kitchen roll

what you do

- 📖 Start with a story: *Monkeys Drum*, *Sameer's House* or *Jamil's Clever Cat*. The characters in these stories lend themselves to shadow puppet performances.
- > Experiment to find out which materials make good shadows, by moving objects close to the screen and then closer to the light source and seeing what happens.
- > Choose a favourite story, possibly with a message about co-operation or conservation, or make up a story about the children. Many of the stories recommended in this handbook.
- > Decide what characters are needed to tell the story.

To make a simple puppet

- > Ask each child to draw a character on cartridge paper (10-20cm tall) and colour it in with felt-tip pens.
- > Cut out the character and wipe it with a piece of kitchen roll dipped in a little oil. It will become translucent when held up to the light when dry.
- > Attach a kebab stick.

To make a moving puppet

- > When drawing the character, draw the body and legs separately.
- > Use a hole punch and split pins to join them together.
- > Attach the stick to the body and the legs will jiggle about.

To make another kind of shadow puppet

- > Draw the character, and instead of colouring and wiping with oil, pierce holes in the paper to let the light through (children can use a pencil or Biro to make holes, with plasticine under the paper).

taking it further...

- 📖 Try *Puppets Unlimited* for more ideas.



activity 5: making glove puppets

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To make a glove puppet for a performance.

background information

- ① There is a rich tradition of puppetry in India. Puppets are often used to tell stories about people and the environment.

what you need

glove puppets (one per child) made out of plain cloth or mittens (other options are old socks or paper bags); scrap materials for decorating the puppets

what you do

- > Ask the children if they have a story they want to tell. Imagine which characters they would need. Decide who is going to make each one.
- > Give each child a puppet and ask them to make their character using scrap materials for clothes, face, hair, hat, etc.
- > When the puppets are dry, give the children plenty of time to play with them, and encourage the characters to interact.

taking it further...

- > This can be developed into a performance which could include parents.



activity 6: time to taste

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To promote the idea that we have as much to learn from others as they do from us.
- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- To develop awareness of food and drink that originated in India through making *chapattis* and *lassi*.

background information

- ① Breads in different forms are enjoyed by people all over the world.
- ① Chapattis are a flat bread, commonly eaten with other dishes or as part of a packed lunch.
- ① Lassi is a healthy yogurt drink that originated in Southern India.

Making your own chapatti

what you need

This will make enough for about 20 chapattis: 250g very fine whole wheat flour (*atta*) or organic plain flour; approximately 125ml warm water; 2 teaspoons softened *ghee* or organic butter; heavy griddle or flat frying pan; clean cloth

what you do

- 📖 Start with the story *What shall I make*.
- > Mix the flour and water in a bowl to make a dough that is pliable but not too sticky.
- > Add the ghee or butter and turn the mixture out onto a floured board and knead by hand for 10-15 minutes.
- > Roll the mixture into a ball, cover it with a damp cloth and set it aside for at least 1-2 hours.
- > Knead the dough again for 3-4 minutes, and break it into pieces the size of a golf ball.
- > Flatten each piece into a circle with your hand, and roll it out into a bigger circle of about 20 cm in diameter.
- > Heat a heavy griddle or a flat frying pan until very hot.
- > Put on a chapatti and cook until brown spots (burnt spots) appear underneath.
- > Turn over and cook the other side in similar style, pressing on the top of the chapatti with a clean cloth to help make air bubbles form and keep the chapatti light.
- > As each chapatti is cooked, wrap it in a clean cloth to keep warm.

taking it further...

- 📖 *Bread, Bread, Bread* goes well with this activity.



Making lassi

what you need

This will make enough for four: 3 cups of plain organic yogurt; 1 cup of water; 1/4 cup of local honey; blender; four cups; ice if desired

what you do

- > Put all the ingredients into the blender and blend.
- > Pour into 4 cups, and serve with ice if desired.
- > To make fruit flavoured lassi, replace the honey with fruit pulp from, eg a Fairtrade mango, banana or pineapple.

games

Anhar, Bahar (circle game, India)

- > Begin by making a circle on the floor using twigs, rope, chalk or pebbles.
- > Select a leader, and ask the other children to stand inside the circle.
- > The leader shouts the Hindi words *anhar* (inside) or *bahar* (outside). The children jump in and out of the circle, following the leader's instructions.
- > The leader shouts more and more quickly. If s/he shouts *anhar* while the children are already inside the circle, the children must freeze and stay where they are. If s/he shouts *bahar* while they are already outside the circle, they stay where they are. Anyone caught on the wrong side of the circle is out, and waits around the edge until the next go.
- > Continue playing until only one child remains. S/he becomes the new leader, and the game begins again.

Source: *Acker Backa Boo* by Opal Dunn, illustrated by Susan Winter, published by Frances Lincoln © 2000

useful website

🖱 www.sikh-history.com/sikhhist/gurus/nanak1.html has information about Guru Nanak



10: check out china

Key messages

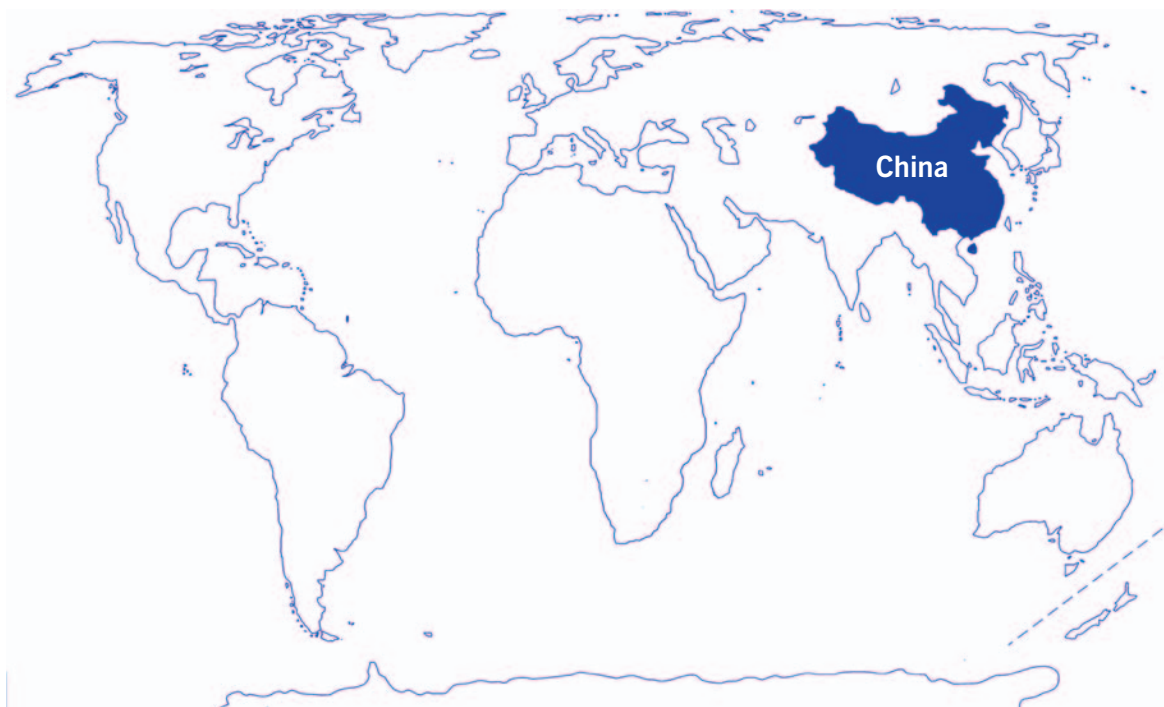
- A lot of the world's scientific and mathematical knowledge originated from China.
- Two themes run through all the China-related activities: maths, particularly opposites and shapes, and movement.
- The rapidly expanding population has a positive potential as a great resource for good as well as being a potential threat to the environment.

background information

- ① As in many countries, people in China practise a variety of religions including Confucianism, Taoism, Buddhism, Christianity, Islam.
- ① The story of Cinderella originated in China to celebrate the beauty of tiny feet. Foot-binding, to keep women's feet small and therefore attractive was a practice that crippled many women in China. Are there similarities with women in Britain wearing pointy, high heeled shoes that damage their feet, but make them feel that they look good?
- ① Main languages: Mandarin, Wu, Cantonese, Hsiang.
- ① China is a large and diverse country, 40 times the size of the UK.
- ① China is economically one of the strongest countries in the world.
- ① The Olympic Games were held in China's capital, Beijing, in 2008, followed by London in 2012.
- ① At the time of writing, the mainland population of China was 1.32 billion. For the current figure, see www.cpdrc.org.cn/en/eindex.htm.

dos & don'ts

- ✓ Do stress the great diversity within China and provide images of rural life, urban life, high tech industries and local agriculture, and men, women and children doing different things.
- ✓ Do stress the positive potential of a huge population.



- ✓ Do talk about the Chinese diaspora: the vibrant communities here in Britain and all over the world. You could visit local Chinese supermarkets or Chinatown in London, Liverpool, Manchester, Newcastle or Birmingham.
- ✓ Do remember that charitable giving can lead to feelings of pity rather than fairness. It's important to recognise that charity can have the unintended impact of reinforcing the stereotype that all people in the Majority World are poor and needy.
- ✗ Don't use stereotypical language such as 'exotic', 'mystic' or 'strange'.
- ✗ Don't use the term 'the Far East'. It's not far if you live there.
- ✗ Don't stereotype Chinese people or cultures as being about Chinese New Year or peasants working in paddy fields wearing pointy hats and lacking in individuality. Be prepared to challenge the stereotype that the expanding population is somehow aggressive: wanting to take over, and become a superpower and rapidly consuming the world's resources, which the West has come to consider its own.
- ✗ Don't just focus on Chinese New Year.

activity 1: chinese hopscotch

learning objectives

- To enable children to learn about trade between countries.
- To help children understand the connections between their own lives and the lives of others.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- To play a game which explores the diversity of China.

what you need

five hoops, or pieces of paper, or chalk to draw circles; a selection of diverse pictures of China, enough for one for each child (try travel brochures, Google images, or magazines) stuck onto cards

what you do

- 📖 Start with a story: *One Is A Drummer* or *1,2,3, Go!*.
- Draw five large circles on the floor in chalk, or use five hoops, or pieces of paper. Lay them out like the Olympic rings, but not linked.
- Label the five circles: 'cities', 'wildlife', 'made in China', 'China around the world' and 'sport'.
- Place all the picture cards into a bag.
- Ask each child in turn to pick out a card and decide which of the five rings it fits into.
- Ask the child to hop from ring to ring and when they get to the chosen ring, to place the card in it and hop back.
- Talk about the pictures and what they show, emphasising the diversity of China and similarities with Britain.
- To build up a collection of pictures connected with China over the year, ask the children to bring pictures in from home, eg from travel brochures, newspapers, magazines, or calendars. You can return to the game again and again.

