
Out For Our Children

Foundation Stage Pack



Written by Louise Davies – 2010.

Out For Our Children would like to thank those
who helped us to develop this resource.

With special thanks to Andrew Moffatt, Jules Tipton and
John Harold.

Supported with funding from the Equality and
Human Rights Commission.

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We would like to thank the publishers for permission to use the front cover images of the following books in the Pack:

Picnic in the Park – by Joe Griffiths, Tony Pilgrim and Lucy Pearce
Published by the British Association for Adoption & Fostering. 2007
ISBN 978-1-905664-085

Something Else - by Kathryn Cave and Chris Riddell
Published by Picture Puffin. 1995
ISBN 978-0-140549-072

Spacegirl Pukes – by Katy Watson and Vanda Carter
Published by Onlywomen Press. 2005
ISBN 0-906500-87-7

If I Had a Hundred Mummies – by Vanda Carter
Published by Onlywomen Press. 2007
ISBN 978-0-906500-910

Want Toast – by Anna Wilson and Vanda Carter
Published by Onlywomen Press. 2010
ISBN 978-0-9561053-0-1

The Paper Bag Princess – by Robert Munsch and Michael Martchenko
Published by Annick Press. 2009
ISBN 0920236162

The Story of Ferdinand – by Munro Leaf and Robert Lawson
Published by Grosset & Dunlap (Penguin Group USA) Inc. 2000
ISBN 0448421909

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How to use this resource

Section 1 – Curriculum activities

This section has ideas on how to engage young children in learning about difference. The activities support the objectives of SEAL and the EYFS curriculum.

1a – Stand alone activities

This section contains activities which can be used as stand alone activities. The activities fit well within the structures of an early years setting – regularly utilising the role play area, construction area, creative workshop, small world play and music and sound play area.

1b – Bookplans

This section contains fifteen practical but creative plans, seven for Nursery and eight for Reception, although the content of all the plans is flexible enough to be used across the Foundation Stage. The plans focus on the understanding that we are all different and we can all like different things and still be friends.

Six of the Reception book plans introduce families with same sex parents; the books also include illustrations of many different types of families so specifically acknowledging the diversity of families. These lessons do not lecture children about such issues they simply reflect that we are all different and special and that there are different kinds of families and there is no one model that is preferable.

The plans are full and varied in their content, each one could be delivered to the entire class over a whole day within an early years setting but equally a few of the activities can be selected and used with small groups.

Section 2 – Legal requirements

Law and policy

There is now a great deal of support in both UK law and education policy for those who seek to make their settings welcoming to all children and parents, including those from the LGBT community.

We hope that the information in this section will help you to convince any staff, parents, governors or members of the wider community that this work is legally imperative and essential if all children are to have access to the education they are entitled to.

How to use this resource

Section 3 – Useful information

Frequently asked questions

As parents themselves the members of Out for Our Children recognise that some of the issues around LGBT inclusion can be challenging to explain to very young children. Some of the questions they ask can be surprisingly searching! This section attempts to provide some answers to these questions, some advice on including parents/staff from the LGBT community and some tips on dealing with enquiries/concerns from other parents.

Glossary

Some definitions of terms you may find useful.



Colours activity

Aims

The main aim is for the children to relate the difference in colours to the difference we find in people and to understand that difference is positive and without it life would not be so varied and interesting.

Introduction

You may wish to read *Colour Me Happy* by Sen Roddie and Ben Cort. Alternatively the activities can be used without introduction, with a follow up discussion afterwards.

To do

Place coloured shapes, tissue paper or pieces of material on the floor in the middle of the circle. You want every child to end up with a partner holding one colour, so depending on the number of children in the group, divide up the colours as equally as possible. You could stick to those colours represented in the book or use many different patterns/colours. Put the children into pairs. Explain that we are going to make our room rainbow coloured for the afternoon. Each child should decide with their partner which material/card they want to use. In the circle, each pair to get up and take a colour. They should explain what the colour reminds them of or why they have chosen it. Children may have to

settle for second or third choices if their first choice is taken by someone else. Encourage children to be accepting and to see that there are many different great colours to choose. Alternatively you could double up pairs if children are unable to choose an alternative.

When everyone has chosen a colour you could do a number of activities:

- 1 Create a whole group colour-collage or 'group rainbow picture'. Everyone sits in the circle and then one pair at a time comes to the centre and glues their colour on to the collage. At the end all

EYFS

Personal, Social and Emotional Development

Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

SEAL

Getting on and Falling Out – Friendship

I can play with other children.
I know how to be friendly.

New Beginnings – Belonging

I know I belong to my class/group.
I know the people in my class/group.
I like belonging to my group/ class/ school.
I know that people in my group/ class like me. I like the ways we are all different.



Colours activity

sit back and admire the group effort, nominating the bits you like best. Make the point that the picture works best because it's all mixed up and there are so many different colours in it.

- 2 Use a clothes line and ask children to peg their colour up one at a time to create a group rainbow.
- 3 Play a colours circle game (based on "There's a space on my right..."). Arrange the circle so there is a space left big enough for two children to sit in. Whoever has the space on their right decides which colour to call to sit with them. In their pair, the children say "(Names), we like your colour, come and sit next to us". The chosen pair then get up and sit in the space next to the caller. This leaves a new space; the pair on the right nominates a new pair/colour to sit next to them. Once a pair has moved they have to stay. The game ends when all pairs have moved.
- 4 Children sit in the circle holding their colours. Nominate a child to stand in the centre and say "The rainbow needs ..." and then to choose a colour. He/she might say "The rainbow needs yellow," and then everyone with yellow or with a pattern that includes yellow, swaps places. Repeat with different colours/children.

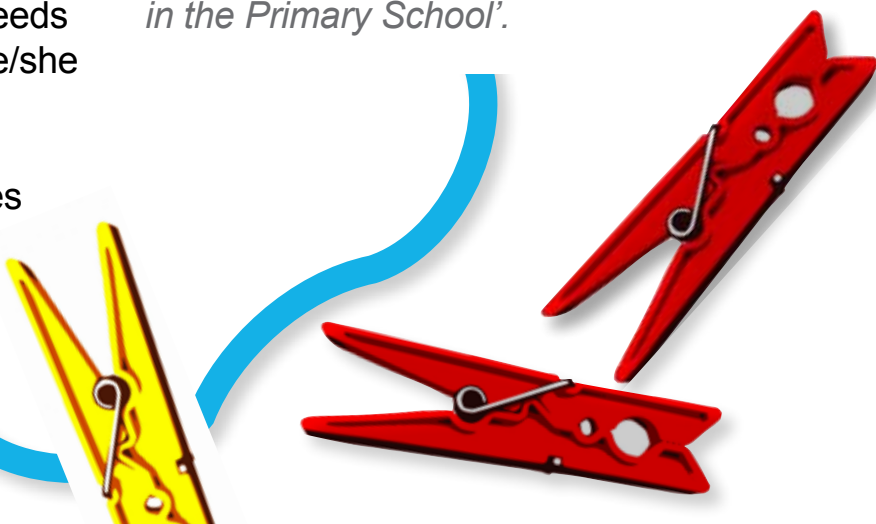
To discuss

- Make the point that you really like seeing everyone with different colours.
What a colourful group we are!
- Would our games be as much fun if we all had the same colour? Why not?
- Isn't it great that we can enjoy playing games with all these different colours!
- Ask children to say how their materials/colours are different. It's great to like different things. Imagine if we all looked the same, ate the same things, liked the same things; wouldn't our group be boring!

Resources

*Colour Me Happy – Sen
Roddie and Ben Cort (if
using for introduction)
Coloured shapes, tissue
paper or pieces of material,
pegs, washing line*

Thanks to Andrew Moffatt for allowing us to use some of his ideas in this plan. See Andrew Moffatt 'Challenging homophobia through Emotional Literacy – An Early Years Resource to address homophobia in the Primary School'.



Consequences activity

Aim

The main aim of the consequences activity is to help children to accept that change and difference can be positive.

Introduction

In this activity the children all work together to make new characters. In its simplest form it involves drawing but this can be extended by using paint or other media.

You might like to use the book, 'Something Else' to introduce the idea of creating a character that looks very different to anything else they have ever seen in a book. Otherwise any pictures of characters from books or TV/film will work equally as well. The wackier the better!

To do

- 1 Encourage the children to look at the different parts of the character in the books/pictures (head, body, legs).
- 2 Ask them to quickly draw the head of a character from space, then the head of a character that swims in the sea. On another sheet of paper ask them to try out different bodies, perhaps the body of an animal that runs fast or a body of a fish. Finally they should attempt to draw some different legs on another piece of paper, again give them some prompts, maybe the legs of a giant or an insect.
- 3 Take an example of a picture of a head from one child, the body from another and the legs from another – put them together and show the children how they have created a completely new character together.
- 4 Now give each child the task of drawing a head, body or legs on a large sheet of flip/sugar paper. (Ensure you will finish with the same amount of heads, bodies and legs.) Work with them to ensure they fill the entire sheet and they only draw the part they have been asked to. You might like to let them use paint

EYFS

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

SEAL

Working together

I can work in a group with other children.

Knowing myself

I know that we are all good at different things.

Consequences activity

when they have the outline of their body part. Encourage them to be bold and imaginative, have their earlier attempts in view to remind them of the different forms they might use.

- 5** When everyone has completed a body part lay them all out on the floor. Let the children experiment with trying different heads, bodies and legs together.

To discuss

We suggest letting the children make up their own character descriptions as far as possible, but the following prompts might help.

- What do you think this character here would be called?

Resources

Scrap paper to practice initial body part drawings
Flip/sugar paper
Sellotape
Paint/crayons/colouring pencils – or media of your choice (collage materials look great too)

- Do you think this character would eat porridge for breakfast or something else?
- Where do you think this character might live? Can you give that place a new name?
- Which of the other characters might be a friend for this one? What might they do together?
- Does this character live on land, or in the sea or in the sky?

You might like to extend this by asking the children to work in threes (the child that did the head, the body and the legs) with an adult to scribe as they create a story about the character.

Make a gallery of all the characters, with their descriptions and stories underneath. View it together, emphasising how everyone worked together and made something new and different. Difference is great; it would be boring if everyone was the same.



Family map activity

Aim

The main aim of the map activity is help children to understand that ‘family’ means different things to different people.

Introduction

The family map is an alternative to a family tree. It is easier to create with younger children, and avoids awkward questions about genetic relationships which may well upset and confuse.

Explain that in addition to those to whom we know we are related because we have the same mum or dad or granddad or grandma there may be lots of other people in our lives who we feel close to or who are important to us and we think of as part of our family. Share examples. These may also include people who have died.

To discuss

- Share one of the Out for Our Children posters. Discuss the different characters. Do any of them remind the children of members of their own family? How are they similar/ different?

To do

The best way to introduce this activity is to show a completed family map. This can be done on large sheet of paper (at least A3). It should have a person

EYFS

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

SEAL

Say No To Bullying

I like the ways we are all different and can tell you something special about me.

in the middle surrounded by the names of all those adults who are important to them (neighbours, carers, grannies, distant relatives, family friends). Those who are closest to them geographically will be physically closest to the middle with those who live at a distance further away. Houses are drawn around those you share a home with and lines are drawn between the house and the other people. On each line draw the mode of transport necessary to reach that person e.g. a walker, bicycle, train, airplane, hot air balloon, space rocket, angel or ether (perhaps for those who have died).

This activity works well with a small group with an adult on hand to question and support the children. When the children create their own family map they might want to add photos from home. It is great to get family members involved too – either by sending the map home or inviting them in to help create the maps.

Displaying the maps afterwards will help all the children to see their family as valued.

Resources

*Large sheets of paper
Pencils, colouring pencils
Photos of family members (optional)
Out for Our Children posters*

Fantastic fantasy families activity

Aims

In these activities children have some fun with the idea that families are all different. The main objective is for them to think about how families are all different, but we all need to be loved and cared for...and different people can provide this care.

These activities are intended to activate the children's imagination and sense of the bizarre; it is fine to be as silly and adventurous with their suggestions as possible.

EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.

SEAL

New beginnings
I like the ways we are all different.

Introduction

A possible introduction to these activities would be to read 'If I Had a Hundred Mummies' by Vanda Carter. (A complete set of activities for this book is available in the 'Book Plans' section of this pack).

Alternatively the group leader could hold up a picture of someone the children all know from TV or a character from a book e.g. Cinderella or even dress up as that person or character.

The leader states that Cinderella is her mum! Listen to the children's reactions, respond to their questions. Stay in role as Cinderella's daughter/son! Tell the children about the positive and negative aspects of having Cinderella for a mother. (Perhaps she is kind and caring but is always busy telling everyone about how she and Prince Charming met so sometimes she is too busy to read bedtime stories etc).

To discuss

- What would it be like to be able to decide who is in our family?
- What would it be like to have Bob the Builder for a Dad, or a footballer, or a ballet dancer?
- What would it be like to have a famous mum? (Let the children suggest who this might be). How about having 2 mums who are both famous, or one is and the other is not?

Fantastic fantasy families activity

Resources

*Paper (and paint, modeling and collage bits – depending on the activity you choose)
Photos of famous people
Dressing up clothes and pieces of fabric*

for the children to dress up as their fantasy families. This can be during free role play or can be directed by the leader. The leader may wish to select a group to be one child's fantasy family with the child directing the 'action'. Alternatively the child can 'sculpt' the other children into still images of the family figures – and then explain to the rest of the class what each image is thinking or doing. Touching the 'image' brings it to life and allows it to say something!

- What would it be like to have 3 dads?
- Ask the children who they might like to have in their family and why.