📖 *Mei Mei Loves The Morning* and *Yikang's Day* are both a useful source of pictures.

activity 2: make a tangram

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To celebrate the contribution to human achievement made by societies around the world, past and present.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

background information

- ① Tangrams are an ancient puzzle thousands of years old.
- ① Traditionally made of wood, the puzzle consists of a square cut into seven geometric shapes, or 'tans'.
- ① The point of the activity is not to reassemble the tangram, although that is quite a challenge, but to use all seven shapes to create pictures, ideally with all the pieces touching each other but not overlapping.
- ① Over 1,600 different designs can be made out of the seven tans.

aim

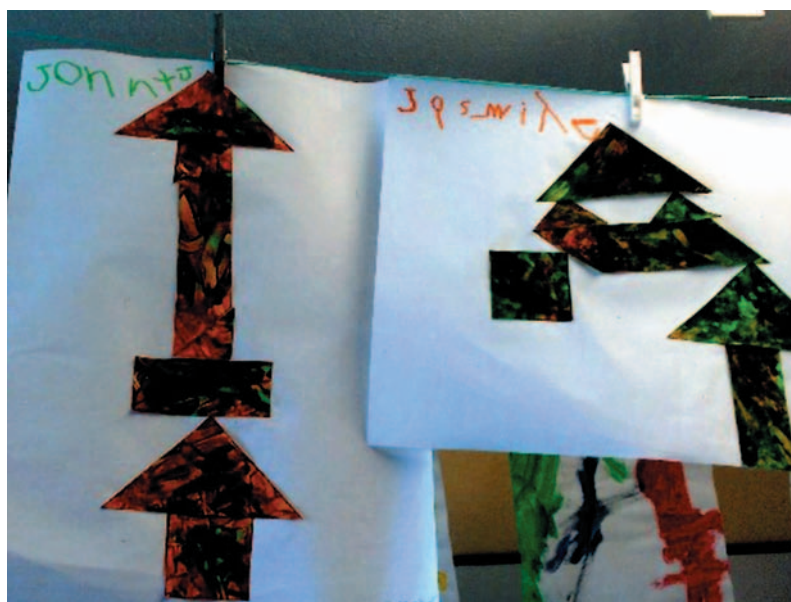
- To become familiar with geometric shapes, by playing with and naming rectangles, triangles, squares etc.

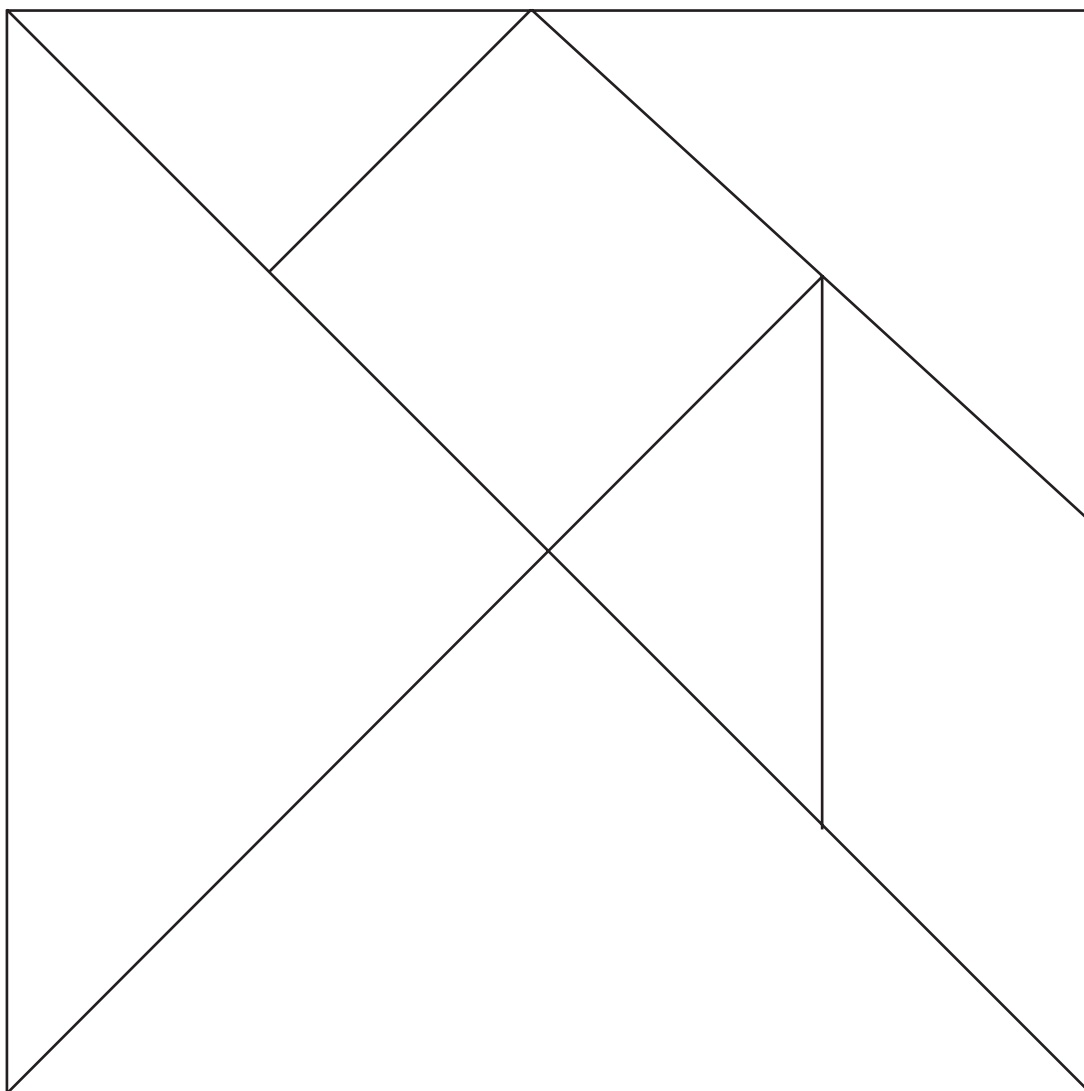
what you need

a template to make tangram sets for each child cut out of scrap material such as felt, paper decorated with children's handprints, left-over cork tiles, lino or carpet tiles; paper, card or cloth; glue

what you do

- > Prepare tangrams, one for each child.
- > Demonstrate some of the shapes that can be made.
- > Give each child a tangram set to play with, make shapes and tell stories.
- > When the children have found designs they like, help them to stick them down.





activity 3: opposites - movements

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To enable children to develop skills of conflict resolution.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aims

- To think about opposites, for example that loud is only loud in relation to quiet, that they are complementary and that we need both.
- To link opposites with the Yin Yang symbol.

background information

- ① Taoism is about living in harmony: there may be opposites but they are complementary. There may be ways of linking opposites together.
- ① Yin is dark, cool and watery; Yang is bright, fiery and warm.

what you need

a large Yin Yang symbol; scraps of paper of contrasting colour and texture



what you do

- > Explore with the children what 'opposite' means, for example, ask them what is the opposite of 'big'. Explore various opposites, eg light/dark, loud/quiet, moving/still, night/day, inside/outside, cold/hot, dark/light, young/old, rough/smooth, or sad/happy. Be careful that you do choose real opposites, and not characteristics of people, such as fat/thin, boy/girl, or black/white.
- > Develop this into a game of 'follow my leader'. Start with an adult as the leader, moving round the room in contrasting ways. For example, start slowly and then go quickly;



make big movements, and then small ones; walk quietly, and then very noisily; walk tall and then stooped low. The children can take turns to be the leader.

- > Develop this into an exploration of opposites in pairs. Ask one person to make a movement or a sound in one extreme way – loud, small, quiet, or fast – and the other to repeat the action but in a contrasting way.
 - > Once you have explored the concept of opposites physically, move on to representing them in terms of Yin and Yang.
 - > Show the children the Yin Yang symbol. Ask them what they think it is.
 - > Lay out a big version of the symbol on the floor or table.
 - > Ask the children to choose different collage pieces and stick them to the symbol. There may be differences of opinion, but the pieces in the Yin side should be darker, cooler and more watery, with the Yang side lighter, warmer and more fiery.
 - > Take this opportunity to discuss the fact that opposites can come together to make a whole.
- Q What do you think about the bit of Yin on the Yang side, and the bit of Yang on the Yin side?
- Q Is there always a bit of the opposite in something?
- 📖 *Cleversticks* is a book that illustrates that we all have talents, and different strengths and weaknesses. Remember while reading it that not everyone in China uses only chopsticks; that can be another stereotype.

taking it further...

- 👉 If the children have really enjoyed this concept, take it further and relate it to feelings. Draw a line on the floor with chalk, or use a big rope. One end is the most Yang, and the other end the most Yin.
- 👉 Ask the children where they would be on the line at different times. Give them some examples, such as 'when I am excited I feel more Yang', or 'when I am stroking my cat I feel very Yin'. Ask them to move along the line for the different situations.

activity 4: round of the moon

learning objectives

- To enable children to learn about the people and processes involved in producing food.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- To develop an awareness of shape through making mooncakes.

background information

- ① Mooncakes are made on Chinese New Year, and at the Moon Festival which falls in September. They are little treats shaped like the moon. There are many variations of mooncakes and some have impressions on them with Chinese letters.

what you need

This will make enough for about 12 mooncakes: 50gm raw cane Fairtrade sugar; 2 free-range egg yolks; 100gm organic butter; 125gm organic plain flour; homemade jam for the filling

what you do

- 📖 Start with the story *Round Is A Mooncake*.
- > Identify round shapes in your room.
- Q What else is round? Sometimes the moon is not completely round; it changes.
- Q What is square or a rectangle?
- > Preheat the oven to 190°C, Gas Mark 5.
- > Mix butter, sugar and 1 egg yolk.
- > Mix in the flour.
- > Form the dough into one large ball and wrap it in cling film.
- > Refrigerate the dough for half an hour.
- > Unwrap the chilled dough and form small balls in the palms of your hands.
- > Make a hole with your thumb in the center of each mooncake and fill with about half a teaspoon of jam.
- > Brush each cake with the other beaten egg yolk and place on a baking tray.
- > Bake for about 20 minutes or just until the outside edges are slightly brown.
- > They should end up looking like little jam tarts.
- 📖 *Henry's First Moonday* goes well with this activity.
- > Remember to compost the egg shells.



activity 5: winged horses

learning objectives

- To equip children with the understanding and belief that they can make a difference.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To help children develop an understanding of their own and each others' rights and responsibilities.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To develop awareness of colour, shape and movement.
- To encourage children to consider and communicate their hopes and wishes.

background information

- ① In Tibetan, prayer flags are called *Lung-ta*, which means Winged Horse. The idea is that the flags are like horses which carry the prayers into the world when the wind blows. Some flags have prayers written on them.
- ① Prayer flags come from the Tibetan Buddhist tradition. They are found in places of religious significance in Tibet, Nepal and parts of India.
- ① Tibet is considered by some people as a separate country from China, but by others as part of China. The Tibetan spiritual leader, the Dalai Lama, had to leave Tibet and escape to India when the Chinese occupied Tibet.

what you need

plain paper or fabric and paints, or scrap materials, eg newspapers or old yellow pages (you can paint over the text of newspaper); glue and wool or string.

what you do

- > Ask the children to paint the flags, talking or thinking about something that they care about, which could be a special wish for the world, or for someone they love. Traditionally the colours used are red, yellow, green, white and blue.
- > Once the flags are dry, string them on wool to create a line of bunting with the top edge folded over the wool or string and glued.
- > Hang them somewhere where they will flutter, sending the children's positive thoughts out into the world.



activity 6: silk dancing & tai chi

learning objectives

- To promote the idea that we have as much to learn from others as they do from us.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To make shapes using bodies.
- To move to Chinese music.

background information

- ① Rhythmic gymnastics is a popular sport in China for all ages and regardless of disabilities. Silk dancing is one form of rhythmic gymnastics, which is an Olympic sport.
- ① Tai Chi is an ancient form of Chinese martial arts that uses slow controlled movements, postures and breathing to increase the flow of *chi* or energy in your life through strength and meditation.
- ① Increased flow of chi can boost your sense of wellbeing and relieve stress.
- ① Tai Chi is fully known as Tai Chi Chuan and was created by Chang San-Feng, who lived from 1279-1368 AD. After observing how the animals in nature react to opposition and strength, he developed a series of movements that imitate them.
- ① In schools in China the day starts with all the children doing a physical drill.

what you need

long scarves or ribbons; Chinese music

what you do

Silk dancing

- 📖 Start with the story *The Squiggle*.
- > While listening to music from China, use silk scarves or ribbons to make big shapes in the air, both while standing still and while moving around the room.
- > Given that a lot of this section is about shapes, you could do this at any time as a warm up session before any of the activities. Try circles, squares, dragons!
- > To echo the physical drill that starts the day in Chinese schools, and to wake everyone up before activities, draw big shapes in the air with different parts of the body and ask the children to copy you. Draw a circle with your foot/hand/arm/nose/head. It loosens the body up nicely and makes everyone laugh.

Tai Chi

- ① Tai Chi involves very slow movements that aim to control the flow of energy through strength and meditation.
- > Stand with your feet slightly apart and knees slightly bent.
- > Pretend that you are holding a beach-ball between your hands.
- > Slowly move the beach-ball up and down, and side to side and turn it upside down and back again. Use slow gentle movements.
- > Ask the children to copy you.



resources

- 📖 *Tai Chi For Kids* will help you take this further. Olson uses the language of a storyteller, wonderful animal metaphors that invite children to pretend and easy-to-follow step-by-step instructions so that every child can enjoy such exercises as *Chasing the Monkeys Away*, and *Riding the Tiger to the Mountain*.
- 🎵 Online music for silk dancing: www.putumayo.com, www.silkorchestra.com
- 🎵 Online audio sample for both activities: <http://silkorchestra.com/mp3s/cloudhands.mp3>
- 🎵 Music for Tai Chi Practice: www.shop.taichicentre.com
A collection of traditional Chinese folk music, recorded in China, that is an excellent accompaniment to practising Tai Chi.
- 🎵 *Best of China and Japan*, ARC Music 1996. Music compilation.

songs

Yao yah yao (Mandarin lullaby, China)

Yao yah yao	Rock-a-bye.
Yao yah yao	Rock-a-bye.
Bao bao huai jung shuay	Sleep, you're safe with me.
Yao ni jang da	Rock you 'til you're big,
Yo liao sheewang	Rock you 'til you're strong,
Bao bao kuai jang da	Baby, grow up soon.
Bao bao kuai jang da	Baby, grow up soon.

- > The children in your group may already have sung a lullaby in the module on **homes & families**, section 1.
- > When teaching *Yao yah yao*, consider speaking the words slowly and quietly with the children to master the pronunciation of the Mandarin words.
- > As with *Ho ho watanay*, invite the children to gently sway to the music, or to pretend they are rocking an infant to sleep.
- 🎵 Online audio sample: www.songsforteaching.com/sarajordan/yaoyahyao.htm



11: mexico uno, dos, tres...

This section focuses on counting, and specifically numbers one to ten. The aim of the section is to help you create your own number frieze to display around the room. It incorporates ideas for activities and displays that will reflect the diversity of the country and its people, challenging commonly-held stereotypes.

Key messages

- Mexico is a country with a long cultural history, giving rise to much current-day diversity.
- Mexican cuisine is popular around the world.

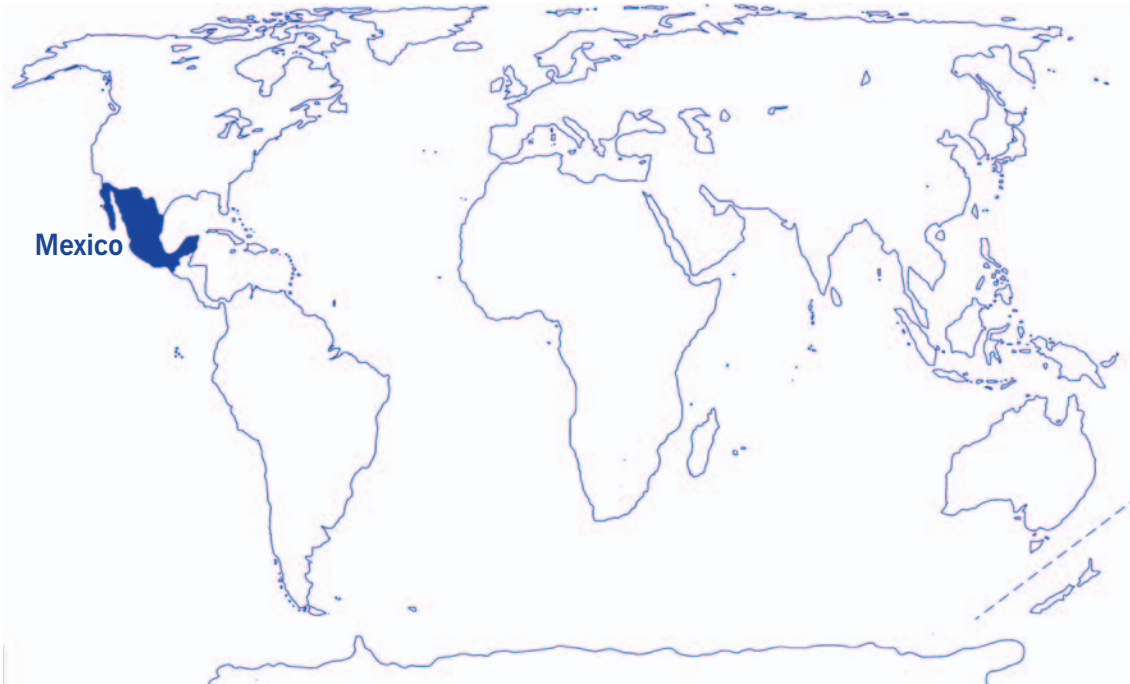
background information

- ① Mexico is a growing tourist destination.
- ① The Aztec civilisation was booming in Mexico in the 15th and 16th centuries at around the same time that the Tudors were important in British history, the Ottomans in Europe and Asia, the Mughal and the Ming in Asia, and the Benin empire in West Africa.
- ① The Aztec people were the ancestors of many peoples living in Mexico today, such as the Huichol: their civilisation is not extinct.
- ① Women occupy 34 more seats in the Mexican congress than in the USA House of Representatives.
- ① Mexico City has three football teams: Pumas, Cruz Azul and Club America. The Aztec stadium seats 110,000.
- ① Mexico is one of the world's largest producers of silver. It's also a major oil producer and has other industries, eg food and drink processing, iron and steel, chemicals, and clothing production.
- ① In 1600 BC Mexicans discovered the chemical process needed to make rubber balls bounce: by mixing the sap of morning glory plants with latex.
- ① In Mexico, 62 indigenous languages are spoken.
- ① Mexico accounts for 10% of all the earth's plant and animal species.
- ① In winter, grey whales travel thousands of kilometres from the cold Arctic waters to the coastal lagoons of Baja California where they mate.
- ① Conservation has been important in Mexico since pre-Hispanic times. Ancient Mayan cultures introduced protected zones in the forests.

dos & don'ts

- ✓ Do emphasise similarities and connections, not the exotic.
- ✓ Do stress the great diversity within Mexico and provide images of rural life, urban life, high tech industries, and local agriculture, and men, women and children doing different things.
- ✓ Do remember that charitable giving can lead to feelings of pity rather than fairness. It's important to recognise that charity can have the unintended impact of reinforcing the stereotype that all people in the Majority World are poor and needy.
- ✗ Don't refer to Native American people as 'Indians'.
- ✗ Don't use the term 'jungle' to refer to the rainforest.
- ✗ Don't stereotype Mexican people or cultures by promoting images of bandits, ponchos, big moustaches, sombreros, cacti, people being a little shady, people slipping across boundaries, or macho men and peasant women living in barren rural dry land. The reality is, as ever, much more complex.