To do

- 1** The children can draw, paint, model or collage their own 'fantasy family'. These can be shared and displayed, with names perhaps added for the children by the adults.
- 2** You may wish to provide pictures of famous people or characters that the children are familiar with for them to use in the creation of their fantastic fantasy family.
- 3** A few hats, some dressing up clothes and sections of fabric can be provided

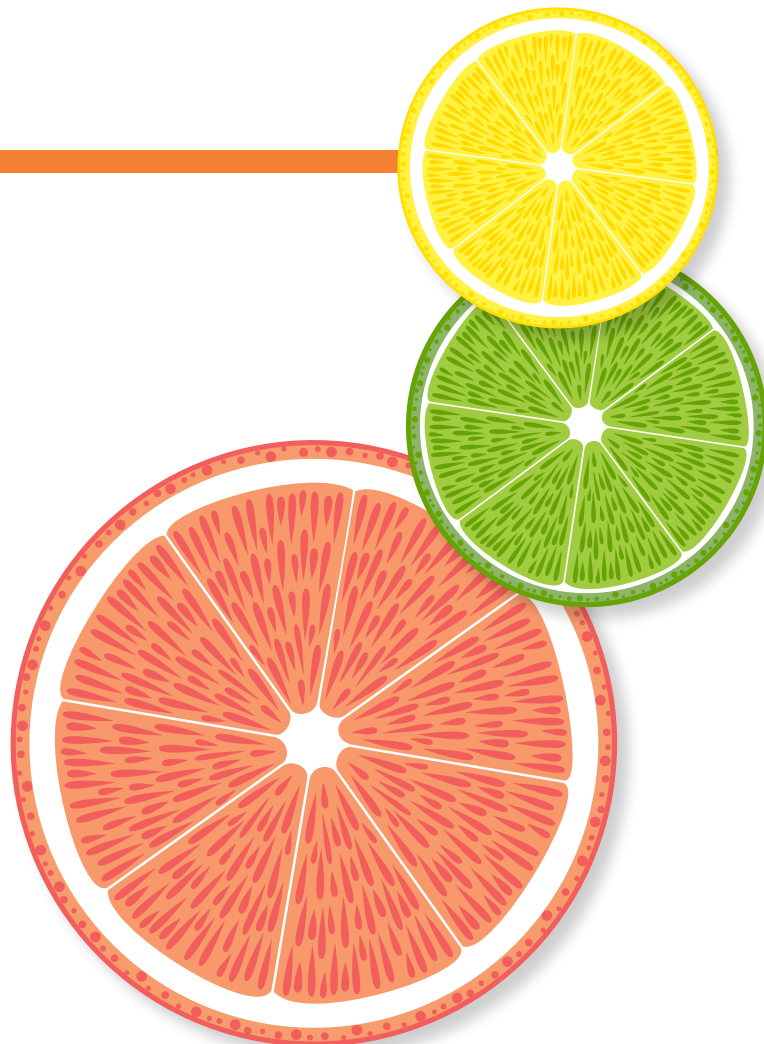
Fruit salad

Aims

The main aim is for the children to relate the difference in fruits to the difference we find in people and to understand that difference is positive and without it life would not be so varied and interesting.

Introduction

You may wish to read 'Orange pear apple bear' by Emily Gravett. Alternatively the activities can be used without introduction, with a follow up discussion afterwards.



EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.

SEAL

New beginnings

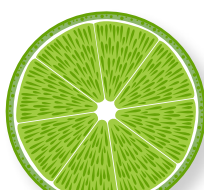
*I like belonging to my class.
I like the ways we are all different.*

Getting on and falling out

I can work in a group with other children.

To do

- 1** Place pictures of the four objects (apple pear orange bear) around the circle. As you call out "Apple", children move to apple spot. As you say "Bear", children move to bear spot etc.
- 2** Play a variation of 'fruit basket' game, using the objects from the book. Label the children, 'apple', 'orange' etc then call out "Apples" and all those labelled 'apples' swap places. Repeat with all labels. Say two at the same time, etc.
- 3** Place cards with the four objects drawn on them in front of the children. Children to take it in turns to rearrange the cards and then point to each in turn as the class calls out the names in the new order.





Fruit salad

- 4** As a class discuss actions/statues for each of the four objects. As you re-read the book, children perform the action/ statue.
- 5** Show the children a real orange, pear and apple. If we cut them up could we make a fruit salad? Would there be enough to go round the whole class? Are there any other fruits we could add to make the fruit salad even better? Cut up fruit, mix it all up in a bowl and share it around the class.

To discuss

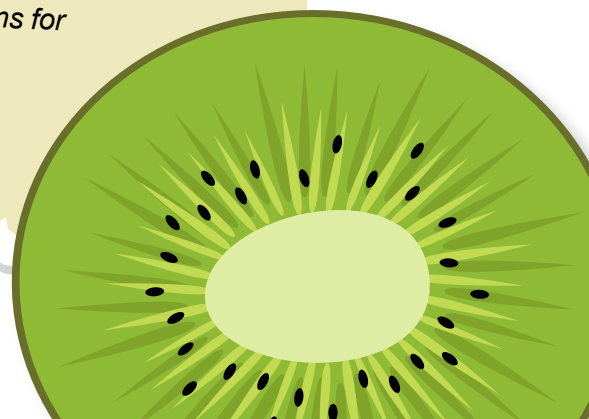
- What does the fruit salad taste like?
- Would it taste the same if we had only apples in it?
- What if it was only apples and pears?
- Isn't it great that we can make such a lovely flavour by mixing up so many different things!
- Imagine how boring life would be if we only had apples to eat. It's a bit like in our class; we are all different too. What a great class this is – lots of different people like a big fruit salad mixed in together! Wouldn't our class be boring if we were all the same!

Thanks to Andrew Moffatt for allowing us to use some of his ideas in this plan. See Andrew Moffatt 'Challenging homophobia through Emotional Literacy – An Early Years Resource to address homophobia in the Primary School'.

Resources

Orange pear apple bear – Emily Gravett (if using for introduction)
4 large picture cards, one with a bear drawn on it, one with a pear, one with an apple and one with an orange
An apple, orange, pear

Different fruits with which to make a fruit salad
Bowls and spoons for the children



Identity boxes

Aims

Identity boxes give children the opportunity to explore who they are and what makes them who they are. The main objective is for the children to create a box which is a visual representation of the things that they like.

Introduction

Take all of the children's fingerprints and print them next to their names on card. Do they know that all of our fingerprints are different? They are all unique, we are all unique because we all look different and we all like different things.

Explain that we are all going to make a box which will contain different things about us. Each box will be completely unique because we are all different.

To discuss

- What colour hair have you got? Eyes? Skin?
- Who is the tallest/shortest – can we line up in height order?
- What size feet have you got?

These are all things that we can see, so we are going to put these things on the outside of our box.

Now spend some time (preferably in small groups with supporting adults) talking about the things about ourselves that we can't see such as likes and dislikes, fears, things that make us happy or sad, who is in our family, who we love, who our friends are...etc.

EYFS

Creative Development

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, design and making and a variety of songs and musical instruments.

SEAL

New beginnings

I like the ways we are all different.

Identity boxes

Ask the children if they can bring in some things from home that they would like to put in their box – things that say something about them. They might bring photos or pictures of their favourite toys from magazines, a birthday card, or a CD or favourite songs. It is important that they choose.

To do

Shoeboxes are a good size for the identity box, although visually it is nice to have different sizes of boxes when they are being displayed. Stacking them, almost like an installation somewhere in the setting means that they are given some importance and are respected as a work of art should be!

Work on the outside of the box first – the physical attributes of the child that everyone can see. They can be creative with how they choose to represent these – yellow string for blonde hair perhaps, or blue buttons for blue eyes, allow them to use the materials you provide as imaginatively as possible.

The role of the adult will be key here in gently reminding them to represent things they may forget e.g. their long legs or smiley face!

When the children begin to add items to the inside of their box they can begin to share the box with others, perhaps during circle times or even just their close friends. The boxes can be added to throughout the year, and items can be removed if the child decides they no longer want them to be in there.

Ongoing discussion

When the children add or take away items ask them to explain their choices, to an adult or their friends.

During carpet/circle time ask different children to bring their box to share, encourage them to point out bits on the outside and explain why they are there before opening it and bringing out the items inside. Allow the other children to ask questions, this is a great way of valuing the child and their choices.

Resources

Boxes

Variety of materials to decorate the outside of the boxes
Items from home that represent the child's identity

Puppets

Aims

To create and use puppets to enhance learning about difference, tolerance and inclusion.

Introduction

Below are several suggestions on how puppets can be created and used as part of your work on LGBT inclusion and the exploration of difference and tolerance.

To do/discuss

- 1 Make puppets to represent the characters in one of the books covered in this pack.
The puppets can be as elaborate or simple as you choose e.g. simple lollipop stick puppets made with card, finger puppets made from fabric or strong paper, shadow puppets made from card – moving joints can be made using butterfly pins, glove puppets made from gloves with buttons etc stuck on, or sock puppets.
- 2 Use the character puppets to retell the stories.
This can be a simple retelling or you may wish to ask the children to change part of the stories, e.g. ask them to show what would have happened if the

EYFS

Creative Development

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, design and making and a variety of songs and musical instruments.

SEAL

New beginnings

I like the ways we are all different.

children had been nicer to the main character in 'Something Else'. What would have the character said to them?

- 3 'Hot seat' the puppets. The child or member of staff operating the puppet speaks for the character that the puppet represents. The children ask the character questions.
These books are particularly suitable for puppet work (you can see detailed plans for all of them in the books section of this pack): Spacegirl Pukes, Giraffes Can't Dance, Something Else, Friends, Ferdinand The Bull, The Paper Bag Princess, Uncle Bobby's Wedding, Tango Makes 3
- 4 Use a puppet in a similar way to a persona doll (see activity 'Using Persona Dolls to promote diversity').

Resources

Lollipop puppets – lollipop sticks, card, paper crayons or paint, glue, scissors
Finger puppets – fabric, card or paper, crayons or paint, glue, scissors.
Shadow puppets – card, scissors, butterfly pins (optional)

Secret friends activity

Aim

The main aim of the Secret Friends activity is to help children to understand what being a good friend involves and that we can be a friend to anyone and everyone.

Introduction

It is best to begin this activity at the start of the week and run it until the end of the week. Select a secret friend for each child; it should be a child that they are not usually particularly friendly with. This is an opportunity to encourage the children to think of each other in a different way, e.g. if some of the boys struggle to mix with the girls make them a secret friend to a girl, or if you find children of certain ethnic group etc stick together make their secret friend someone from a different group. Assign less 'popular' children a secret friend who has many friends. Each child will have a large named envelope on a notice board, somewhere where their secret friend can reach it. During the week the children will try and find out the likes and dislikes of their secret friend and put things in the envelope that they think their new friend will like (cut out pictures of things they like, a marble, a sequin in their favourite colour etc). The secret friend can help their new friend – but of course as it is secret everyone will have to help each other so that no one finds out who their secret friend is.

Explain to the children that they are

EYFS

Personal, Social and Emotional Development
Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

SEAL

Getting on and Falling Out Friendship

*I can play with other children.
I know how to be friendly.
I can say sorry when I have been unkind.*

Resolving conflict

I can think of ways to sort things out when we don't agree.

Understanding the feelings of others

*I know that sometimes when people are not very nice to me it is because they don't feel very good inside.
I know how to help someone when they are feeling sad.*

going to be a secret friend to someone in the group this week. Put great emphasis on the secrecy, you can tell them they are like top secret agents put into the class to bring friendship to one special person!

You may wish to read, 'Friends' (Kathryn Cave and Nick Maland) to help begin the discussion about what it means to be a friend. This book is covered in detail in the Book Plans section of this pack.

NB Do explain to the children that expensive items from home or sweets are not to be put in the envelopes – they need to be creative and make them.

To discuss (before)

- What do friends do for each other?
- Are we all friends here?
- Are we friendlier to some children than others? Why?

Resources

A4 envelopes

A variety of craft materials for the children to cut out from, draw, paint and create items for their secret friend's envelope

Secret friends activity

- Do we like it when others are friendly to us?
- What do we like our friends to do for us?
- What things could we do for others without them knowing?
- How would it feel to know someone was secretly doing nice things for us?

To do

- 1 After discussing what sort of things a secret friend might do tell each child (secretly) who their secret friend is.
- 2 Give each child a large (A4) envelope with their name on to attach to a notice board (their secret friend will be depositing special things for them in this envelope).
- 3 Discuss what they might put into this envelope.
- 4 Provide opportunities during the week for the children to source items to put in the envelopes, e.g. creative workshop sessions for making, cutting out, drawing and painting pictures for secret friends etc.
- 5 Have circle/carpet times where likes are discussed. Remind the children to listen out for what their secret friend likes!

- 6 At the end of the week have a sharing of the envelopes circle time when everyone opens their envelopes and tries to guess who put the items there for them.

NB Do check the envelopes throughout the week and encourage any children who are not adding items to do so!

To discuss (after)

- How did it feel to know someone was secretly being your friend?
- How would it feel to always have a secret friend?
- How did it feel doing nice things for someone new? Was it difficult sometimes? Why?
- How did it feel when you saw your new friend opening their envelope?
- Do you think you could choose a different secret friend all by yourself?

During the discussion it may emerge that the children found it difficult to befriend someone different to them. Allow them to explore this. Emphasise that difference is good, but it means we have to find out about their likes and dislikes, if we can do this we will understand each other better – and have more friends!

Using Out for Our Children posters



Aims

The main aim is for the children to understand that all families are different and the most important element is the love that keeps them together.

Introduction

Out for Our Children has produced two posters with matching postcards depicting the complexity and infinite diversity of ordinary families. The posters can be used for display, to reflect the range of different family structures we have in our society or for more targeted work as detailed.

These posters can be downloaded from www.outforourchildren.co.uk and glossy versions of the A3 posters and postcards can also be ordered from this site.

The poster is large enough (A3) to share with a whole class group, but follow up work with the posters is best carried out in small groups.