uno (1): ojo de dios – eye of god

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

To create an *ojo de dios* – eye of god – as the number one in the frieze

what you need

for each ojo de dios: two thin sticks (one long and one short), eg kebab sticks, ice-lolly sticks, thin dowling, twigs you have collected, strips of bamboo or reed; wool in several bright colours

background information

- ① The ojo de dios or God's Eye is an ancient symbol made by the Huichol Indians of Mexico and the Aymara Indians of Bolivia. These stunning diamonds of colour have been made by the Huichols for hundreds of years.
- ① The 'eye' was their symbol of the power to see and understand the unknown. Huichol means seer or prophet. However, it was to protect and bless that ojos were placed in a child's hair, hung around the home, or used in traditional ceremonies.
- ① In Mexico, the central eye was made when a child was born. Each year, a bit of yarn was added until the child turned five, at which point the ojo was complete.
- ① Sometimes ojos are made with each colour of wool having a special meaning. Below is a list of a combination of colours and what they stand for. The children can make up their own meanings and choose colours accordingly. **White** = unknown life before birth or after death; **red** = life itself or the thread of life which encompasses all; **yellow** = sun, moon and stars; **blue** = sky and water; **brown** = soil; **green** = vegetation; **black** = death.

what you do

- > Tie or glue the sticks together in the shape of a cross.
- > Think of each arm of the cross being numbered 1, 2, 3, or 4 or mark them with pencil.
- > When the sticks are secure, tie the wool to the centre and in a clockwise direction wind it once round each arm in turn: 1, 2, 3, and 4.
- > Continue working outwards.
- > When the pupil of the 'eye' is the size you want, tie on the next colour and continue. Add more colours, and finish by tying the end with a knot.
- > Wrap the uncovered portion of each stick with wool and tie off. Add tassles of wool on the ends of each stick.

taking it further...

- ✎ This works really well as a collaborative project. Try making a big ojo de dios using old metre rules or bamboo or other long sticks as the axes, wrapping strips of colourful scrap material or strips of recycled plastic bags round to create the pattern.

useful website

- 📄 www.dltk-kids.com/world/mexico/ojo_de_dios.htm for good basic information and activities on *ojo de dios*.



dos (2): mexican artists

learning objectives

- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To celebrate the contribution to human achievement made by societies around the world, past and present.
- To encourage children to undertake activities co-operatively.
- To develop in children a positive sense of their own identity, and a respect for the identities of others.

aim

- To become familiar with the names and work of Mexico's most famous artists, and to create some art inspired by their work.

background information

- ① Frida Kahlo and Diego Rivera are two of Mexico's most famous artists, who lived and worked together in the first half of the 20th century. Frida is most famous for painting self portraits, in which she often wears traditional Mexican peasant dress and has plaited hair decorated with flowers. By rejecting the fashions of their neighbours in the USA, she showed that she was proud of her Mexican heritage.
- ① Diego painted huge murals, because he believed art should belong to the people, not sit in galleries. These murals show scenes from Mexican life, past and present, including the life of the Aztecs, and later Mexico under Spanish rule.

what you need

paints; pastels; crayons; chalk

what you do

- 📖 Use the books *Frida* or *Dream Carver* to show the children examples of Mexican art.
- > Ask the children to create self portraits inspired by Frida Kahlo, or collaborate on a mural inspired by Diego Rivera.
- > Play name games so that the children remember the artists' names.



tres (3): pan de muerte in a shop

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To enable children to become aware of where food comes from and how it reaches them.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.
- To develop children's awareness of the wider world.

aim

- To shop for the ingredients and make the Mexican *pan de muerte*.
- To use three pictures of the breads, or a model or drawing of a shop with three breads in the window.

background information

- ① Pan de muerte means Bread of the Dead. They are sweet bread-type treats made at the Mexican *Día de los Muertos*, or Day of the Dead.
- ① This festival is based on an Aztec festival, and is celebrated on All Souls' Day (2 November). Traditionally, the dead are supposed to return for the day to the land of the living, and they are welcomed eagerly with much hilarity and a great party.
- ① The Day of the Dead is a way of remembering the dead in a happy way, and passing on stories and memories to the next generation.
- ① Favourite cakes and treats are made for the parties, including the famous Pan de Muerta.
- ① Mexican sweet breads have wonderful names and shapes: *gendarmes* (policemen), *llaves* (keys), *cuernitos* (horns), *alamares* (frogs), *palomas* (doves), *besos* (kisses), *moños* (bows), *corbatas* (ties), *banderillas*, *campechanas*, *magdalenas*, *orejas* (ears), *garibaldis*, *conchas* (shells), *calzones* (underwear), *cocolos* and *pelonas* (bald ladies).



what you need

go shopping for the ingredients for authentic pan de muerte:

ingredients for the pan: 125g organic butter; 125ml organic milk; 125ml cup water; 750g organic flour; 2 packs dried yeast; 1 teaspoon salt; 1 tablespoon whole aniseed; 80g Fairtrade sugar; 4 free-range eggs

ingredients for the glaze: 80g Fairtrade sugar; 175ml Fairtrade orange juice; 2 table-spoons of orange zest



what you do

📖 Start with the story *Calavera Abecedario, A Day of the Dead Alphabet Book*.

- > Explain that people in Mexico do many of the day-to-day things we do, and go out to the shops to buy ingredients. There are a variety of shops, including small corner shops, market stalls on the street, and big supermarkets. Just like here, some people grow their own food, while others have to buy it.

To make the pan de muerto

- > Gently heat the butter, milk and water in a saucepan until it melts and is warm, but do not let it boil.
- > In a large mixing bowl combine 200g flour, yeast, salt, aniseed and sugar.
- > Beat in the warm buttery liquid.
- > Add the eggs and beat in another 200g of the flour.
- > Continue adding more flour until the dough is soft but not sticky.
- > Knead on a lightly floured surface until smooth and elastic.
- > Lightly grease a bowl and place the dough in it; cover it with a clean tea towel and let it rise in a warm place until doubled in size – about 1½ hours.
- > Knock back the dough gently and shape into three round loaves. Leave for another hour to rise.
- > Bake in a preheated oven at 350 F, 180 C, Gas Mark 4 for 40 minutes. Meanwhile make the glaze:
- > Heat 80g cup of sugar, 75 ml fresh orange juice and two tablespoons of grated orange zest. Boil for two minutes.
- > Remove the pan de muerto from the oven and paint on the glaze.
- > Use a photo of the three breads in your freize.

useful website

🌐 www.elbalero.gob.mx Kids Mexico website has other recipes for bread.



cuatro (4): skeletons at a day of the dead event

learning objectives:

- To promote the idea that we have as much to learn from others as they do from us.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.
- To enable children to develop a positive sense of their own identity and to respect the identities of others.

aim

- To make play-dough or clay models of skulls to celebrate the Day of the Dead, and display four of them in a shrine as part of your frieze.

background information

- ① Based on an Aztec festival, the Mexican *Día de los Muertos*, Day of the Dead, is a favourite autumn holiday in Mexico, celebrated on All Souls' Day (2 November).
- ① Traditionally the dead are supposed to return to the land of the living for the day, and are welcomed eagerly.
- ① In Mexican culture the dead are a fun-loving bunch who like a party, and the living oblige. It is a way of remembering the dead in a happy way, and passing on stories to the children.
- ① Simple shrines, eg decorated shoe boxes with photos and brightly coloured tissue flowers are made for relatives and friends. Sweets, toy skeletons and reminders of the dead person are added, and the shrine is set in a prominent position.
- ① All the preparation is an opportunity for telling stories about family members and ancestors, serving as a gentle introduction to the cycle of life and death.

what you need

play dough or clay; old shoe boxes or other small boxes



what you do

- > Make a skull out of the play dough or clay. The funnier it is, the better: these are friendly, not sinister, skulls. Make a shrine out of an old box, and place the skulls in it.
- > Add small treats for the dead. These can be edible treats, small toys, pictures of skeletons, or things that might make them laugh. Decorate the shrines.
- > While working, if appropriate, talk with the children about people or pets that they may know who have died. This is a difficult subject, and one they will inevitably have to learn about.
- > Use one such shrine with four skulls in as the number four in your frieze.



cinco (5): avocados

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To enable children to become aware of where food comes from and how it reaches them.
- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.

aim

- To make *guacamole*, a delicious and healthy avocado dip originating in Mexico. For your frieze you can display five pictures of avocados.

background information

- ① Guacamole is a delicious and healthy snack eaten with tortillas. Make it with the children and eat it with tortillas or breadsticks.
- ① Guacamole usually has hot chilli pepper but with young children in mind use paprika instead and avoid contact with eyes.

what you need

three ripe Fairtrade avocados; juice of one fresh lime; sprinkle of paprika; tortillas, bread sticks or carrot sticks

what you do

- > Cut avocados in half and remove the stone. You can plant this and grow an avocado, see *garden*, section 2.
- > Scoop out the flesh with a spoon and mash in a bowl. Stir in the lime and paprika.
- > Serve in small bowls, and dip tortillas, bread sticks or carrot sticks.
- > Compost the waste.

taking it further... salsa

- ① Like guacamole, *sa/sa* is a traditional dish from Mexico that is now widely available across the world. The word salsa just means sauce, but we tend to associate salsa with a tomato sauce. Here is a simple recipe that you can try to accompany the guacamole.

what you need

two spring onions; one crushed glove of garlic; one finely chopped *jalapeno* pepper (if you want it hot); about 1 kg fresh tomatoes (even better if you have grown your own); juice of a lemon; coriander leaves

what you do

- > Chop everything finely, and mix together.
- > Eat with tortillas and guacamole.
- > Compost the waste.



seis (6): whales watched by tourists

learning objectives:

- To help children understand that people's behaviour has an impact on the environment
- To equip children with the understanding and belief that they can make a difference
- To foster a sense of responsibility for the environment and for the sustainable use of resources
- To challenge stereotypes of people and places and offer children a more balanced view
- To develop children's awareness of the wider world

aim

- To become aware that animals, like plants, share our environment, and it is our responsibility to look after them, through researching the journey of a whale. For your frieze, use drawings or painting of whales.

background information

- ① Whales migrate past the west coast of Mexico. In winter, grey whales travel thousands of kilometres from the cold Arctic waters to the coastal lagoons of Baja California where they mate.

what you need

a map of the world

what you do

- 📖 Use the book *Dear Greenpeace* as a focus for learning about whales and the environment.
- Trace the journey of the whales on the map of the world, and talk about why they live in the sea, what they need to survive, and what threatens them.
- Make links between the environment a whale needs to live in, and the environment of wildlife that live locally. Local wildlife may be, eg deer, foxes, ladybirds, bees, hedgehogs, or ants.
- ❓ What wildlife lives near you?
- ❓ How can you encourage wildlife?
- ❓ Who lives in your playground, garden or park at night?
- ❓ What noises do they make? How do they move? What do they eat?
- Draw or paint whales for your frieze. You may want to draw the outline of the Mexican coast and place your whales swimming round it.



siete (7): aztec fans

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To develop children's awareness of the wider world.

aim

- To create colourful Aztec fans for the children to use and display seven as part of your frieze.

background information

- ① Aztecs were the native American people who lived in northern Mexico in the early 16th century. They called themselves the Mexica.
- ① They settled in the central basin of Mexico in the 13th century. In 1325 they founded the town of Tenochtitlan (modern-day Mexico City) on small islands in Lake Texcoco.
- ① The term Aztec, originally associated with the migrant Mexica, is today a collective term, applied to all the peoples linked to these founders by trade, religion and language.

what you need

plate size circles of card cut from reused materials, eg card from cereal packets or pizza bases, or reused paper plates made from recycled paper; feathers; paints or pens; examples of Aztec geometric designs; lollipop sticks

what you do

- > Fold the reused paper plates or circles of card in half.
- > Glue or staple five or six lollipop sticks around the inside of one half. Fold the other half to cover the glued area.
- > Draw bold, colourful designs on the plate, and decorate with feathers and tissue paper stuck onto the lollipop stick.
- > When the fans are ready, encourage the children to process around the room fanning themselves.



ocho (8): cars stuck in a traffic jam

learning objectives

- To help children understand that people's behaviour has an impact on the environment.
- To equip children with the understanding and belief that they can make a difference.
- To encourage children to focus on the similarities between people.
- To encourage children to express their own opinions and value the opinions of others.

aim

- To explore different transport options and the effect they have on the environment and create a colourful traffic jam of eight for the freize.
- To foster an understanding of and commitment to democracy.

what you need

clipboards; checklists with pictures of each type of transport; pencils; things to vote with (a bean or a bead for each child) and something to put them in

what you do

- Explain that there are big cities in Mexico, just like there are here. Mexico City has more than twice the population of London and includes Avenida de los Insurgentes which is the longest street in the world at 28.8km.
- Q What kinds of transport do you think you might find in Mexico? How many of them have you been on?
- Try a traffic count in your locality. Count cars, buses, bikes, or walkers – you could make it into a graph or chart, discussing the benefits and dangers of different forms of transport.
- Q How many people can travel on one bus, and how many in one car?
- Q What does a car need to make it go?
- Q What does a bicycle need?
- Q What do you need to walk or run around?
- Once all the forms of transport are listed, ask the children which is their favourite way of getting to school.
- Arrange a vote: you can give each child a bean or a bead, and ask them to place it on a picture of their favourite way of travelling.



nueve (9): treats in a piñata

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To make a simple paper bag or papier-maché *piñata* and display nine pictures of treats the children would like to find inside a piñata for the freize.

background information

- ① Piñatas have been used for hundreds of years in Latin America to celebrate special occasions such as Christmas and birthdays. They are now widely used in North America.
- ① The exact origin of the piñata is unclear, but many agree it came from ancient Europe. Italy, Spain, Greece and Portugal have all claimed its origin. Legend has it that it started simply as a painted clay pot decorated with colourful paper and filled with sweets and coins.
- ① Even today, piñatas at parties in Mexico tend to be clay, rather than the modern papier-maché version used in North America.
- ① Traditionally piñatas were star-shaped – representing the Star of Bethlehem at Christmas – but they can be made in all shapes. There is quite an art in creating spectacular animal shapes.

what you need

paper bag; balloon; newspaper; sweets or other treats; different colours of tissue or crepe paper; scissors; glue; hole punch; string

what you do

- > Blow up a balloon and cover it with papier mache.
- > When it has dried, burst the balloon, decorate it and leave a small hole that can be covered later.
- > Alternatively, use a paper bag with some scrunched up newspaper in, punch holes round the top, and thread string or wool through to make a drawstring.
- > Fill the piñata with one treat for each child.



diez (10): children playing with a piñata at a party

learning objectives

- To encourage children to undertake activities co-operatively.
- To encourage children to focus on the similarities between people.

aim

- To enjoy playing with a piñata and create a picture of ten children playing for the freize.

what you need

a piñata, as made in the previous activity or from a supermarket; rolled-up newspaper, or a long cardboard tube

what you do

- > Hang the piñata above the children's heads. If possible, suspend it from a ceiling or tree, or hold it above their heads using a long pole and string.
- > Ask the children to take it in turns to hit the hanging piñata with a rolled up newspaper or tube.
- > To avoid injury, turns must be strictly controlled and the 'audience' kept well away from the action.
- > One way of doing this is to have two circles of rope/chalk. An inner one within which the stick must stay, and an outer one where the rest of the children must stay. They should be in a line waiting for their turn, or in a circle and turns are taken around the circle.
- > When the piñata breaks and the sweets fall out, all children can come forward and hunt for sweets.



songs

Los números (clapping rhyme, Mexico)

Uno, dos, tres, cuatro, cinco
seis, siete, ocho, nueve
diez, once, doce, trece
catorce, quince, dieciséis
diecisiete, dieciocho, diecinueve, (¡contemos!)
veinte, veintiuno, veintidós...
treinta y uno, treinta y dos...
cien, ciento uno
doscientos, trescientos...
mil, cien mil, un millón (¡bailemos!)

🎵 Online audio sample and source: www.wor.com

🕒 This rhyme features on the *Me Gusta* CD, available from www.wor.com.

- > You can try the two Mexican songs from **music & games**, section 5. *Fray Felipe* uses the tune of *Frère Jacques*, and *Hoy es Navidad* is to the tune of *Jingle Bells* and a good one for Christmas.
- > *Pajarito* by Katherine Dines
Pajarito cantastu, cantas tu, cantas tu, Pajarito Cantastu, cantas para mi
Little bird sing to us, sing to us, sing to us, Little bird sing to us, sing with me
© Katherine Dines
Listen: www.songsforteaching.com/katherinedines/s/pajarito.mp3



12: travel to trinidad & tobago

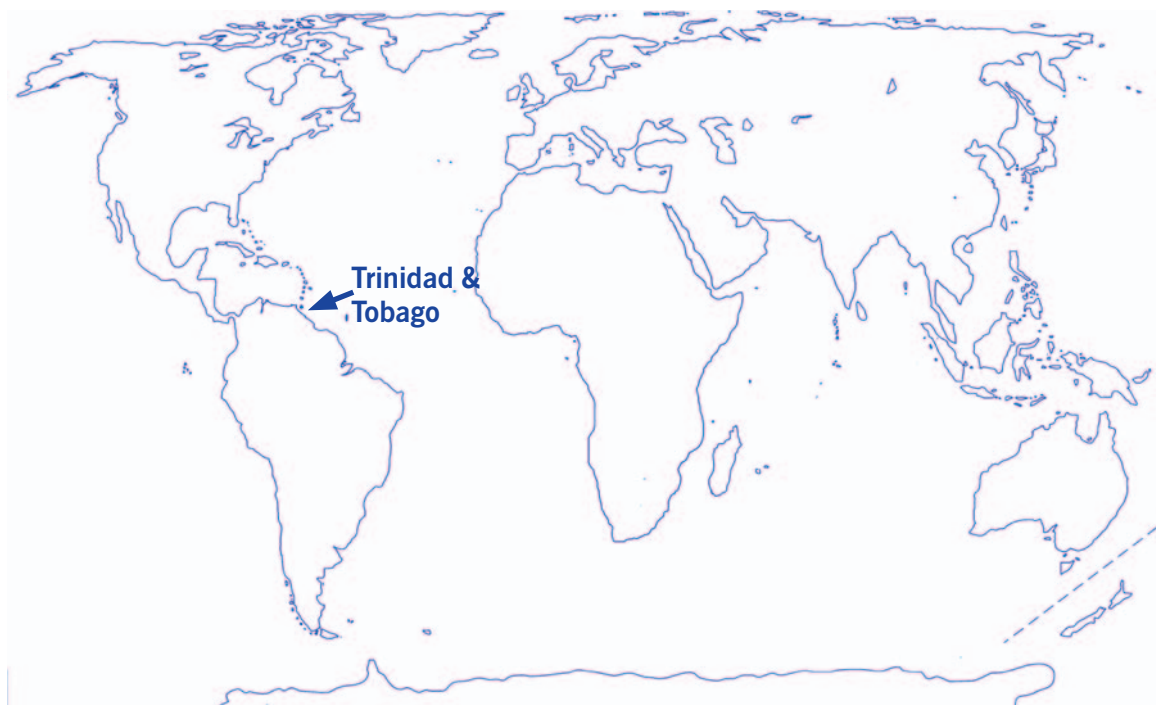
introduction

This section contains a series of activities that can stand alone, but are designed to culminate in a carnival. It focuses on the two-island state of Trinidad and Tobago which is widely hailed as the home of carnival. However, carnival is celebrated in all of the islands of the Caribbean, and across the world. The activities and books selected reflect that. London's Notting Hill Carnival is one of the largest carnival celebrations outside the Caribbean.

You could start by showing pictures of carnival in Trinidad and Tobago to set the scene, emphasising that all around the world people like to dress up for parties and other special occasions. Following the activities, the children can stage a carnival, wearing masks, beads and costumes, playing instruments and dancing.

background information

- ① The Caribbean comprises more than 7,000 islands, islets, reefs, and cays to the east of Central America. There are similarities between the islands and the people there, but great diversity both within and between islands.
- ① The Spanish explorer Christopher Columbus landed in Trinidad and Tobago in 1498. The islands were occupied by indigenous Amerindian peoples – the Arawaks and Caribs – who died because of war, disease and enslavement by the Spanish.
- ① Trinidad and Tobago became a British colony in 1802. In common with many Caribbean islands, they were used to grow valuable crops, eg sugar cane, spices, and cotton, which were exported to Europe and North America. For over 200 years slave labour was brought from Africa to work on these plantations; most of the slaves came from West Africa, including Ghana.
- ① When slavery was abolished in 1833, plantation owners brought workers from India and China. The resulting rich diversity of heritage influences the music, food and festivals.
- ① As well as carnival, which has its origins in the Catholic Christian tradition, there are festivals from many other religions, eg the Islamic Hosay and Eid, the Hindu Holi and Diwali, and the Christian Christmas and Easter.