To discuss

- Choose one of the posters to look at together. If you have the postcards too give each child one to look at. Start by focusing on 'me'. Who do the children think, 'me' is? (The stick figure could be male or female – it could be anyone in

EYFS

Personal, Social and Emotional Development
Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

SEAL

Knowing myself
I can say how I feel when I am feeling proud.

New Beginnings
Belonging
I like the ways we are all different.

Self-awareness
I can tell you something special about me.

Using Out for Our Children posters

their group, it could be anyone!). Allow the children to suggest how old 'me' might be, what their name might be, where they might live etc.

- Who else is in 'me's' family? As the children identify Granny or Dad allow them to talk about their own grannies etc.
- Ask, 'Who has a brother...who has friends....who has cousins...?'
- Point out that 'me' has two mummies (blue poster) or aunty Amy on her motorbike with her girlfriend (red poster), or dad with his partner Roy (blue poster). The children may ask if they are lesbian or gay, or ask why there are two mummies or a dad with a male partner. Explain that we do have special friendships when we are older, mention mums and dads, boyfriends and girlfriends and explain that sometimes men have them with other men (gay) and women have them with other women (lesbian). If the children respond negatively to the words lesbian or gay it is best to respond calmly and reassuringly by repeating that this is a special friendship or love just like mums and dads or boyfriends and girlfriends.
- The red poster has Great Aunt Hyacinth who died. Point her out and explain that people do die in families but we

still remember them just like 'me' remembers Great Aunt Hyacinth. Allow the children to share their stories about any deceased family members, of course being sensitive to any recent and/or significant deaths.

To do

- 1 The children can create a poster of their own family. Young children often regard their friends and their pets as family members and this is fine – the people they love are the ones they should put on their poster.
- 2 Who are they proud of? Why? What makes them feel proud of them and of themselves?
- 3 You will find the original character drawings of the OFOC poster characters on our website www.outforourchildren.co.uk. The children will enjoy cutting them out and arranging them into a poster. They may wish to try and copy the original poster, or rearrange them completely. Encourage them to add different names (perhaps from their family).
- 4 An extension of this activity is to make a 'family map'. See Family Map activity above.

Resources

OFOC children posters and postcards (available from www.outforourchildren.co.uk)
A3 paper
Crayons/colouring pencils
Scissors

Using persona dolls to promote diversity

Aims

The main aim is for the children to explore different family structures, and specifically living in a same sex parented family.

NB Persona dolls are special dolls with their own personalities, life histories, likes and dislikes. The fact that children readily accept them as small friends means that the dolls and their stories provide a powerful tool for exploring, uncovering and confronting social inequalities. They enable children to appreciate that words and actions can be hurtful, to empathise with people experiencing discrimination, to reflect and make up their own minds about what is fair and what is unfair.

Introduction

If you are already using persona dolls in your setting introducing a new doll who lives within a same sex parented family will simply be an extension of the work you are already doing.

If you have not worked with persona dolls before you should ideally involve the staff team in training. Below is some guidance on using persona dolls to explore the issue of lesbian/gay parented families.

The first time the children meet the new persona doll should be a very positive

experience, as if they are welcoming a new member to the class.

To do

The first step to take is to introduce the persona doll to the children and tell her/his life story. Let's say that the doll's name is Ben. Explain that Ben would like the children to be his friend.

You can create any life story you wish but the key issue here is that the Ben lives with two mummies/two daddies so after giving the doll's name share this fact with the children.

Let the children find out more about Ben through asking their own questions. They may well ask about the two mummies or daddies, but will also ask lots of questions about where Ben lives and what he likes to do.

EYFS

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

Understanding the feelings of others

I know that everybody in the world has feelings.

Social skills

I can share in a group. I can take turns in a group. I can join in with other children playing a game. I know how to be kind to people who are new or visiting the classroom.

SEAL

New Beginnings Belonging

*I know I belong to my class/group.
I know the people in my class/group.
I like belonging to my group/class/school.
I like the ways we are all different.*



Using persona dolls to promote diversity

To discuss

These are some potential questions/issues that may arise and some guidance on how to respond.

- You can't have two mummies/two daddies.

You will need to tell the part of Ben's story that explains how he came to have two mummies/daddies. It may be that he has been fostered or adopted, or one mummy gave birth, or a woman gave birth especially for the daddies. You may wish the story you tell to reflect an existing family structure within your setting. If so do take care not to 'out' the parents or make the child uncomfortable. It may be helpful and supportive to discuss this work with the parents in question before beginning.

- Single gay/lesbian parents

You may have children who are part of single parented gay/lesbian families. Exploring this issue can be more difficult as it is less visible. The persona doll's story will be key to making this family structure understandable for small children. One possibility could be to discuss the doll's birthday party and who attends the party. Perhaps mum's girlfriend comes along, or dad's boyfriend. Other children might attend the party and be collected by two

mummies/daddies, this will give the children an insight into the existence of a gay community.

- How did Ben get here?

Some children will have been told that babies are created when a man and woman meet and the woman has a baby, so they may find anything outside of this difficult to understand. Telling Ben's story, how he came to be here (see 1 above) is the easiest way to explain this.

- Why do the mummies/daddies want to be together?

This can be addressed by explaining the part of Ben's story where his parents met. You can talk about the things they liked about each other and how this made them want to spend lots of time together and they fell in love.

Even the most complex or seemingly difficult issues to talk about can be addressed by simply making them part of Ben's story.

Same sex parented families are mentioned in several of the books we have covered in this pack. You may wish to read some of them to the children during your persona doll work.

Resources

Persona doll

Books that include same sex parented families (optional)

Spacegirl Pukes, Picnic in the Park, One Dad Two Dads Brown Dads Blue Dads, Want Toast, If I had a

Hundred Mummies, Uncle Bobby's Wedding, Tango Makes Three, Molly's Family



Using different areas of the setting

Role play area – dressing up and role play activities

Aims

In these activities children use props such as different clothes and hats to play different roles. The main objective is for them to play with the idea of being someone else and to consider how that other person would dress, speak, act and feel.

Introduction

You may wish to give a context for the provision of role play resources by reading a story e.g. Spacegirl Pukes by Katy Watson and Vanda Carter when providing space suits or Fireman Sam/ Bob the Builder when providing rescue services clothing! However, just allowing the children to try on without any preamble can often allow for interesting discussions around choice and interpretation (see below).

Often a make believe journey can be a great reason for donning role play outfits e.g. a trip to another country, to the forest, or even to a factory.

To discuss

- Who are you?
- Where are you going?
- Why did you choose that outfit?
- How do you feel now you are a....?
- Who are your friends?
- What makes you angry?
- What does it look like when your character is angry?
- What would your character say if they were stuck?

SEAL

Understanding my feelings

*I can tell when I am feeling angry.
I can tell when other people are angry.*

Working together

I can ask for help when I am stuck.

EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.



Using different areas of the setting

Role play area – dressing up and role play activities

Some children will challenge the right of boys or girls to wear clothing that they see as the domain of the opposite sex, e.g. boys telling girls they cannot wear hard hats. Finding examples of where this does happen to refer to that they will be familiar with is often an effective way of combating this – Wendy from Bob the Builder is a positive female stereotype to cite, she gets involved in both the office management and construction!

To do

- You may wish to select the dressing up clothes the children are given access to on some days, and on others allow them to make their own selections (so balancing given stimulation and free choice).
- Photographing the children during dressing up/role play can produce your very own positive image gallery. It can be difficult to find images of female



fire-fighters etc. When you have these images they can not only be used as a permanent positive image gallery in the classroom; they are perfect for storyboarding activities.

- Being dressed up as a character will help the children to engage with their character's feelings so this is a great opportunity to talk to them about they feel. They will often want to re-enact stories you have told them about their character and this can be a great opportunity to reintroduce issues a book has raised, e.g. if the children noticed that there were two mummies, raising this again during role play will deepen understanding naturally as part of the play/exploration experience.



Using different areas of the setting

Construction area

Aims

In these activities children use construction toys and materials to create different environments. The main aim is for them to revisit their learning about diversity through physically recreating the environment they imagine.

EYFS

Creative Development

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

CAUTION CONSTRUCTION AREA

Introduction

Construction toys (particularly large bricks or crates) can be used to create new environments, perhaps those inspired by one of the books from this pack, or a new place that the children want to create for a persona doll (see persona doll activity) or somewhere for their puppets to visit (see puppets activity).

SEAL

New Beginnings Belonging

*I know I belong to my class/group.
I like the ways we are all different.*

Self-awareness

I can tell you something special about me.

To do

- 1 Add some more unexpected items to the construction area such as lengths of fabric and junk items such as the inside of carpet rolls (local scrap projects are treasure troves!). The children love to use such items to fashion temporary shelters or screens for their new environment.

Using different areas of the setting

Construction area

2 When the children have created their environment have a staff member arrive 'in role' as a character that would be found in such an environment, e.g. if they have created Roy and Silo's pool in Central Park Zoo (see Tango Makes Three Book Plan), enter as a zoo keeper (Wellington boots and a hat will be convincing enough). Ask the children questions as if you were a zoo keeper, feed the penguins together, ask Roy and Silo how they feel about being parents etc.

3 Give the children a suggested environment to create and one item to start them off. Perhaps it is the persona doll's birthday so give them a birthday cake box and ask them to set the area up ready for the party. Where will the two mummies/daddies sit? What will everyone eat?

Some inspiration for new environment building

- The rocket launch pad from Spacegirl Pukes (see Spacegirl Pukes Book Plan)
- Something Else's house (see Something Else Book Plan)
- The castle from The Paper Bag Princess (see The Paper Bag Princess Book Plan)
- The penguin pool (or the Zoo) in Central Park (see Tango Makes Three Book Plan)
- The picnic scene from Picnic in the Park (see Picnic in the Park Book Plan)
- The jungle from Giraffes Can't Dance (see Giraffes Can't Dance Book Plan)
- Environments for special events, e.g. welcoming persona dolls, celebrating special days.



Using different areas of the setting

Creative workshop area

Aims

The aim of the suggestions below is to allow the children to further explore their learning about diversity and deepen their understanding through creating something that reminds them of that learning.

Introduction

Below are some suggestions of materials and prompts to provide in the creative workshop area to help explore difference and diversity.

To do

1 Make masks of characters from the books suggested in this pack. The simplest to make are card cut outs; use a hole punch to create holes to thread elastic through. The children will like to decorate them and then wear them and become the character. Combine the mask making with the environment making in the construction area (see above) and this will really help the children get into character and relive the story and learning experience.

2 Musical instrument making. Provide the children with a variety of material such as

- Containers to make shakers
- Dried peas, lentils etc
- Plastic fabric or bags to stretch and make into drums
- Tins or plastic boxes for the drums
- Bottles to fill with water and beaters to hit them with for improvised xylophones
- Old fridge shelves and smooth pieces of wood to run over them (makes wonderful watery sound)
- Anything at all...they will find a way to make a sound with it!

EYFS

Creative Development

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

SEAL

Understanding my feelings

I can tell if I am happy or sad.

I can let you know if I feel happy, excited, sad or scared.

I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people).

Using different areas of the setting

Creative workshop area

The making is great fun and the performance is even more enjoyable but the discussion afterwards about how we all made different instruments and made different sounds is where the learning about diversity and accepting the efforts of others happens. You might like to engage the children in creating a musical narrative with movement to one of the books. *Giraffes Can't Dance* is perfect for this (see *Giraffes Can't Dance Book Plan*).

3 Puppet Making (see also Puppets Activity)

Provide the children with materials such as

- Card
- Fabric
- Buttons
- Glue
- Lollipop sticks
- Paint
- Crayons
- Collage bits (sequins etc)

Leave a couple of examples of different puppets in the creative workshop area. Allow the children to experiment and

make their own puppets.

Afterwards, make a circle and ask the children with puppets to bring them to the circle. Ask them to introduce their puppet, giving them a name and telling the circle just one thing about them. Discuss the fact that everyone has made different puppets, with different names and characteristics.

You can extend this through small group work by having the children have their puppet have a conversation with another puppet. You may wish to introduce a scenario for the 'puppets' to explore, e.g. one puppet doesn't like trying different kinds of food, what advice will the other puppet give.

4 Feelings Art

Use the creative workshop area to allow children to draw or paint how they felt after reading one of the books. To develop their empathy you may wish to ask them to represent how they think a character in the story felt, e.g. how did Something Else feel when everyone was so unfriendly? How did he feel at the end of the story?

Resources

Containers to make shakers
Dried peas, lentils etc
Plastic fabric or bags to stretch and make into drums
Bottles to fill with water and beaters to hit them with for improvised

xylophones
Card, Fabric, Buttons, Glue, Lollipop sticks, Paint, Crayons, Collage bits, (sequins etc)
Old fridge shelves and smooth pieces of wood to run over them (makes wonderful watery sound)
Anything at all...they will find a way to make a sound with it!

Tins or plastic boxes for the drums



Section 1 – Curriculum activities

1b – Book list

This list will help you if you wish to ensure that you have all of the books necessary to carry out all of our book related activities detailed in this pack.

Nursery

Spacegirl Pukes – Katy Watson and Vanda Carter (Onlywomen. 2005)

The Mommy Book – Todd Parr (Megan Tingley. 2002)

Something Else – by Kathryn Cave and Chris Riddell (Mondo or Picture Puffin. 1998)

It's Ok to be Different – Todd Parr (Little, Brown Books. 2004)

Giraffes Can't Dance – Giles Andreae and Guy Parker-Rees (Orchard. 2001)

ABC – A Family Alphabet Book – Bobbie Combs, Desiree Keane and Brian Rappa (Two Lives. 2001)

Friends – Kathryn Cave and Nick Maland (Hodder. 2005)

The three books below are referenced in our pack but do not have complete lesson plans attached to them.

The Daddy Book – Todd Parr (Megan Tingley. 2002)

Colour Me Happy – Shen Roddie and Ben Cort (Macmillan. 2007)

Orange Pear Apple Bear – Emily Gravett. (Macmillan. 2006)

Reception

If I Had a Hundred Mummies – Vanda Carter (Onlywomen. 2006)

Molly's Family – Nancy Garden (Farrar Straus Giroux. 2004)

One Dad Two Dads Brown Dads Blue Dads – Johnny Valentine and Melody Sarecky (Alyson. 2004)

The Story of Ferdinand – Munro Leaf. Illustrated by Robert Lawson (Penguin 1977 or Grosset & Dunlap. 2000)

The Paper Bag Princess – Robert Munsch and Michael Martchenko (Annick. 2009)

Picnic in the Park – Joe Griffiths, Tony Pilgrim and Lucy Pearce (BAAF. 2007)

And Tango Makes Three – Justin Richardson and Peter Parnell (Simon & Schuster. 2007)

Want Toast – Anna Wilson and Vanda Carter (Onlywomen. 2010)

Spacegirl Pukes

Katy Watson and Vanda Carter

Book synopsis

An adventure for young astronauts.

When nausea grips intrepid Spacegirl on the day of a mission to the stars she is lucky to have two mummies to help her out, but soon – yes – everyone is going “Bleurgh!”

Will there be enough buckets? Will her mission be cancelled? Will Spacegirl ever reach the stars?

Aims

The main aim is for the children to understand that all families are different and the most important element is the love that keeps them together.

Introduction

- Read the story.

To discuss

- What happens in the story?
- Who gets ill first?
- Who gets sick next?
- Who is next?
- Why does everyone get sick?
- Why doesn't the rocket blast off at first?

- Who works out what the problem is?
- Where do you think Spacegirl went at the end of the story?
- Would you like to be a spacegirl or spaceboy?
- How can you tell that Mummy Neenee and Mummy Loula love Spacegirl very much?

Note: It may be that some children react to the fact that there were two mums in the story. If the subject is brought up deal with it as a matter of fact. “Well some children do have two Mums. Spacegirl’s mums are lesbians. They love each other very much and they live together. Some children have two Dads that live together; they would be gay men. Some children live with a Mum and a Dad, some live with one Mum or one Dad or one Nan or one Grandad.

EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

SEAL

New Beginnings Belonging

I know I belong to my class/
group.
I like the ways we are all
different.
Understanding the feelings of
others.
I know that everybody in the
world has feelings.

Spacegirl Pukes

Katy Watson and Vanda Carter



There are lots of different kinds of families. You could go round the class and identify the different families that exist in just our classroom. If anyone reacts negatively to two Dads or two Mums living together state that if people are different to you, it doesn't mean they are not as good as you. If the subject is not brought up by the children during the reading of the story or the follow-up activities, end the session by stating the above.

To do

1 Role Play

Explain that we're going to act out the story of "Spacegirl Pukes". We need some people to be in the control tower, someone to be Spacegirl, someone to be Mummy Neenee and Mummy Loula, Trotsky the cat, the ground crew member, and the rest of the children can hold hands and stand in the shape of a rocket. The children playing the two mums should be of the same gender to reinforce that the family in this story has two mums (or two dads). Having a boy and girl play the characters would rather defeat the object, which is to show that there are different kinds of families.

Read through the story and role play the action. End with all children counting down from 10-1 and shouting "Blast off!" before sinking to the floor and sitting.

Talk about how the best bit of our role

play was that – everyone was involved, everyone had a part to play and everyone made it great. If it has not yet been brought up, talk about the two mums in the story. Who looks after Spacegirl? Say that Mummy Neenee and Mummy Loula love each other very much and they are lesbians. Some children have two mums like the mums in the story, or some children have two dads that love each other and live together, they would be gay men. Some children have a mum and a dad that live together, some children live with one mum or one dad or nan or granddad or with lots of other children and carers. There are lots of different families around and none are better than any others. What's the most important thing about a family? (being loved, cared for, looked after). What different families do we have in our class? Comment on the fact that we are all different but we all still get along and in our class we look after each other, it's a bit like having our very own special family!

2 Draw a picture of yourself with the people and pets you live with. Display the pictures. Talk about how families are different. Point out that not everyone lives in a family.

Spacegirl Pukes

Katy Watson and Vanda Carter

3 Paper plate masks

Make masks of the characters in Spacegirl Pukes using paper plates. We made Spacegirl masks, Trotsky the Cat masks and masks of Aliens on the planet Spacegirl is going to visit.

4 Colouring sheets

We have included some Colouring Sheets in the pack for you to photocopy. Apart from a colouring-in activity, the children could cut out and stick the characters and the rocket to make their own collage pictures. See www.outforourchildren.co.uk for colouring sheets.

5 Draw where Spacegirl is going

Ask the children as a group to imagine where Spacegirl is going on her mission to the stars. She might be visiting friendly aliens. Dr Who fans might imagine her fighting scary alien monsters. She might land on a strange planet where the sky is pink and the grass is blue and people have six legs and four eyes...

Then ask the children to draw pictures of what they have imagined. Or you could get a large sheet or roll of paper, draw a planet surface with some rocks and craters and get all the children to work together on a big picture.

6 Draw an alien family.

Ask the children to imagine and draw a family of aliens (and their pets).

7 Spacegirl Dressing-Up Doll

Children can colour Spacegirl and her clothes, cut out the clothes and possessions and dress her. We have not put 'tabs' on the clothes (too hard for children to cut out!). You could however add your own tabs to the clothes, paste Spacegirl onto card, cut her out and make her stand up to make a traditional dressing-up doll. Children will also enjoy designing their own outfits and accessories for Spacegirl. See www.outforourchildren.co.uk for Spacegirl dressing up doll cut outs.

Thanks to Andrew Moffatt for allowing us to use some of his ideas in this plan. See Andrew Moffatt *'Challenging homophobia through Emotional Literacy – An Early Years Resource to address homophobia in the Primary School'*.

Resources

Spacegirl Pukes – Katy Watson and Vanda Carter
Paper plate
Stapler
Crayons, wax crayons & pens
Painting materials
Scissors

Sellotape & Glue
Pipe cleaners (to make alien antennae etc)
Elastic to attach the masks, or sticks to hold them
Coloured paper, ribbons & other craft bits to stick on

The Mommy Book

Todd Parr

Book synopsis

Mums are celebrated here, in all their traditional, eccentric, athletic, hip, nurturing glory. Each spread shows mums doing their thing: dancing mums opposite swimming mums, short-hair mums next to big-hair mums, and work-at-home mums across from work-in-big-buildings mums. The refrain is that all mums love their kids: “All mummies like to hang out with you!” “All mummies like to watch you sleep!”

Aims

The main aim is for the children to understand that mummies, like everyone else, are all different but are also all special, as we all are and that they love their children in their own different ways.

Introduction

- Look at the front cover – what is this story about, what do you think might happen?
- Read the story

To discuss

Mommy might not be a term the children are familiar with, so it's worth explaining – and then asking what the children call their ‘mommy’ or even in some cases ‘mommies’ (some children may have

EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

SEAL

New beginnings
I like the ways we are all different.

Knowing myself
I can tell you the things I like doing and the things I don't like doing.

lesbian parents but they may also have step-mums, foster mums or carers). If children have female carers who take on the mothering role give the children opportunity to share that and the name that they give that carer. Of course there needs to be great sensitivity around those children who do not have a mum or anyone who is taking on that role.

NB This book is perfect for reading before Mother's Day!

- Each page details what some mummies like to do – ask if the children's mums like to do this and give them a chance to share their own mum's likes and dislikes.
- Discuss how we all like different things, and that is ok and good, it would be boring to all like the same things.
- Dramatising the story
A good starter before the acting would be the ‘Name Game’. This gives the each child the opportunity to say something that is special about them. Standing in a circle each child says their names, steps into the circle and adds ‘And I ...’ You can make this easier initially by giving them sentence stems

The Mommy Book

Todd Parr

to complete, E.g. I like apples. You can suggest they add an action (eating the apple). The rest of the children then copy, (Her name is...and she likes apples, and everyone mimes eating an apple).

The dramatising can be done quite simply with the children acting out being each of the mums as the adult reads the story.

This can be extended by the children then acting out what their own mummy likes to do. Everyone can do this at the same time. The adult then calls, 'Freeze,' everyone freezes – then the adult calls out, 'Everyone look at (child's name).' The child who has been chosen then continues to act out what their mummy likes and the other children try to guess what it is she likes!

- Share similarities and differences

A nice way to do this is to play, my mum is the same as yours because...but she is different because... which can be done as a whole class or a small group. March around the room/playground and the child at the beginning of the line calls out, 'My mummy is the same as Aaron's because she likes pizza but she is not the same as Shelly's because she is not married.' The child at the front of the line moves to the back and the line marches on with the next child contributing. Those who don't want to say anything simply march to the back

and everyone claps in time as they do so (there is no shame in not contributing). This game is fun to play in the playground at playtimes.

Point out the page in the book that states, 'All mummies like to hang out with you.' Explore what this means (all mums love their children and like to be with them). Some children may need to talk about the fact that they don't see their mums as much as they would like (maybe due to work, custody issues etc). It's good to emphasise here that everyone's mum has a different life, but they love their children. A nice finishing off activity is the song, 'We love mummy', which simply has the words, 'We love mummy, yes we do,' repeated to the tune of Frere Jaques. This can be extended to include loving daddy, our pet, aunty, carer, even teacher! (Let the children make suggestions).

- The Daddy Book

There is a Daddy Book, also written by Todd Parr, and all of these activities can be used with it, but if you do not have this book the children may like to create one of their own, all about what some daddies do and like. If some of the children don't have a father figure in their lives you may wish to offer this as a table activity that the children can choose to do or not.

Give the children access to The

Resources

*Felt tip pens, pastels, crayons for book making
Paper and bold, thick paints for the gallery
Clothes, props, fabric for role play*

The Mommy Book

Todd Parr

Mommy Book to give them some ideas for their own Daddy Book. Encourage them to have a go at drawing big, bold colourful figures just like Todd Parr does. The children often enjoy this because his characters are stick figures so it is a style that young children can copy quite easily. Crayons, pastels and broad felt tip pens are particularly good for creating the bold effect. If the children are given separate sheets of paper which they then collate into a book it allows them to discard the pages they decide they are not happy with.

- A Mummy and/or Daddy Gallery
Look at how Todd Parr uses bold colours and simple stick figures for his characters. He manages to capture the personality of his characters through their facial expressions and hair, the clothes they wear and the positions he puts them in. Show the dancing and swimming and motorcycle pages to demonstrate that the figures are not always just standing. Discuss with the children how they would draw their mum or dad in this style. What would s/he be wearing, which bold colours will they use, what will s/he be doing? Use thick paints, and bold colours and if possible large sheets of paper. Create a gallery of colourful mummies/daddies (with captions if possible).

Mummies and daddies could be invited in to view the gallery. Have a

‘Private View’ with coffee and biscuits!

- Dressing up/Role Play
Provide the children with a variety of different clothes/fabrics and props to allow them to experiment with being different kinds of mummy. Bring bikes, toy hammers and non stereotypically ‘female’ objects into the role play area to encourage the children to extend their idea of who or what a mummy is. This can be repeated for daddy role play.
- The Object Game
This is a circle game which can be played at anytime about any character/person but it fits well within this session. Have a box full of objects that you tell the children belong to mummies. Put the box in the middle of the circle (if the box has a lid on it so that they cannot see what is inside it helps the children to focus on one object at a time). One child goes to the box and chooses one object, showing it to the rest of the children in the circle. Perhaps the object is a calculator. The children then discuss why the ‘mummy’ has this calculator. Is it part of her job? What might that job be? Or is it to add up the shopping bill? Is it to help the children with their homework?

To end the game point out that we found out lots of things about the people who owned the objects. They were all mummies, but they were very different people.

Something else

Kathryn Cave and Chris Riddell

Aims

The main aim is for the children to understand that difference is positive and without it life would not be so varied and interesting.

Introduction

Read 'Something Else' and ask the children what they think the book is all about.

To do

- 1 Make large (photocopied or drawn) pictures of Something Else and the creature. Look at the two characters – and find words together to describe them. The characters are very different to look at but they are still friends. How are we the same as/different to our friends? (Hair colour, eye colour, skin colour, height, gender, families, favourite things, religious belief, etc.) Make pictures of our differences: "I've got black hair and so has my friend", "My friend has got blue eyes and my eyes are brown", "I'm a girl and my friend is a boy", etc. We are all different but we are all friends; we all get along together.
- 2 What can my friend do that I can do? What can my friend do that I can't do? Copy each other. Create a poster: "My friend can...and so can I" and "My friend can...but I can't".

EYFS

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

SEAL

Say No To Bullying
I know I belong in my classroom.
I like the ways we are all different and can tell you something special about me.

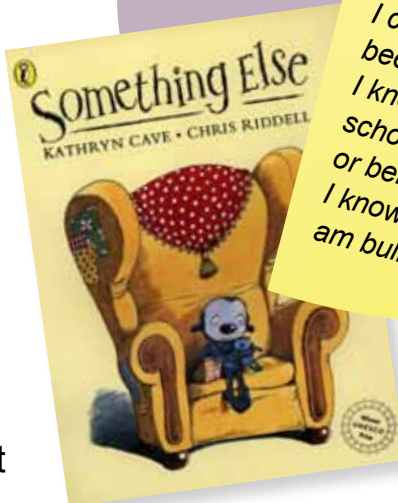
I can tell you some ways in which children can be unkind and bully others.

I can tell you how it feels when someone bullies you.

I can be kind to children who have been bullied.

I know who I could talk to in school if I was feeling unhappy or being bullied.

I know what to do if I am bullied.



- 3 Create a book: "All About Me". Discuss the information that should go in it – physical details, personal details (family, friends etc)
- 4 The book is basically about how some people are bullied because they are perceived to be different. Brainstorm: Why might someone be bullied? What can we do when we see that someone is bullied? Who should we tell? Who can we go to in school and at home?