- ① The fun of carnival has a three-week build up when children of all ages parade in colourful and creative costumes.
- ① The Notting Hill Carnival began as a small street party back in the 1960s. It was organized mainly by Trinidadian immigrants who wanted to bring the local community together.
- ① Trinidad and Tobago played in the same group as England in the 2006 Football World Cup.

dos and don'ts

- ✓ Do be aware that carnival can confirm a stereotypical representation of what is a very diverse culture.
- ✓ Do stress similarities between the everyday lives of people in Trinidad and Tobago and our own.
- ✓ Do emphasise that carnival is celebrated here in the UK as well, and not only among people with roots in the Caribbean. Carnival has been adopted as an opportunity to celebrate diversity in terms of foods, costume, dance, tradition and, perhaps most importantly, music.
- ✓ Do encourage children to share their knowledge of carnival celebrations. Some children may already be accustomed to carnival traditions if they have family from Trinidad, Brazil, Italy, USA or some parts of the UK.
- ✓ Do remember that charitable giving can lead to feelings of pity rather than fairness. It's important to recognise that charity can have the unintended impact of reinforcing the stereotype that all people in the Majority World are poor and needy.
- ✗ Don't refer to Native American people as 'Indians'.
- ✗ Don't use the term 'jungle' to refer to the rainforest.
- ✗ Don't forget that there are more ordinary days than carnival days!



activity 1: make a mask

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

aim

- To encourage children to express their identity through creating carnival masks.

what you need

paper plates or card; scrap materials to decorate the masks; kebab sticks or twigs; elastic; glue; paint

what you do

- > Explain to the children that carnival masks are colourful and elaborate.
- > Cut paper plates in half or use scrap card with a similar shape.
- > Measure the eye area on each child's mask and cut out eyeholes.
- > Give the children brightly coloured paints to paint their masks.
- > After the paint has dried, encourage the children to decorate their masks with feathers, sequins, and decorative fabric trimming.
- > Attach a stick to one side of each mask or use elastic thread to hold the mask on.

taking it further...

- 👉 You could extend this activity by making costumes – the brighter and more elaborate the better.
- 👉 Find some pictures of different carnival costumes and talk about them. Encourage the children to decide which they like and why.



activity 2: carnival beads

learning objectives

- To encourage children to focus on the similarities between people.
- To encourage children to express their own opinions and value the opinions of others.
- To develop children's awareness of the wider world.

aims

- To make beads to wear at carnival.
- To appreciate patterns and develop counting and threading skills.

what you need

self-drying pottery clay; pencils or kebab sticks; a selection of strings of beads in different styles, preferably from around the world; elastic thread

what you do

- > Look at the strings of beads and discuss their size, shape, and decoration. Ask the children which they like and how many they will need to make.
- > Provide the children with a small amount of clay. Ask them to roll small pieces of clay into different shapes.
- > Use pencils or kebab sticks to make holes in the beads.
- > Leave them to dry.
- > Ask the children to paint their beads and string them.

activity 3: shake, rattle and roll!

learning objectives

- To foster a sense of responsibility for the environment and for the sustainable use of resources.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To make instruments with a carnival theme out of scrap material inspired by instruments from around the world.

what you need

a variety of scrap material; CD of Caribbean music

what you do

- > Follow the instructions for making junk instruments in the **Sound ideas** activity in **music & games**, section 5.
- > Because it's carnival, decorate the instruments colourfully, like the masks, carnival is all about show as well as noise.
- > Practise using the instruments, either with some recorded music in the background or alone as rhythms. Try out various rhythms for the children to copy, and they can take it in turns being the leader.
- 📖 Use *Fruits: A Caribbean Counting Poem* to introduce a rhythm to play with.
- > Make up a sequence of steps for the children to follow on their carnival parade, eg use the basic salsa rhythm of slow, slow, quick, quick, slow.



activity 4: street food

learning objectives

- To enable children to learn about the people and processes involved in producing commonly available foods.
- To enable children to become aware of where food comes from and how it reaches them.
- To enable children to learn about trade between countries.
- To enable children to become aware of inequalities and injustices in the current world trading system.
- To help children understand the connections between their own lives and the lives of others.
- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To make street food from Trinidad and Tobago.

background information

- ① Carib people gave the world a great idea for cooking when they invented the barbeque.
- ① Many foods traditionally associated with the Caribbean were introduced by settlers from around the world, eg bananas, mangoes, yams, coconuts and nutmeg.
- ① The Trinidadian *roti* is a close relative of the chapatti of India. It can be served with a variety of fillings.
- ① Sweet potatoes and pumpkins are used in both savoury and sweet Caribbean dishes. This dessert combines sweet potato and pumpkin with spices and dried fruit.

Mango Juice

What you need

6 Fairtrade mangoes; 1 teaspoon Fairtrade cardammon; Fairtrade sugar; blender

What you do

- > Cut up the pulp from the mangoes. Place in blender with cardamom.
- > Taste and add sugar if needed. Dilute with a little water. Pour into cups and serve.
- > Compost the waste.

Roti

What you need

This will make enough for 6 rotis: 250g plain organic flour; 3 teaspoons baking powder; $\frac{1}{4}$ teaspoon salt; water to mix; vegetable oil to cook; griddle or heavy-based frying pan; cloth; mixing bowl

What you do

- > Sift the dry ingredients together.
- > Add water gradually and mix the ingredients to a stiff dough.
- > Knead the dough thoroughly and shape into 6 balls. Cover them with a cloth and leave them to rise.
- > Roll out the balls on a floured board. Heat a griddle or heavy-based frying pan. Lightly oil the griddle or frying pan and place the rotis on it one at a time.
- > Brush them with oil in turn.
- > Remove them and wrap in a cloth to keep warm while the others cook.



Sweet potato & pumpkin pudding

What you need

200g sweet potatoes; 200g pumpkin; 1 teaspoon Fairtrade dried ginger; ½ teaspoon Fairtrade nutmeg; ½ teaspoon Fairtrade cinnamon; ½ teaspoon vanilla essence; 50g Fairtrade raisins; 100ml canned coconut milk; 50g Fairtrade brown sugar; 10g organic butter; bowl, oven; 18cm round baking tin

What you do

- > Preheat the oven to 200C/ 400F/ gas mark 6.
- > Peel the sweet potatoes and the pumpkin. Grate both into a bowl.
- > Add the ginger, nutmeg, cinnamon, vanilla essence and raisins to the bowl of grated sweet potatoes and pumpkin.
- > Melt the butter in a saucepan.
- > In the bowl, mix together the coconut milk, sugar and melted butter into the sweet potato and pumpkin mixture, and stir everything together.
- > Using your fingers, rub some extra butter into an 18cm round baking tin.
- > Spoon the pudding mixture into the baking tin. Bake it in the oven for 1½ hours.
- > Take the pudding out of the oven, and let it stand for 10 minutes before serving.
- > Compost the waste.

Banana squares

What you need

3 Fairtrade bananas, mashed; 300g Fairtrade sugar; 100g organic butter; 200g organic self raising flour; 2 free range eggs; large pan; baking tray; oven

What you do

- > Melt the butter in the large pan.
- > Add the sugar and stir.
- > Add the eggs and mashed bananas.
- > Fold in flour.
- > Press the mixture into a lined baking tray.
- > Bake for 20 minutes in a moderate oven.
- > Cut into squares and allow it to cool.
- > Compost the waste.



activity 5: who's in charge?

learning objectives

- To promote the idea that we have as much to learn from others as they do from us.
- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To enable children to develop skills of conflict resolution.
- To foster an understanding of and commitment to democracy.
- To help children develop an understanding of their own and each other's rights and responsibilities.
- To encourage children to express their own opinions and value the opinions of others.

aim

- To allow children to experience being in charge through the 'turning upside down' aspect of carnival.

background information

- ① One of the elements of carnival is a theme of reversal: turning the status quo on its head for a short time. It can be seen as a protest against authority, but also as a way of maintaining control by allowing a brief expression of challenging the powers that be.

what you need

dressing up clothes

what you do

- > Ask the children to take it in turns to be the adult for a few minutes. They could dress as teachers or parents.
- > Suggest they choose an object to represent authority, such as a hat or a bunch of keys, and hold the object they have chosen.
- > Ask the children what rules they would make if they were in charge.
- > Discuss what they felt about each other's rules and vote on which they think would be best for everyone.



activity 6: party time!

learning objectives

- To challenge stereotypes of people and places and offer children a more balanced view.
- To encourage children to undertake activities co-operatively.
- To develop children's awareness of the wider world.

aim

- To put together all the elements in this section and enjoy carnival.

what you need

brightly coloured clothes; the masks, beads, instruments and food made in previous sessions; CD of music with a good beat

what you do

- > Involve just your group or the whole school.
- > Have a parade through the school or grounds – dancing, playing instruments and showing just how fine you look!
- > Finish with a picnic or a barbeque with parents.



photo: Reading Community Carnival, used by kind permission of Reading Evening Post



songs & rhymes

Tootsie in the Moonlight (circle game)

Tootsie in the moonlight, Tootsie in the dew,
Tootsie never comes in until the clock strikes two.

Walk in Tootsie, walk in, walk right, in I say,
Walk into my parlour, hear my banjo play.

I don't want no coffee, I don't want no tea.
All I want is (child's name) to come and dance with me.

Tra la la la, tra la la la etc.

- > This is a ring game popular in Trinidad. Choose a child to be Tootsie and walk around the outside of the ring of children while they sing the first verse, *Tootsie in the moonlight*.
- > Suggest the children clap and gesture as they sing.
- > At *Walk in Tootsie*, Tootsie walks into the circle, and mimes playing a banjo.
- > In verse 3, Tootsie mimes pushing away coffee and tea, and then names a child from the circle to join him or her in the middle.
- > During *Tra la la...* children in the circle dance round the couple in the middle. Repeat the *Tra la la...* verse and have the circle dance round in the opposite direction.
- > The original Tootsie then joins the ring and the new Tootsie walks to the outside to start the game again. You can sing the child's name instead of Tootsie.