Resources

Paper

Pencils, colouring pencils

Materials for book making

It's Ok to be Different

Todd Parr

Book synopsis

It's okay to need some help.

It's okay to be a different colour.

It's okay to talk about your feelings.

It's okay to make a wish...

It's Okay to Be Different cleverly delivers the important messages of acceptance, understanding, and confidence in an accessible, child-friendly format featuring Todd Parr's trademark bold, bright colours and silly scenes. Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence.

Aims

The main aim is for the children to understand that difference is positive and without it life would not be so varied and interesting.

Introduction

- Look at the front cover – what is this story about, what do you think might happen?
- Read the story.

To discuss/join in

- Who needs help? When? Share responses.

EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.
Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

SEAL

New beginnings

I like the ways we are all different.

Knowing myself

I can tell you the things I like doing and the things I don't like doing.

I can say how I feel when I am feeling proud.

- On different noses page have everyone act out being elephants, swinging their noses (trunks!).
- On the different colours page compare all the different skin colours in the class. Notice that black is not just 'black' there are different shades, same with 'white'. Can we order ourselves lightest to darkest?
- If you have a swim cap or a cap for wearing under a wig you can have some fun with this on the 'no hair' page. Wear it, and when the laughter dies out, remove it and point out that you were still the same person with and without your hair!
- Bunny ears are fun to let everyone wear on the big ears page.
- Ask if anyone knows anyone who has wheels (wheelchair) if no one in the class has a wheelchair. Ask if they have ears? Do they have eyes? In fact are they like us in lots of ways, but different in others just like the rest of us?

Resources

Bathtub (or something that the children can pretend is a tub, a large cardboard box maybe).
World Map.
Paints for portrait painting (bold

colours).
Music for dancing to.
Light coloured fabric for a screen, a sheet is fine.
Box to keep the 'pet' in.
Role play materials (clothes, fabric, props)

It's Ok to be Different

Todd Parr

- On the small to extra large page can we line up in height order? Point out that we are all different heights, but still all members of our class (same and different).
- On the glasses page have everyone make specs from their hands and wear them – have them all look at each other – how do we all look? The same, but different!
- On the feelings page ask the children why they think it is a good idea to talk about your feelings (others can cheer you up if you are sad, calm you down if you are angry or if you are happy you might be able to share that happiness and make others happy too).

To do

1 Being Proud

The book says, 'It's ok to be proud of yourself.' Give the children a chance to share what they are proud of and add it to a pride wall/tree. This can be something that they add to as they discover new things that make them proud. Have the staff add to this too. You may wish to have regular visits, all together to the pride wall/tree – playing Heather Small's song, 'Proud' as you do this can add an air of occasion to the event.

2 The Bathtub!

The book says it's ok to eat in the

bathtub so what would you like to eat in the bathtub? Children can draw, paint or make from play dough the meal they would like to eat in the bathtub. It would be great fun to bring a bathtub (or a cardboard box representing one!) into the role play area and let the children get into it to 'eat' their meal. Photograph them and create a gallery!

Discuss the different meals they chose. Isn't it great that we all like different food; it would be boring if we all liked the same food!

3 A Different Place

You will need to know where the children in your class originate from to do this activity (or where their families originate from).

Have all the children draw themselves (or use photos). On a world map fix their photo/picture to where they were born (or where their family originates from).

This can be the beginning for lots of fun 'journeys' for the class. Everyone can get onto an imaginary train, plane or even magic carpet and go on a fantasy journey together to where their friend is from. When they arrive a member of staff provides the narration, about the food they taste, what they see there etc. There could be a different journey for each day of the week! You may wish to involve parents, carers or other family members in these journeys; they may be willing to be the journey narrator once they have the idea.

It's Ok to be Different

Todd Parr

4 Portrait Painting

Todd Parr's illustration style is very accessible for young children.

Encourage them to have a go at drawing big, bold colourful figures just like Todd Parr does. The children enjoy this because his characters are stick figures, a style that young children can copy quite easily. Crayons, pastels and broad felt tip pens are particularly good for creating the bold effect. Ask them to try a self-portrait in this style after looking in a mirror, or perhaps make one of their friend. Have a class gallery. You may wish to annotate the gallery pictures of the children with, 'It's okay...' and whatever the child wishes to have next to their own picture.

5 Dancing

One of the pages states, 'It's okay to dance by yourself.' Young children are usually happy to dance, but become more self-conscious as they get older. If they are given the message, often, that expression through dance is a positive and acceptable thing to do they are less likely to become so self-conscious. Setting up a little raised area (podium) in the outside play area where the children can dance to music and be praised for doing so is an easy way to do this.

Children also love it when a light coloured screen, with a light on it, is erected and they are allowed to go

behind it and dance – so that only their silhouettes are visible.

6 It's okay to have a pet worm!

Of course many children long for a pet, but cannot have one for various reasons. We can all have fantasy pets though! Make a sitting circle and put a box in the middle of the circle. Tell the children that their fantasy pet is in the box. Have them tell each other what their fantasy pet would be and why. Is it a real animal, like a tiger or a dog? Or is it a made up pet? Encourage them to be as bizarre and imaginative as they can. You may wish to extend this by having them draw their pet, or make up the noises their pet might make, or model the food it might eat etc. Discuss our different choices.

7 Role Play

The book is full of different people doing different things. Straight after reading the book give the children a chance to role play some of the characters and what they get up to. Provide clothes/fabric and props (big ears, wigs, noses etc) to help them get into role. If an adult is present to support the activity and lead discussion about how we may dress up and look different but we stay the same inside it will help deepen their understanding of the issues raised in the book.

Giraffes Can't Dance

Giles Andreae and Guy Parker-Rees

Book synopsis

Gerald the giraffe longs to dance, but his legs are too skinny and his neck is too long. His knees buckle whenever he tries to twirl. At the Jungle Dance, the warthogs waltz, the chimps cha-cha, and the lions tango. “Giraffes can’t dance,” they all jeer when it’s Gerald’s turn to prance. Fortunately, there is one little creature who believes in Gerald. “Everything makes music,” says the cricket, “if you really want it to.” So Gerald starts swaying to his own sweet tune.

Aims

The main aim of this session is to help the children to understand that we don’t have to believe what others say about what we can and cannot do. If we try hard enough we can achieve amazing things by doing things differently.

Introduction

- Look at the front cover – what is this story about, what do you think might happen?
- Read the story. The text has a very rhythmic quality and contains lots of very predictable rhymes which the children will enjoy joining in with. It is worth reading the story a few times so that the children remember the words that rhyme – stop and allow them to provide them.

EYFS

Creative Development
Use their imagination in art and design, music, dance, imaginative and role-play and stories.

SEAL

New beginnings
*I know that people in my class like me.
I like the ways we are all different.
I know that everybody in the world has feelings.*

To discuss

- How is Gerald feeling (worried, sad, left out). Why?
- How could the animals have acted differently so that Gerald did not have these feelings? (Included him, allowed him to just be himself, and encouraged him).
- Has anyone ever helped you by encouraging you to do something you did not think you could do? Who has learnt to do something they found difficult? Who can tie their shoelaces? Did you find that hard when you first tried?
- What do you think this story is trying to tell us?

To do

1 Movement/Dance

Discuss the different dances the animals do in the book.

Warthogs waltz; rhinos rock and roll, lions tango, chimps cha-cha-cha and the baboons do a Scottish reel.

Explain that everyone is going to have a chance to try each of these, and to make their own Gerald dance. You will need appropriate music for each

Giraffes Can't Dance

Giles Andreae and Guy Parker-Rees

of the dances, including some very atmospheric music for Gerald's dance (Night on Bald Mountain by Mussorgsky would work well for this).

Warm up by starting to think about a Gerald dance.

Find a space. Swing arms all around, up and down, side to side. Sway body from side to side moving hips. Creep on toes, slowly and quietly. Run and leap high in the air. Sit down.

The next section of the session can be as free or structured as you choose. You may wish to simply play some waltz music, rock and roll, tango, cha-cha and a reel and allow the children to improvise as you call out which animal's dance they are doing. This would be most appropriate for very young children.

Older reception children might enjoy the challenge of learning a basic waltz step or simple cha-cha sequence.

To prepare for Gerald's dance go through the warm up again, then try it with the music.

Then stand up with legs apart. Stretch neck. Move around gracefully. Drop to the floor. Find a partner. Face your partner. Join one of your hands. Shake hands. Raise joined hands in the air. Drop hands and spin

around. Rejoin hands and repeat whole action. Creep sadly around the room. Stand up in a good space. Draw circles with feet on the floor, one foot at a time. Run and leap. Drop to the ground. Try this with the music.

Now play the music and allow the children to improvise their own Gerald dance. Remind them of his grace, encourage them to include some of the movements they have just been using.

Split the class into two groups. Play the music, one half makes an audience for the others whilst they dance – change over. (Discuss what a good audience does before performance begins).

Comment on the different choices everyone made. Praise all efforts – everyone can dance!

2 We can do web/ We would like to be able to do web

This is a circle game to emphasise that everyone can do something, but there are things we would also like to be better at or learn to do.



Giraffes Can't Dance

Giles Andreae and Guy Parker-Rees

Make a standing circle. Ask all of the children to think of something they can do (jump, write their name, sing a song etc), and keep that idea in their head. Ask for a volunteer to begin by sharing the thing that they thought of. Give the ball of string to this person. Ask who can share next, when the child has shared what they can do the first child hands the ball of string or wool to them, but keeps hold of the end of the string. This continues until everyone has contributed and everyone is connected. This provides a great visual representation of how talented we all are! The web can also be created by using several different coloured balls of wool, creating a rainbow wool web. The children will like it if you cut the web at the end and allow each of them to keep some pieces to remind them of the experience.

Repeat with things we would all like to be able to do (this is best done at a later date as the activity can take some time).

3 Jungle journey

The animals live in the jungle. The children can create this jungle in 3D form by using a combination of some or all of the following: construction toys, cardboard boxes,

corrugated card (trees), tissue paper (great for leaves), rope (for creepers and snakes) coloured paper (flowers, bugs).

Use the book illustrations for inspiration. Allow the children to work out how to make tall trees, shorter ones, tiny bugs etc.

Once the jungle is created it provides a rich environment for storytelling, by both adults and children. The children will also love to role play at being the various animals in the jungle. Small groups may wish to make their own play scenes – which can have some adult intervention or not depending on the age/independence of the children.

An adult can take groups of children on a journey through the jungle, stopping to admire the flora and fauna (both real and imaginary). Afterwards the group can work with the adult on sentences about what they saw in the jungle which can be put together to create a jungle poem.

Parents will love to come and see and join in with the jungle journey!

Resources

Music for the dance, Waltz music, Rock and Roll, Cha-Cha, Tango and a Reel. Atmospheric music such as Night on Bald Mountain by Mussorgsky or any chill out type music

Ball(s) of string/wool for web activity.

Variety of construction toys and different media to create the jungle (whatever is available)

ABC – A Family Alphabet Book

Bobbie Combs, Desiree Keane and Brian Rappa

Book synopsis

This alphabet book features two-dad and two-mum families, both in the illustrations and text. The families are shown doing all of the things that families do, and children will find the humorous illustrations very amusing. The author has made child friendly choices about what abc is for, not a yacht or yak in sight – some of the selections are for an American audience, but they translate easily enough.

Aims

The main aim is for the children to understand the similarities and differences between families and individuals as they learn their initial sounds.

Introduction

This book can be read as part of work on initial letter sounds, or as a storybook at story time. It needs little introduction, but each page is rich in discussion opportunities which could springboard into other activities. Some ideas are listed below.

To discuss (during reading)

- Page A
This page allows for easy introduction of the idea of a family with two mums. Try asking the question, ‘Who has been woken up, how?’ This can

be related to the children by asking if they wake anyone up, who, and how!

- Page B
This page is about favourite books, can the children guess the favourite book being acted out in the illustration? Which book do they enjoy? Note that it is two mums here.
- Page C
Now we have two dads, and both can make cookies! Mention this to the children as part of the general discussion about the page. Let the children tell who they like to cook with and what they like to make.
- Page D
D is for ducks here. Making quacking noises for this page is fun!
- Page E
E is for eggs, on Sunday mornings. What do the children do on Sunday mornings and who with? Draw comparisons and discuss differences.
- Page F
F is for family. Lots of discussion possible here about different families

EYFS

Creative Development
Use their imagination in art and design, music, dance, imaginative and role-play and stories.

SEAL

New Beginnings
Belonging
*I know that people in my group/class like me.
I like the ways we are all different.*

ABC – A Family Alphabet Book

Bobbie Combs, Desiree Keane and Brian Rappa

and what they enjoy doing together. It is a good opportunity to highlight different family structures within the group and celebrate them.

■ **Page G**

G is for garden. This page has a great illustration, one mum getting soaked by the hosepipe. Children will like to share the funny things they have done which have caused spillages and similar chaos!

■ **Page H**

H is for hugs. A lovely page which inspires discussion about how wonderful hugs are and who we like to hug us.

■ **Page I**

I is for ice-cream. This page also has one mum in a wheelchair, this is worth noting with the children – the LGBT community is as diverse in its makeup as heterosexual society.

■ **Page J**

J is for jacket. This is a very autumnal page, great for discussion of appropriate outside wear when the weather changes.

■ **Page K**

K is for kitten. More opportunity to discuss families and how pets can be part of them.

■ **Page L**

L is for lunch. The two mums are at the beach in this illustration. The child in the picture is clearly of a different ethnicity to them, the children may comment on this so it is wise to be prepared to be open to discussing why this might be. In depth explanations are of course not necessary or appropriate but it is easy enough to suggest that the child might well be adopted, fostered or have been fathered by someone of a different ethnicity.

■ **Page M**

M is for moon. This illustration is very comforting to look at and explore through discussion. The family here seems very at ease, all happily looking at the moon, but in their own space. It is a good springboard for discussion about how a family can sometimes be very busy with their own work or play, but they still care about each other (helpful for children from large families or with parents who have huge work or other commitments).

■ **Page N**

N is for night, and bath time. A good page to discuss the structure of each day.

■ **Page O**

O is for overalls. An opportunity to discuss who wears overalls and why (both professionally and in the home).

ABC – A Family Alphabet Book

Bobbie Combs, Desiree Keane and Brian Rappa

- **Page P**
P is for penguins. Ask the children if they have seen any penguins in the zoo, can they remember how they walk and what sound they make. Children love penguins, there is a book in this pack about penguins, see 'And Tango Makes Three,' in the 'Books for Reception' section of the pack.
- **Page Q**
Q is for quilt. The child here has a blue and orange quilt. Ask the children about their quilts, you may like to draw an outline of a quilt on a large sheet of paper and ask each child to colour a section to represent their own quilt colour. This lends itself to discussion about difference in colour, but we all have quilts – and how beautiful the quilt with all our colours looks.
- **Page R**
R is for rainbow. The rainbow flag is a symbol of LGBT pride. If there are children of LGBT parents in the group they will have probably seen one of these and may know its significance. This page would be a good opportunity to mention this and to ask the children what they are proud of.
- **Page S**
S is for snow. This page can open a discussion of the seasons. When would we expect snow? When is it hottest etc?
- **Page T**
T is for toys – this page is perfect for asking about favourite toys and discussing the importance of sharing.
- **Page U**
U is for umbrella, more discussion of seasons and weather here; see S is for Snow.
- **Page V**
V is for vegetables. Can the children name all the vegetables in the basket, which sounds do they begin with?
- **Page W**
W is for wagon. The wagon in the illustration is not what most children in the UK will associate with the description wagon, so this will need some explanation and discussion.
- **Page X**
X is for xylophone. The child knows how to play all their favourite songs on it, ask the children about their favourite songs.
- **Page Y**
Y is for yard. Again, the yard here is an American back garden! A good opportunity to discuss how we have different names for things in different countries. It may be the children think of the playground as the yard in some parts of the UK, whereas many will think of a yard being a motor garage.

Resources

*Paper, Paint, Pencils
Collage bits
Plasticine or play dough
See 'Colours' activity
resources if using this
Polystyrene packing bits*

ABC – A Family Alphabet Book

Bobbie Combs, Desiree Keane, Brian Rappa

■ Page Z

Z is for zoo. Lots of opportunity to name the animals and discuss the different families visiting the zoo. (Chance to sing "Going to the Zoo" – see 'Tango Makes Three' plan for lyrics).

To do

Some ideas to extend some of the above discussions

- 1** B – Book. The child in the illustration is acting out a favourite book. Can the children in the group do this – they can try this individually or in groups.
- 2** C – Cooking cookies! The children can try this, or pretend to do so in the home corner with plasticine/play dough.
- 3** F – Family. Ask the child to respond to the question, 'Who is in your family?' either through acting out, or visual art (painting/drawing/collage). See also the 'Family Bush' activity in the General Activities section of this pack.
- 4** H – Hug. Play hug tag! This is just like tag, but players are tagged through a hug, and as soon as they are tagged they also become huggers, until everyone is hugging!
- 5** K – Kitten. Play the pet sounds game. Ask the children to think of the pet they

have (or if they do not have one, one they would like to have). They should not tell anyone! If they have more than one pet they should choose just one. On the count of three the children begin to make the sound of their pet and try to find others who have the same pet by identifying the same sound. This is very chaotic but lots of fun!

- 6** L – Lunch. Ask the children to mime making their favourite lunch for a given occasion e.g. a trip to the beach, a winter's day or perhaps a birthday party.
- 7** Q – Quilt or R – rainbow. You may wish to use the 'Colours' activity here, see the 'General Activities' section of the pack.
- 8** S – Snow. Create your own snowstorm using polystyrene packing pieces. Children love to throw them into the air to make the storm; playing stormy music makes it even more fun. They could write their names in the polystyrene snow as the child in the book does.
- 9** U – Umbrella. Devise an umbrella dance, Rhianna's 'Umbrella' would be a perfect soundtrack.
- 10** V – Vegetables. Sing the classic 'Cauliflowers fluffy cabbages green.'

Friends

Kathryn Cave and Nick Maland

Book synopsis

“Once I was lost in the wood and you found me. Once I was afraid of the dark and the creatures that hide there. You didn’t laugh and it wasn’t so bad with you at my side there”. A tale of friendship and the importance of being there for one another through good times and bad.

Aims

The main aim is for the children to understand that being a good friend involves accepting and enjoying difference.

Introduction

- Read the story.

To discuss (before)

- What is this book all about?
- How do the two animals in the book know they are friends?
- Recall some of the examples in the book.
Choose a page, for example “Once I was slow. I couldn’t catch up. You waited for me”; if they weren’t friends, would they have waited? Look at the page “I was afraid of the dark...You didn’t laugh...”

EYFS

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

Understanding the feelings of others

I know that everybody in the world has feelings.

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

SEAL

Friendship

I know how to be friendly.

Understanding the feelings of others

I know that everybody in the world has feelings.

Resolving conflict

I can make up when

I have fallen out with a friend.

I can think of ways to sort things out when we don’t agree.

- Why do you think it was important that the character didn’t laugh?

To do

1 Role Play

Re-read the story and for each page ask two children to role-play the scenario. So the first scene is “I was lost in the wood” – have child wandering around the outside of the circle... “And you found me” – The partner ‘finds the child’ and shows them the way back to the circle. There are 8 different scenarios giving enough action for 16 children. You could always double up

Friends

Kathryn Cave and Nick Maland

some of the partners. At the end for “I’ll care for you the way you cared for me” have everyone holding hands in the circle. Clap each other at the end and celebrate the amount of ‘good friends’ we have in this group! What a fantastic group this is!

2 What makes a good friend?

This activity works best with a small group. Sellotape enough large sheets of sugar paper together so that one child can lie on it and an adult can draw around them. Explain that today they are scientists with the amazing power to create a best friend! Ask the children to think about the book. What did the friend do that made them a great friend? What do they like their friend to do for them?

The children can then draw inside the outline of the best friend, adding all the things that they feel makes a great friend. E.g. pictures of a friend sharing, a friend helping someone who has fallen over etc.

3 Friends gallery

Take photos of all of the children and stick them onto paper with room to write underneath.

In small groups with an adult as scribe, ask the children to finish the sentence, ‘X is a good friend because ...’ and have the adult write their thoughts. Make a gallery of all of these wonderful friends

Resources

Friends – Kathryn Cave and Nick Maland
Large sheets of paper
Sellotape
Camera

and visit it together often to remind everyone what being a good friend is all about.

To discuss (after)

- Look at the two characters: they are very different to look at. But they are still friends. Why?
- How does it feel to have friends?
- How do you know if you’ve got a friend?
- What other things do friends do?
- Are we all friends in this group? We don’t leave anyone out, do we? If you see someone and you think they are left out, what could you do? Role play someone feeling left out, sitting in the middle of the circle alone, and another child approaching them and saying/ doing something to include them.

Thanks to Andrew Moffatt for allowing us to use some of his ideas in this plan. See Andrew Moffatt ‘*Challenging homophobia through Emotional Literacy – An Early Years Resource to address homophobia in the Primary School*’.

If I Had a Hundred Mummies

Vanda Carter

Book synopsis

A young girl speculates on what life would be like with more than the usual allocation of mothers.

If I had a hundred mummies
They would have to form a queue
To give me goodnight kisses,
Blow my nose and tie my shoes.

Aims

The main aim is for the children to understand that all families are different and the most important element is the love that keeps them together.

Introduction

- Read the story.

To discuss

- What happens in the story?
- What was good about having a hundred mummies?
- What was not so good?

Did the little girl really have a hundred mummies? How many mummies did she really have? Note: It may be that some

children react to the fact that there were two mums in the story. If the subject is brought up deal with it as a matter of fact. "Well some children do have two Mums. This little girl's mums are lesbians. They love each other very much and they live together. Some children have two Dads that live together; they would be gay men. Some children live with a Mum and a Dad, some live with one Mum or one Dad or one Nan or one Grandad. There are lots of different kinds of families." If the subject is not brought up by the children during the reading of the story or the follow-up activities, end the session by stating the above.

- What sort of things did the little girl think about doing with her mummies?

EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.

SEAL

Working together

I can work in a group with other children.

I can take turns when I play a game.

Understanding my feelings

I can remember feelings I have had, and why I felt like that.

Knowing myself

I can tell you the things I like doing and the things I don't like doing.

If I Had a Hundred Mummies

Vanda Carter

- What do you like to do with your mummy or your carer? Can you remember times when you did special things that made you happy?

To do

1 Role Play journeys

The central character imagines visiting 'Whizzoland' and 'Rockpool on-the-Knose' with her mummies. Explain to the children that they are going to imagine where they would go if they had a hundred mummies to take them.

Begin by playing, 'Yes Let's!' In a large space ask the children to walk around until they hear you call out an instruction, when you do this they are to answer, 'Yes Let's' and act out whatever it is you have said. So if you call, 'Let's go swimming,' everyone should act out swimming... and so on. Practice this. Now quickly everyone holds hands and makes a circle. Ask them where they might like to go with their hundred mummies. Go back to playing, 'Yes Let's' but this time use the children's suggestions when you call the instructions. (If they do this very well you can try encouraging them to do the instruction calling, but this does take practice!).

Now choose one place to 'travel to' on your imaginary journey. Have the children get into pairs and hold hands, then stand behind each other in their

pairs. They should put their free hands (the one they are not holding hands with) on the person in front's hip. They have made a train! They are going to travel on this train to wherever you are journeying to. Before you move off do lots of marching on the spot to get into a choo choo type rhythm. Then move off around the room, round bends, up mountains, down valleys etc until you arrive (adult narrates). Upon arrival guide the children with a narration or by being in role (the role will depend on where you are!). If you are at the seaside you may be in role as a deckchair attendant or an ice-cream seller. Refer to the hundred mummies, letting the children know what they are up to on the journey and when you arrive. Allow the children to improvise their contributions, if you are on the beach comment on what you see happening around you and you will find that the children naturally begin to take part in the action you are describing.

When the activity has run its course summon the children back to the train – and journey home (with the hundred mummies of course!).

2 Role Play follow up

Follow up your role play by recording your experiences in some way. Some suggestions:

- Make and send some postcards from your destination

If I Had a Hundred Mummies

Vanda Carter

- Video children explaining where they have been (perhaps to an adult who did not go on the journey) play it back to them
- Draw/paint/collage pictures of what the hundred mummies got up to when you arrived

3 Collage

There is a page in the book which is a collage of all of the mummies' 'junk.' Ask the children what kind of things their mums/carers like to keep. Provide them with magazines and junk materials to create their own collages (show them the page in the book for inspiration and point out that they can layer things on top of each other).

4 Wonderful Mummies! (Best attempted with a small group)

Have a look again at the page in the book where the mummies are in a huge queue – they are many and varied!

Discuss which mummies look interesting and why. Choose a couple of mummies to discuss – what will they like/dislike? Do they look interesting? Why? What sort of things do the children imagine doing with these two mummies?

Ask the children to draw their mummy/mummies (or carer) and cut her out. Then stick them at the beginning of



a long strip of paper, slowly adding to them one by one and forming a queue just like in the book. Display this and encourage mummies to come and take a look!

Resources

If I Had a Hundred Mummies – Vanda Carter
Paints
Paper (and a long strip of paper for the mummy queue)
Scissors
Glue

Collage materials
Magazines/catalogues

Want Toast

Anna Wilson and Vanda Carter

Book synopsis

Want Toast presents the delights of waking up at dawn and a few of the hazards of growing up. The story is about an adventurous girl, Ruth, who knows what she wants and means to get it, despite the pleas of her sleep deprived mummy and some tempting bribes!

Aims

To understand that there are different types of families.

To know that some foods should only be eaten occasionally.

Introduction

- Read the story.

To discuss

- What happens in the story?
- Who are the 'lumps'? *
- Why don't the 'lumps' want to get up?
- What does Ruth want for breakfast?
- What treats is Ruth promised? Why?
- Does Ruth ever get her toast?
- What treat does she get at the end of the book?

EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories

Communication, Language and Literacy

Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs rhymes and poems

SEAL

New Beginnings

Belonging

I know I belong to my class/group

I like the ways we are all different

Understanding the feelings of others

I can understand when if someone is happy, sad or angry

*It may be that some children react to the fact that that the mum in this story is clearly in a relationship with another woman. If the subject is brought up deal with it as a matter of fact, "Well some children do have a mum who loves another woman, Ruth's mum is a lesbian and she has a partner who is another woman. The children may ask if the partner is her mum too – point out that she may be Ruth's other mummy but she also might be someone her mum has met since having Ruth (many children will of course have parents who have partners who are not their parents and it is important to explain that this happens within the lesbian and gay community too). Some children live with a Mum and a Dad, some live with one Mum or one Dad or one Nan or one Grandad. There are lots of different kinds of families." Ruth is also clearly from a different racial background to her mum. As you discuss

Want Toast

Anna Wilson and Vanda Carter

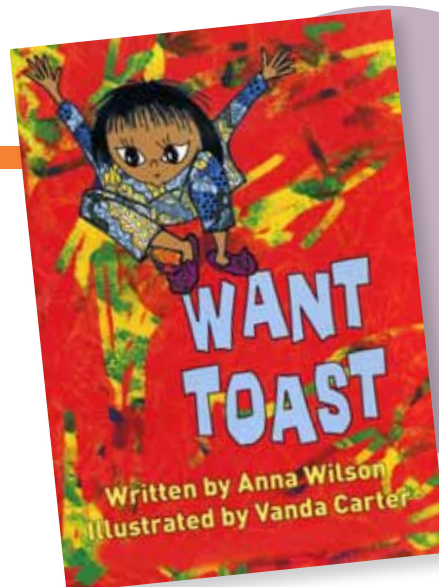
different families it is an ideal time to ask the children why this might be (fostering, adoption, father of different race). You could go round the class and identify the different families that exist in just our classroom. If anyone reacts negatively to the issues raised state that if people are different to you, it doesn't mean they are not as good as you, they are just different. If the subject is not raised by the children during the reading of the story or the follow-up activities, end the session by stating the above.