Source: www.bonnielockhart.com/Lyrics.htm#titm

A mosquito one (counting rhyme, Caribbean)

A mosquito one, a mosquito two,
A mosquito jump in the old man shoe.
A mosquito three, a mosquito four,
A mosquito open the old man door.
A mosquito five, a mosquito six,
A mosquito pick up the old man sticks.
A mosquito seven, a mosquito eight,
A mosquito open the old man gate.
A mosquito nine, a mosquito ten,
A mosquito biting the old man again.

- > Begin this counting game by sitting in a circle with the children.
- > Encourage the children to clap their hands each time they count one of the mosquitoes. This works best when the clapping occurs on the second syllable of the word 'mosquito'.
- > Simple hand gestures can be added to mime the actions described in lines 2, 4, 6, 8 and 10 of the rhyme.

Source: *Acker Backa Boo* by Opal Dunn, see p90.

Some like it hot (Caribbean)

One finger, one finger, keep moving,
One finger, one finger, keep moving,
One finger, one finger, keep moving,
Some like it hot, some like it cold
Some like it in the pot nine days old.

- > This comes from *Caribbean Voyage: Brown Girl in the Ring* (CD, 62 tracks)
Alan Lomax, travelled extensively in the Caribbean in order to best capture the spirit of folk music. The songs convey the spirit of sing-along play – many come from Trinidad and Tobago.



-
- ♪ Online audio sample: www.amazon.co.uk – search using both the title and Alan Lomax, you will need to enter both.
 - ♪ You could also sing the *Banana Counting Song* from **story tent**, section 6.

links with the family/community

- > You could invite families to participate, or hold the procession as part of a community event.
- > Get in touch with your local carnival association if there is one, and participate in a big carnival in your local area. If there isn't one in your town or village, find the nearest one and take a trip there.
- > Make some of the activities really come alive by inviting local musicians, dancers or costume makers to come and lead them.



appendix book list

stories

I, 2, 3, Go! Huy Voun Lee, Henry Holt, 2001

A Chinese 1-10 counting book with actions.

A Ride on Mother's Back Emery Bernhard, Gulliver Books, 1996

A good idea of a book which unfortunately shows stereotypical images of people in Africa, Asia, Latin America and Oceania carrying babies, and fails to show Europeans and North Americans doing the same. The focus is on people in some of the remotest places in the world. If using this book, it is vital to acknowledge that most of the people are not typical.

Adinkra Barbara Lowe and Cathy Growney, RISC, 2007. A primary cross-curricular project, using a textile tradition from Ghana, to explore children's values and identity. This unique resource uses Adinkra printing to teach Global Citizenship through art & design, design & technology, geography and citizenship. The guide takes children through a collaborative project to create a symbol celebrating their own identity and values, and offers innovative ways of challenging stereotypes of Africa.

An African Christmas Cloth Reviva Schermbrucker, Jacana Media, 2005

This tells the story of the journey of a white, Afrikaaner woman around rural and urban South Africa embroidering pictures of what she sees, to give her family as a gift at Christmas.

Anansi the Spider G McDermot, Henry Holt, 1987

The most beautifully illustrated legend of Anansi, his six sons and how the special skills of each lead to his rescue, and how the moon came to be.

And Tango Makes Three Justin Richardson, Simon and Schuster, 2007

This endearing true story tells of two male penguins in Central Park Zoo who hatch an egg together and raise the chick as a family. A wonderful celebration of the importance of love in families and a great opportunity to acknowledge the normalising of and recognising diversity.

Around the World Series: Bicycles, Hair and Playtime Kate Petty & Oxfam, Frances Lincoln, 2006
A series of four picture books with photos from around the world and simple descriptions.

Asha's Mums Rosamund Elwin, Women's Press of Canada, 1990

The story of Asha, her brother and her lesbian mothers, and how her teacher and classmates learn that some children do have two mums.

Asian Nursery Rhymes Mantra Lingua, 1995

An audio cd, with a book to accompany, that creatively translates Asian nursery rhymes into English, the cd and book are in English and are available as dual language with Bengali, Punjabi, Gujarati and Urdu. Now available as cd only.

Baba's Gift Maya Naidoo, Puffin Books, 2004

This story of a day at the beach is set in multiracial Durban, in South Africa, and tells how two children lose a precious gift their father has made for them and then find something precious for him to treasure.

Bintou's Braids Sylviane A Dioufe, Chronicle Books, 2001

Set in rural Senegal in West Africa, this is the story of a little girl who longs for braids, but is just too young.

Black is Brown is Tan Arnold Adoff, Harper Collins 1973. A celebratory poem about a diverse family.

Boots for a Bridesmaid Verna Allette Wilkins, Tamarind, 2001

Nicky, who is of dual heritage, won't wear a frilly dress to be bridesmaid, so her mum, who happens to be in a wheelchair, solves the problem.

Bread, Bread, Bread Ann Morris, William Morrow, 1993

A book of photos of people making, selling and eating bread around the world, though most photos show the USA, Israel and Western Europe. Only women are shown making bread.

Calavera Abecedario Jeanette Winter, Harcourt, 2004

A Mexican A-Z celebrating the festival of the Day of the Dead – lots of skeletons having lots of fun.

Caribbean Animals Dawne Allette, Tamarind, 2004

A rhyming A-Z of the animals found across the Caribbean islands as seen by a boy. Other than him there is virtually no human presence.

Cherry Tree Ruskin Bond, Boyds Mills Press, 1996

The lovely story of a girl in rural Kashmir, who plants a cherry stone, and as it grows and produces flowers and fruit, she becomes a woman.

Cleversticks Bernard Ashley, Picture Lions, 2002

Ling Sung is disappointed to find that everyone at school is good at something, except him, until he teaches everyone how to eat with chopsticks.

Dear Greenpeace Simon James, Walker Books, 1993

In the form of pull out letters on each page this tells the story of a young girl who finds a whale in her garden pond and writes to Greenpeace to ask how to care for it.

Don't Call Me Special Pat Thomas, Hodder Wayland, 2002

A book which introduces children with a range of disabilities, and the idea that each of us has strengths and weaknesses.

Dream Carver Diana Cohn, Chronicle Books, 2002

Mateo dreams of making fantastic animals, but at first his carvings are clumsy. He practises every day and eventually his hard work pays off. A true story of perseverance from Oaxaca in Mexico.

Excuse Me, Is This India? Anita Leutwiler, Tara Publishing, 2003

A fantasy poem of a mouse's journey around urban, rural and coastal India, illustrated with a patchwork of beautiful textiles.

Frida Jonah Winter and Ana Juan, Frances Lincoln 2005

This beautifully illustrated story for KS1 of Frida Khalo the Internationally renowned Mexican artist, and how painting shaped her life and helped her recover from illness. With artwork inspired by her paintings throughout the book.

Fruits Valerie Bloom, Macmillan Children's Books, 1997

A Caribbean 1-10 counting poem of fruits which grow in the Caribbean.

Galimoto Karen Lynn Williams, William Morrow, 1991

The story of a Malawian child's adventures as he collects enough discarded wire to make a pushalong car.

Global Garden Kate Petty, Eden Books, 2005

A lovely pop-up book that teaches children about the plants we use for food and fibres every day.

Grandpa's Garden Gale Henry, Women's Press of Canada, 1998

A little girl helps her grandpa enjoy their garden in rural Trinidad despite his failing sight.

Handa's Surprise Eileen Browne, Walker Books, 1995

Handa sets off with a basket of delicious fruit for her friend, but along the way the animals she meets take more than a passing interest. Also available, *Handa's Hen*.

Hat Seller and the Monkeys Baba Wague Diakite, Scholastic, 1999

A West African version set in rural Mali, of the story of a man who sets off to sell his hats, only to have them stolen by a tree full of mischievous monkeys.

Hats Debbie Bailey, Annick Press, 1991

Young children with sun hats, rain hats, bicycle helmets, and party hats. One of a useful series of board books.

Hats, Hats, Hats Ann Morris, William Morrow, 1993

A book of photos of hats being worn around the world, though half are from the USA.

Henry's First-Moon Birthday Lenore Look, Atheneum Books, 2001

A book in which Jenny helps prepare for her brother's one month birthday, a traditional Chinese celebration.

Homes Around the World (Four Corners Series) Dockendorf, Longman Books, 2004

Depicts homes around the world, homes of different shapes and sizes and homes suitable for different climates.

Honey Biscuits Meredith Hooper, Frances Lincoln, 2004

When Ben learns how to make honey biscuits with his gran, he also discovers where all the ingredients in the recipe come from. Includes the recipe.

I Eat Fruit, I Eat Vegetables Hannah Tofts, Zero to Ten, 2001

A pair of books which show pictures of fruit and vegetables from around the world.

I is for India Prodepta Das, Frances Lincoln, 1999

An A-Z of life in India, showing a mixture of urban and rural settings, and a variety of religious traditions.

I Love My Hair Natasha Anastasia Tarpley, Little Brown, 2003

A book which shows an African American girl loving her hair (and her culture) despite being teased at school.

In the Dark Gita Wolf, Tara Publishing, 2002

Beautifully produced on handmade paper, this is the traditional Indian story of five friends who come upon something strange. In the dark, they can only identify it by touch, but what can it be?

Island Counting 1, 2, 3 Frane Lessac, Walker Books, 2005. New board game.

Counting poem 1-10 with rural scenes from a small island in the Caribbean.

Jamela's Dress Niki Daly, Frances Lincoln, 2000

Jamela dresses up in the cloth her mother has bought for a special occasion, and nearly has a disaster. Unusually for stories set in African countries, the setting is urban.

Jamil's Clever Cat Fiona French, Frances Lincoln, 2000

A folktale from Bengal which tells how Jamil came to marry a princess, and persuade her that life as a weaver was preferable to life in a palace, thanks to his clever cat.

Leopard's Drum Jessica Souhami, Frances Lincoln, 1996

The traditional Ghanaian tale of the tortoise outwitting the leopard, when all the other animals have failed, and being rewarded with a hard shell.