To do

1 Want Toast?

Ruth wanted toast for breakfast, what do the children like to have for breakfast? Discuss favourites. Why didn't Lily want Ruth to have a chocolate biscuit for breakfast? Discuss which choices are ones to only have as treats and which are healthy at anytime options. Have food stuffs and drinks to sort into sorting rings (treats/healthy anytime). Follow up with a small group activity where children cut out/draw different foods and sort them into treats/healthy anytime.

There is a wonderful illustration of a very messy fridge in the book. Children will enjoy discussing this and drawing (or making a collage) of their own version of the messy fridge, perhaps a healthy or very unhealthy one!



2 Anger!

Share the page in the book where Ruth is very angry because she wants toast (the page with the large toaster in the centre of a double spread). How does the illustration show us Ruth is angry? Point out the use of the colour red and explain that this is often used to signal anger or danger. Discuss the expression on Ruth's face. Can the children make angry faces? Do this in partners so that they can see what happens to eyes, mouths and noses when we are angry.

Look at the background to the photograph of the toaster in the book. How was this created (blow painting)? Let the children create their own blow painting with straws and paint (it's important to emphasise that they should not suck the paint up through the straw – simply dab a blob of paint onto the paper then BLOW!). When the paintings are dry the children can create their own text and illustration. What do they want to eat? If they want sweets they can write, "Want Sweets," and add a photograph, or found image of a sweet to their page and complete it with a photograph or self portrait.

Want Toast

Anna Wilson and Vanda Carter

3 Fear!

Share the page in the book where, 'Ruth went downstairs....' What is she feeling here? What is she scared of? (Would she be scared if her mummy was walking down the stairs with her?). Are the scary things in this illustration really there, or in her imagination? Share the Scooby Doo and Johnny Bravo music video for 'Things that go bump in the night,' which can be found on www.youtube.com. This has a 'ghost' chasing the characters to the song (which has a simple chorus that the children will enjoy joining in with). At the end of the clip the ghost turns out to be someone with a mask on – which makes the point nicely that often fear is only in our imagination.

Ask the children what scares them – sort the fears into real and imaginary either using the sorting rings or the interactive whiteboard. This discussion can be followed up with artwork which gives the children an opportunity to illustrate their fears.

Children will also enjoy re-enacting the chase scene from the Scooby Doo video, let them use the 'Things that go bump in the night' music to signal the beginning and end of the chase. Ask them to use their facial expressions to show what scared looks like, practice this before they

begin their 'chase.' It's fun to provide a sheet to create a believable ghost!

4 Tree House

Most children love the idea of a tree house to play in. Give the children the opportunity to create their own using crates or large cardboard boxes (this is an ideal outside classroom activity). Ask them what they think Ruth would like to do in the tree house? Perhaps they would like to do this too? If not, have them show what games they would like to play there. Will she allow her mum to come in and play with her? What can they see from the tree house? (Reference using imagination again as discussed in the 'Fear' section). Ask the children to imagine looking down from their tree house, what is below. What can they see around them? Branches? Birds? Is there anything above them?

Small model tree houses can be built with art straws or lollipop sticks and look great when painted.

Resources

Food stuffs and drinks for sorting
Sorting rings
Images of foodstuffs (recipe cards and free food magazines from supermarkets are useful)
Paint and straws for blow painting

Large cardboard boxes or crates for tree house construction
Lollipop sticks/art straws

Molly's Family

Nancy Garden

Book synopsis

Friday is Open School night, and so Molly draws a picture of her family to help decorate the classroom. But then Tommy says Molly's family can't be a real one because she has a Mommy and a Mama Lu (by the way, she has a puppy, Sam, too). What is Molly to think?

Aims

The main aim is for the children to understand that all families are different and the most important element is the love that keeps them together.

Introduction

- Read the story.

To discuss

- What happens in this story?
- Why does Molly feel upset?
- What is it that Tommy says that makes Molly feel upset? Is he right to say that?
- Think about all the families that we have in our class. Are they all the same?

EYFS

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories
Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments

SEAL

Working together

I can work in a group with other children.

Making choices

I can tell you what I did with my class/group to make the outdoor area/classroom/setting better.

Self-awareness

I can tell you something special about me.

Understanding the feelings of others

I know that everybody in the world has feelings.

- Would anyone like to share with us the members of their family? Can pets be part of your family? (Yes).
- Sometimes people call friends of the family "aunty", even though they are not related. Families can include all sorts of people and have as many members as they want. (Note: You want to demonstrate here that there is not one ideal family, and everyone has a family, though they may be made up of different people. Looked after children also have families, either people they don't live with anymore, or a current carer. It is important that the children choose who they see as their family, rather than being told "That is your family.")

Molly's Family

Nancy Garden

To do

- 1** The Out for Our Children posters and postcards are ideal for continuing the discussion about the diversity of families we have in our communities. The posters can be downloaded from www.outforourchildren.co.uk and glossy versions of the A3 posters and postcards can also be ordered from this site. See the activity, 'Using Out For Our Children Posters and Postcards' for detail on their use.
- 2** Family Map activity – this is an adaptation of the family tree. See 'Family Map' activity above.
- 3** Role play
Make the point that Molly does not feel upset about her family before Tommy says "You can't have a Mommy and a Mamma." Is Molly happy having two Mums? (Yes). So it's only the nasty words from someone else that makes Molly unhappy? Is Tommy making Molly feel included? What would we say to Molly? (Note: if anyone persists in saying unkind statements either a) say, "That's a shame. I thought we were kind in our class. Who can think of a kind thing to say instead?" And then when a child has responded with a kind statement, say, "Isn't that better! You are behaving in a much kinder, more grown up way. I bet Molly would really like to be your friend. I

bet you've got lots of friends if you say kind things like that to people. Who in this group is xxx's friend? (Children will put up hands) – I knew it!" or b) (to the child saying unkind things) "You're not thinking about the instruction. Who can remind xxx what we are doing here? Are we saying nasty things to Molly or are we saying kind things? Who can think of a kind thing to say?" Say, "We don't leave people out of the group do we? How would you react if Molly was in our group and you heard Tommy say those words?" Role-play the situation, then discuss what we can say if we hear children saying nasty things about gay people or families that have gay people in them.

- 4** We are Family!
Below are the lyrics to the Sister Sledge song, 'We are Family.' It's a very upbeat tune and the chorus is easy and repetitive so even young children will enjoy learning it. You can also adapt the chorus to, I got all my brothers.. friends...etc with me.

We are family
I got all my sisters with me
We are family
Get up everybody and sing

Everyone can see we're together
As we walk on by

Molly's Family

Nancy Garden

(FLY!) and we fly just like birds of a feather
I won't tell no lie
(ALL!) all of the people around us they say
Can they be that close
Just let me state for the record
We're giving love in a family dose

We are family
I got all my sisters with me
We are family
Get up everybody and sing

We are family
I got all my sisters with me
We are family
Get up everybody and sing

Living life is fun and we've just begun
To get our share of the world's delights
(HIGH!) high hopes we have for the future
And our goal's in sight
(WE!) no we don't get depressed
Here's what we call our golden rule
Have faith in you and the things you do
You won't go wrong
This is our family Jewel

We are family
I got all my sisters with me
We are family
Get up everybody and sing

We are family
I got all my sisters with me
We are family
Get up everybody and sing

Resources

OFOC posters and postcards
Paper
Crayons
Scissors
'We are Family' Written by Bernard
Rodgers & Nile Rodgers, performed
by Sister Sledge

One Dad Two Dads Brown Dads Blue Dads

Johnny Valentine and Melody Sarecky

Book synopsis

Two children—one with blue dads, one from a more traditional family—compare notes in this light hearted book about parents who are different. In the end, of course, they discover that blue dads aren't really that different from other dads. Except for one thing....

Aims

To understand that families have some similarities and differences. To identify common characteristics within all families.

Introduction

Look at the book cover together. Read the title. What will this book be about?

Discuss

- What do we know about families? What do we wonder about families? What have we learned about families?

Explain to the children that everyone's ideas are acceptable as we may have different ideas about who is in a family. Try to impress upon the children that the common "glue" that holds families together is love.

- Read the book.

To do

- 1 Make a 'Family Big Book'.

EYFS

Personal, Social and Emotional Development

Understand that people have needs, views, cultures and beliefs that need to be treated with respect.

Creative Development

Use their imagination in art and design, music, dance, imaginative and role-play and stories.

SEAL

Knowing myself
I know that we are all good at different things.

Say No To Bullying
I know I belong in my classroom.
I like the ways we are all different and can tell you something special about me.

Have children work in co-operative pairs to make a class big book. Use sentences below on each page.

Page 1 – Some families have a mum and a dad.

Page 2 – Some families have a mum.

Page 3 – Some families have a dad.

Page 4 – Some families have two mums.

Page 5 – Some families have stepparents.

Page 6 – Some families are foster families.

Page 7 – Some families have no children.

Page 8 – Some families are extended families with many relatives living together.

Page 9 – Some families have two dads.

Page 10 – Most families are held together by a common "glue" called love. Feel free to add other forms of family as well.

The Story of Ferdinand

Munro Leaf. Illustrated by Robert Lawson

Book synopsis

Published more than 50 years ago (and one of the bestselling children's books of all time), this simple story of peace and contentment has withstood the test of many generations.

Ferdinand is a little bull who much prefers sitting quietly under a cork tree – just smelling the flowers – to jumping around, snorting, and butting heads with other bulls.

Aims

To understand that fighting may not always be the best solution and choosing to do things differently is not necessarily a sign of weakness.

Introduction

- Look at the front cover – the story is about a bull, what do you think might happen?
- Read the story.

To discuss

- What do the other bulls like to do?
- What does Ferdinand like to do?
- Ferdinand's mum is worried that he is lonely, is he lonely? Why not? (He is happy sitting on his own – ask the

SEAL
New beginnings
I like the ways we are all different.

EYFS

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

children if they sometimes like to be alone, when, how do they feel?)

- What happens to the other bulls at the bull fights? (They get stabbed and hurt – even die).
- What happened to Ferdinand? What do you think about the choice he made to smell the flowers and not fight? (Point out the line 'He was very happy.')
- Emphasise that just because certain behaviours are expected of us it does not mean that it is always right to do that (this can be extended into how boys/girls are expected to play with certain toys/dress a certain way if children are developmentally ready for this).

The Story of Ferdinand

Munro Leaf. Illustrated by Robert Lawson

To do

1 Dramatising the story

A good starter before the acting would be the game, 'Yes Let's!'. This allows the adult to model the key roles for the children. In a large space the children stand in their own space, and then walk around the space, being aware of other children but varying their speed and direction. Adult calls out, 'Let's be a banderillo and pin the bull,' the children all reply, 'Yes Let's!' Everyone acts out pinning the bull. The game continues with the adult calling out the action and the children responding with, 'Yes Let's!' and carrying out the action.

Banderillos – pin the bull

Picadores – pin(stab) the bull with long spears

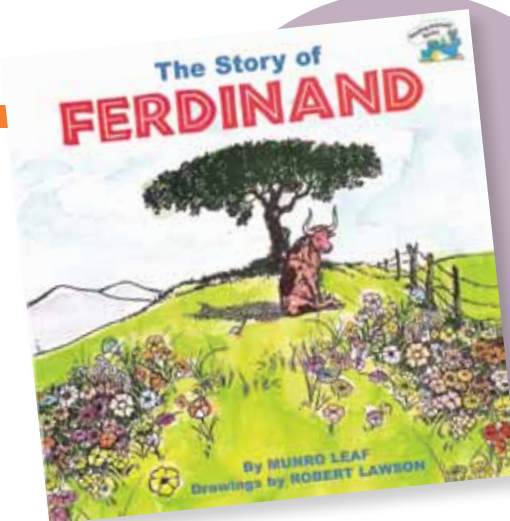
Matadores – stick (stab) the last bull

Bulls – run around and snort and kick

Ferdinand – smell the flowers

The dramatising can be done quite simply with the children acting out given roles as the adult narrates the story. Alternatively a bull fight can be re-enacted, with everyone from the matador, to the crowd and lots of different bulls. The children can choose whether they want to be a kicking snorting bull, or be like Ferdinand (and not get hurt!).

It is good to discuss their choices afterwards and the reasons for their choices. Some children will be quite adamant that fighting is the right



thing to do; challenging this view by reminding them that the bulls do get hurt and even die can be a powerful way of showing them that violence does have a negative outcome. This can be referenced to fighting in the playground, and it's an opportunity to remind them that they do have a choice to not hit – and smell the flowers instead!

3 Making hats

Lots of people wear very unusual hats in the story. Look at them again together. Give the children a variety of different materials to make their own hat. Ask them to name their hat. Who would wear it? When? You can have a fashion show, take photos, write captions and the children can also wear them during the dramatisation of the story/bullfight – see above.

Discuss the different choices everyone has made, why did some children choose card, others fabric? Does one work better than the other? Isn't it great that we all like different colours and shapes; it would be boring if we had all made the same hat!

4 Flower making

Ferdinand loves to smell the flowers; the children can make some for him

The Story of Ferdinand

Munro Leaf. Illustrated by Robert Lawson

to smell during the drama (above). Large sheets of tissue paper and pipe cleaners can be used to make some dramatic flowers. Again allow the children to select the colours and to decide how to construct the flowers. Have scissors to hand, but some may prefer to rip or fold the paper. You may wish to give them a further challenge of creating a 'flower garden' in groups – this will involve negotiation about which flower will go where and so on.