Lily's Garden of India Jeremy Smith, Ticktock Media, 2003

The story of the plants in Lily's mother's garden, which have come from India. The images are all of rural India, but there is useful background information on the plants and on some of the festivals which are celebrated in India.

Lima's Red Hot Chilli David Mills, Mantra Publishing, 1999

All the family try to help when Lima bites into a red hot chilli. Available in a range of dual language editions.

Lola Totola Molly Manley, Macmillan 1998

A collection of funny Caribbean limericks.

Mama Mabena's Magic Diane Hofmeyr, Cambridge University Press, 1996

Mama Mabena is an Ndebele house painter who helps two little girls learn how to mix colours.

Mama Panya's Pancakes Mary Chamberlin, Barefoot Books, 2006

Set in rural Kenya, this story tells how Adika and his mother buy ingredients in the market to make savoury pancakes, and end up with a few extra guests for dinner. Recipe included.

Mei Mei Loves the Morning Margaret Tsubakiyama, Albert Whitman, 1999

An early morning bicycle ride around a Chinese city with a little girl and her grandfather.

Monday Morning Hertfordshire Traveller Education Project, 2005

A book about three children preparing for their first day at school, one is from a traveller family.

Monkey's Drum Anita Moorthy, Tara Publishing, 2003

A traditional South Indian tale, with an entirely rural setting, of a trickster monkey's adventures.

My Two Grannies Floella Benjamin, Frances Lincoln 2007.

An enchanting story about Alvira who has one granny from Trinidad and one from England, both now living in England, they argue about the best way to look after Alvira, but end up best friends.

My World, Your World Melanie Walsh, Corgi Childrens, 2004

A lovely book which draws attention to the similarities and differences between children around the world.

Nalohima, the Deaf Tortoise Gcina Mhlophe, Gamsberg Macmillan, 1999

A Namibian story of how Nalohima the tortoise communicates with other animals through sign language.

Nii Kwei's Day Catherine McNamara, Frances Lincoln, 2003

The day in the life of a 7 year old boy who lives in Accra. This book is unusual because it shows Ghanaian city life.

Not So Fast, Songololo Niki Daly, Frances Lincoln, 2001

In this South African story Songololo accompanies his granny on her shopping trip to the city, and is rewarded for his help.

One Child, One Seed Kathryn Cave, Frances Lincoln, 2003

A counting story set in rural South Africa of a girl planting a seed, watching it grow, eating the delicious pumpkin and saving the seed for next year.

One Is A Drummer Roseanne Thong, Chronicle Books, 2004

This lively concept book shows that the world around us is filled with things to count.

Round is a Mooncake Roseanne Thong, Chronicle Books, 2000

A poem about the shapes a little girl sees around her, mostly associated with her Chinese heritage.

Small World Series: Smiling, Eating, Carrying, Celebrating, Washing, Tidying Up, Get Dressed, Bedtime Gwyneth Swain, Zero to Ten, 2002

Each book in this series contains photos from around the world with a simple description. Ideal for this age group.

Squiggle Carole Lexa Shaefer, Random House, 1999

A little girl turns a piece of string into fantastic shapes inspired by her Chinese heritage.

The Picnic in the Park - Joe Griffiths, BAAF, 2007

This colourful book depicts a birthday picnic, to which a diverse range of families come, each bringing something to add to the meal. A celebration of all the different things that make families important.

The Swirling Hijab Na'ima Bint, Robert Mantra Publishing, 2002

A Muslim child's fantasy games with her mother's hijab.

Tai Chi for Kids Stuart Alve Olson, Bear and Company, 2001

Although intended for older children, the animal actions in this book work well with younger children.

That's My Mum Henriette Barkow, Mantra Publishing, 2001

The story of how two children of dual heritage find a solution to the problem everyone else seems to have – that they don't look like their mums.

This is the Tree Miriam Moss, Frances Lincoln, 2001

The story of the Baobab tree and all the birds, animals and insects that depend upon it, for shelter, shade and food. The only humans are shown living an ancient lifestyle, it is essential to point out that the overwhelming majority of people in Africa don't live like this.

Tilda's Seeds Melanie Eclare, Ragged Bears, 1999

The lifecycle of the sunflower is beautifully photographed in this book, from sowing seeds to harvesting them for next year.

The Ugly Vegetables Grace Lin, Charlesbridge, 1999

A lovely story of a young Chinese girl living in America and discovering the joy of growing her own vegetables. It includes a recipe for chinese vegetable soup and a glossary of names.

What shall I make Nandini Nayer, Tulika 2006

Neeraj discovers all the animal shapes he can make with his chapati dough

What's Cooking, Jamela? Niki Daly, Frances Lincoln, 2002

The story of a Black South African family's vegetarian Christmas, when Jamela cannot bear to be parted from her pet chicken. Unusually for stories set in African countries, the setting is What shall I make urban.

Where's Gran? David Rhys, Tamarind, 2002

The story of a dual heritage family's day out with gran, whose memory is not what it used to be.

Where's Jamela? Niki Daly, Frances Lincoln, 2005

Jamela isn't sure she wants to move to a new house in this story unusually set in urban South Africa.

While you were sleeping Stephanie Burks, Trafford 2004

The story of two mums waiting to collect their adopted child from the hospital and celebrating their new family.

Why Are You Afraid to Hold My Hand? Sheila Dhir, Tulika Print Communication Services, 2005

A rhyming book written from the perspective of children with a variety of disabilities, who just want to be treated like everyone else.

Window Jeannie Baker, Walker Books, 2002

A picture book without text which shows the changing environment as seen through a window by a family as it grows up. How will their choices affect the future?

World Came to My Place Today Jo Readman, Eden Books, 2004

George's grandpa looks after him while his mum is out at work, and shows him how plants from all over the world have been used to make the things around them.

Yi-Min and the Elephants Caroline Heaton, Frances Lincoln, 2002

This traditional tale from ancient China, tells how the emperor's daughter prevented rare "white" elephants from being hunted.

Yikang's Day Sungwan So, Frances Lincoln, 2003

The photographic story of a day in the life of Yikang, a girl who lives in urban China.

Teaching packs

Dolls Defying Discrimination WEDG, 2006

Persona dolls are popular, particularly in mainly white settings, as they introduce the children to aspects of diversity which many not be reflected in their local community. This booklet tells of the successes and problems associated with their use in East Kent. The section on how to deal with racist comments from very young children is a useful starting point.

Education for Global Citizenship: a guide for schools Oxfam, 2006

A free pamphlet which gives simple ideas for delivering Global Citizenship from the Foundation Stage to KS5, under the headings: knowledge and understanding, skills, and values and attitudes.

First Steps to Rights Unicef, 2003

This pack for 3-7 year olds provides an introduction to the basic rights of all children and the responsibilities that accompany them. Photos show everyday situations with vocabulary and information on the reverse. Activities are designed for whole class or group work and differentiated for younger and older children.

Games We Play Manchester DEP, 2004

Aimed at an older audience (5-11) this resource shows how games were collected from children's families and the wider community, and then shared. The pack includes instructions and a video to show how playground games are played.

Homing In: practical resource for religious education Angela Wood, Trentham, 1998

This is a useful book for early years practitioners who want to develop their use of the home corner to support RE. It suggests appropriate artefacts to include in home corners representing the homes of people of each of the major faiths. The role and purpose of each of the artefacts is explained. When selecting artefacts for home corners it is important to be clear about the difference between cultural and religious artefacts. A general reminder, not all Hindus live in India and wear *kurtas* or *saris*, and not everyone in India is a Hindu.

Making it Real TIDE, 1996

One of the first resources for introducing a global dimension in the early years. Equally appropriate for statutory and voluntary settings, and for childminders, it offers useful guidance on planning themes.

Puppets Unlimited Gita Wolf, Tara Books, 2003

One of a unique series of books from this Indian publisher, each is the outcome of creative workshops with children and their families. Full of good ideas with photographs for making simple puppets.

Telling Stories Global Link, 2006

This book contains a selection of 5 stories from around the world, with suggested activities suitable for the Foundation Stage. The stories are very appealing, though, as the introduction acknowledges, they are set "Long, long ago..." and entirely in rural settings. It is essential to provide additional contrasting, contemporary and urban images if the children are to gain a balanced view. We recommend that you challenge the idea on page 7 that it is mum's role to provide food for children, and use reclaimed rather than new materials for each of the activities.

To Begin at the Beginning DEED, 2005

This is the result of a three year project, working with nurseries and schools in Dorset. It offers a number of activities for nursery teachers, such as learning about where food comes from, talking about journeys, music lessons, and plenty of art and craft activities.

Young Children and Global Citizenship TIDE, 2006

A handbook for Key Stage 1 and Foundation teachers which offers a range of activities used with children and explains the thinking behind them.





about RISC

Reading International Solidarity Centre (RISC) is a development education centre. Our activities include:

- developing an edible forest roof garden for sustainable and global education
- organising a programme of events and exhibitions on global issues & speakers from the 'Majority World' (Africa, Asia, the Caribbean and Latin America)
- providing training for teachers and youth workers on Global Citizenship
- producing resources such as teaching packs, AV aids & exhibitions for use by schools, and/or youth and community groups
- selling books and development education resources; fiction and non-fiction for children and adults on global issues
- promoting campaigns on local and international issues
- providing a loan service of artefacts and education packs for schools and youth workers
- selling fair trade, organic and environmentally friendly products, and world music CDs
- giving work experience opportunities for volunteers.

World Education Berkshire (RISC) is registered as a charity (No 293799) and is a company limited by guarantee (No 1987368).

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This handbook is for anyone in an early years setting who wants to bring a global dimension into their work. It is designed to be flexible – you can dip in and out, picking activities here and there, or work through a section for a more in-depth look at the themes.

- The handbook is divided into twelve sections – the first six focus on themes; the second six each takes a country as a starting point.
- Each section has a range of activities with details of learning objectives, aims, what you need and what to do, background information, dos and don'ts, songs and games, stories and ideas for extension.
- In the appendix you will find a list of recommended books.
- The accompanying CD includes images and further information.

“I am proud that people in my town, Reading, have produced this extensive resource to add to existing resources, focusing on a world view, fair trade and the environment, to enable all young children and those who work with them to counter inequalities and injustice.”

Jane Lane, advocate worker for racial equality in the early years

£19.95

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