2D flowers can be painted to provide a backdrop for the drama and you may like to give the children some inspiration by providing some images of different flowers or even paintings of flowers such as Monet's lilies or Van Gogh's sunflowers. You may wish to introduce them to some Spanish artists (El Greco, Goya, Picasso, Miró, Dali). Picasso style flowers, cut up from garden magazines and rearranged like Picasso would give the children the opportunity to exercise their cutting and sticking skills. Finger painting with all fingers at once can produce wonderful flowers.

Have a gallery viewing, either by pinning the paintings/3D flowers to the wall or hanging them from a class 'washing line.' Have the children talk about why they chose the colours they did and emphasise how we all like different colours/flowers and that is great!

5 Ferdinand's Happiness Pasture
Children can draw the things that make them happy on flower cut outs (adult can scribe their thoughts) – this can then be used for class display, a happiness pasture. Compare similarities and differences during discussion.

6 Lollipop stick puppets
Children can make puppets of the characters from the book with lollipop sticks, card and paint. Other children might like to make a bull ring from boxes. In the future other children might like to play with these to retell the story again.

7 Food tasting
You can further explore the idea of difference through introducing the children to a variety of Spanish food – some cold tapas are easy to make and would make a great after drama performance treat.

Resources

Variety of materials for hat making
(card, paper, fabric)
Lollipop sticks, card, paint for puppets
Flower cut outs for the happiness
pasture

Tissue paper, pipe
cleaners, large sheets
of paper, paint for
flowers
Tapas ingredients

The Paper Bag Princess

Robert Munsch and Michael Martchenko

Book synopsis

Princess Elizabeth is due to marry Prince Ronald when a dragon attacks the castle and kidnaps Ronald. In resourceful and humorous fashion, Elizabeth finds the dragon, outsmarts him, and rescues Ronald – who is less than pleased by her un-princess-like appearance.

Aims

The main aim is for the children to begin to explore and question gender stereotypes.

Introduction

- Read the story.

To discuss

- Do you know any other princesses (Cinderella/Snow White)? Is Elizabeth different from those princesses?
- How do you think princesses should behave? Why?
- Was Elizabeth standing up for herself? Do you have to do this sometimes? How do we stand up for ourselves without hurting others?
- How is Prince Ronald different from the other princes? How about the one in Cinderella?

To do

1 Role Play

Divide the group into princes and princesses. Ask them to walk around the room as they think princes and princesses would walk. Now ask them to move around how they think Ronald and Elizabeth would move around. (Remind them that Ronald was very snooty and Elizabeth was very brave.) Read the last two pages of the book. Ask the children to find a partner. One of them will be the prince, the other the princess. Emphasise that this is acting so it does not matter if a girl is the prince or vice versa. They are going to act out these last two pages, but instead of Ronald being so rude he is going to be grateful and thank Elizabeth. Encourage the children to say just what they would say in such a situation.

2 Sound Track

The group stands in a circle (it can be a large or small group). Look at the pages in the book where the dragon is breathing fire and smashing up the castle and burning up forests. Ask the children what sounds they think they

EYFS

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

SEAL

Standing up for myself
I can stand up for my own needs and rights without hurting others.

The Paper Bag Princess

Robert Munsch and Michael Martchenko

would have heard if they had been there in the book when the dragon was doing this. Encourage them to make the different sounds. Explain that you are now going to read the beginning of the story and when you arrive at the page where the dragon smashes the castle you want the children to make the sounds they would hear if they were in the story (sound of the dragon's breath, smashing of the castle, Ronald screaming? etc). They should choose just one sound and repeat it until you give the signal to stop.

Now repeat this without reading the book, this time a child is the 'conductor' who starts, stops and increases and decreases the volume of the sound track with their arms.

3 Paper Bag Princess Puppets – from paper bags

These are very easy to make. You will need a paper bag for each puppet and card for the head, arms and legs. Wool for the hair looks good.

4 Story Sequencing

- Provide a sequence for a narrative that the children act out as you read each stage
- Divide the group into nine groups. The groups then make an audience (still sitting in their groups). Then each group comes out in turn to make a still image of the sentence that is read aloud.



(A still image is a still 'picture' of the action). An extension of this is to touch one of the characters on the shoulder, bringing them to life and allowing them to say what they want to say (some children will be very keen to do this!).

– Do some story boarding. Ask individual children or pairs to draw, paint or collage the illustration that they think should go with the text.

You can find a cartoon version of The Paper Bag Princess on YouTube at <http://www.youtube.com/watch?v=y-O-3Gbl6VE>

Thanks to Andrew Moffatt for allowing us to use some of his ideas in this plan. See Andrew Moffatt 'Challenging homophobia through Emotional Literacy – An Early Years Resource to address homophobia in the Primary School'.

Resources

The Paper Bag Princess – Robert Munsch and Michael Martchenko
Paper Bags
Paint
Collage materials

Picnic in the Park

Joe Griffiths, Tony Pilgrim and Lucy Pearce

Book synopsis

Picnic in the Park tells the story of Jason's birthday picnic and the guests who help him to celebrate. In so doing, it introduces children to a range of family structures including two- and one-parent families, adoptive and foster families, gay and lesbian families, step families and more, showing a diverse range of adults and children.

Aims

The main aim is for the children to understand that all families are different and the most important element is the love that keeps them together.

- Check understanding of 'adopted'. What does this mean?
- The children may comment on the pages which mention two daddies or two mummies. If the subject is brought up, deal with it as a matter of fact. "Well some children do have two Mums. Amber's mums are lesbians. Some children have two Dads that live together; they would be gay men."
- We also see a differently able child represented here – it is worth pointing out that he is in the same class as the main character, especially if there are not any differently abled children in your setting.

Introduction

- Look at the front cover.
What is happening?
Have you ever been to a picnic?
- Read the book.

To discuss

- Check understanding of 'twins'. What does this mean?
- Check understanding of 'foster children'.
What does this mean?

EYFS

Creative Development

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

Personal, Social and Emotional Development

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

SEAL

Understanding the feelings of others
I know that everybody in the world has feelings.

New Beginnings – Belonging

*I know I belong to my class/group.
I know the people in my class/group.
I like belonging to my group/class/school.
I know that people in my group/class like me.
I like the ways we are all different.*

Picnic in the Park

Joe Griffiths, Tony Pilgrim and Lucy Pearce



To do

1 The Present Tree

The tree in the book is quite central to the cohesiveness of the story. Each guest comes and ties a gift to the tree.

Make a circle and ask one of the children to volunteer to be the tree – this child then stands in the middle of the circle, arms outstretched. Discuss presents. Why do we give them? If we could give our friends in the group a present today what would it be? Why? Encourage the children to go into the circle and tie an imaginary gift to the tree, say who it is for and what it is.

2 What is the present?

Have everyone sit in a circle. Hold out an imaginary present in front of you. Explain that this present is for Jason's birthday but you can't remember what it is! Hand the present to the next person in the circle; can they guess what it is? Children do not have to contribute to the guessing, they can simply say they don't know – but encourage them to think about what they think Jason might like.

3 There are some suggested activities at the back of the book. One encourages the children to draw their own family at a picnic in the park. An alternative or extension of this could be drawing everyone in the setting at a picnic in the park to emphasise that this community is like another kind of family.

4 Dramatisation

Act out the picnic in the park with an adult providing the narrative (the children will need this structure as there are lots of different characters). There is no need to allocate characters to the children before you begin, simply start telling the story and bring different children in as new characters join the picnic. Encourage those already at the picnic to continue playing or eating as others arrive – unless they wish to greet them. Make the present opening exciting, encourage the children to suggest what each present is as Jason takes it from the tree and opens it! Finish with a game, just like a real picnic!

5 Sand play

Make the sand tray the park for the day. Add small world play figures, model trees and swings if you have them or junk materials to create them if not.

6 Teddy Bears' Picnic

A lovely way to end the day, or even begin work on this book. Everyone brings teddy to the picnic and of course everyone sings the song. There are several versions on YouTube with some cute animations that the children will enjoy.

Resources

Paper
Crayons or paint
Sand tray
Small world play figures
Junk materials

And Tango Makes Three

Justin Richardson and Peter Parnell

Book synopsis

The book is based on the true story of Roy and Silo, two male Chinstrap Penguins in New York's Central Park Zoo who for six years formed a couple. The book follows part of this time in the penguins' lives. The pair were observed trying to hatch a rock that resembled an egg. When zookeepers realized that Roy and Silo were both male, it occurred to them to give them the second egg of a mixed-sex penguin couple, a couple which had previously been unable to successfully hatch two eggs at once. Roy and Silo hatched and raised the healthy young chick, a female named "Tango" by keepers, together as a family.

Aims

The main aim is for the children to understand that all families are different and the most important element is the love that keeps them together.

Introduction

- Read the story.

To discuss

- What happens in the story?
- What makes the zoo keeper think Roy and Silo love each other?
- Do you think he was right?

SEAL

Understanding the feelings of others
I know that everybody in the world has feelings.

Understanding my feelings
I can say and show you when I am feeling good and happy.

EYFS

Creative Development

Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

To do

- 1 Snap role play activity
Shuffle a pack of animal snap cards and take out one so that one animal does not have a pair. Give out the animal cards at random (you might want to use your own judgement as to who has the single snap card). Children must not show each other what animal card they have. At a signal from you, children to walk around the room making their animal noise/action to find their pair, and sit down with them. There will be one child left alone because their pair has been removed. Discuss with the class what to do now – this animal hasn't got a partner. A different pair may well offer a space next to them – ask is it okay for this animal to join the other animal pair – can, for example, a bear live with a lion? Are we saying that's okay? Yes, if they want to! Thank the offering pair for allowing the lonely animal to live with them. You might want to make them promise they won't eat the new member of their family – if a mouse is going to live with two cats, for example and then use this as an example of the cats changing their habits to include their new family member.

And Tango Makes Three

Justin Richardson and Peter Parnell

2 Looking after the baby penguin

Discuss what Roy and Silo will need to give the baby Tango to keep him healthy and safe and happy. (Look at the page that tells how they fed her food from their beaks and snuggled her in their nest at night). She needed food, warmth, sleep and love. What makes us feel safe and happy? After discussion ask the children to draw, paint or collage a picture of a perfect day which would make them feel safe and happy.

3 Freeze frames

You will need a large space for this activity. Ask the children to walk around the room. Practise following the instructions “stop,” and “go” – then introduce the “freeze” command. Children must stop and freeze in the exact position they were in (it will take a few attempts if they have not done this before. Try playing musical statues as a further warm-up if they need more practice).

Remind the children that Roy and Silo bowed to each other, sang to each other, walked with each other and swam together. Ask the children to walk around the room again, but this time when you call “freeze” they are to freeze in a singing position, then walking, then bowing and finally swimming.

Make a circle. Ask the question, “What do you like to do with the people you

love from your friends and family?”

Share ideas, and ask one child to come into the circle and show their freezes of the activities they like to do with their loved ones. Can everyone else guess what they are doing?

Now play freeze again, but this time when you call freeze the children make a freeze of the activities they like to do with those they love. Repeat until they run out of ideas!

Make a standing circle. Ask all of the children to think of something they can do, and keep that idea in their head. Ask for a volunteer to begin by sharing the thing that they thought of. Give the ball of string to this person. Ask who can share next, when the child has shared what they can do the first child hands the ball of string to them, but keeps hold of the end of the string. This continues until everyone has contributed and everyone is connected. This provides a great visual representation of how talented we all are!

Repeat with things we would all like to be able to do (this is best done at a later date as the activity can take some time).

4 We are all going to the zoo

This song is great to sing whilst marching. Stand still for the verses and make the actions of the elephant swinging his trunk etc.

You can add in this extra verse

Resources

And Tango Makes Three – Justin Richardson and Peter Parnell
Animal Snap cards
Materials for either painting or drawing

And Tango Makes Three

Justin Richardson and Peter Parnell

See Roy and Silo with baby Tango
Feeding and snuggling full of love
See them swim and jump in splash
splash splash
And we can stay all day!

“Going to the Zoo”

Daddy’s takin’ us to the zoo tomorrow,
zoo tomorrow, zoo tomorrow
Daddy’s takin’ us to the zoo tomorrow
and we can stay all day!

Chorus:

We’re goin’ to the zoo, zoo, zoo
How about you, you, you?
You can come too, too, too
We’re goin’ to the zoo, zoo, zoo.
See the elephant with the long trunk
swingin’
Great big ears and a long trunk swingin’
Snuffin’ up peanuts with a long trunk
swingin’
And we can stay all day!

(Chorus)

See all the monkeys they’re scritch-scratch
scratchin’
jumpin’ around and scritch-scratch
scratchin’
Hangin’ by the long-tail (huff huff huff)
And we can stay all day!

(Chorus)

There’s a big black bear he’s a huff-puff-a-
puffin’
His coat’s too heavy he’s a huff-puff-a-

puffin’
Don’t get too near the huff-puff-a-puffin’
Or you won’t stay all day!

(Chorus)

Well the seals in the pool all honk-honk-
honkin’
Catchin’ the fish and honk-honk-honkin’
Little tiny seals all honk-honk-honkin’
And we can stay all day!

(Chorus)

Well we stayed all day and I’m gettin’
sleepy
Sittin’ in the car gettin’ sleep sleep sleepy
Home already gettin’ sleep sleep sleepy
‘Cause we have stayed all day.
We been to the zoo zoo zoo
So have you you you
You came too too too
We been to the zoo zoo zoo
MUMMY’S TAKIN’ US TO THE ZOO
TOMORROW!
Zoo tomorrow, zoo tomorrow!
Mummy’s takin’ us to the zoo tomorrow
And we can stay all day!
(Chorus)

Thanks to Andrew Moffatt for allowing us
to use some of his ideas in this plan. See
Andrew Moffatt *‘Challenging homophobia
through Emotional Literacy – An Early
Years Resource to address homophobia
in the Primary School’*.

Law and policy

There is now a great deal of support in both UK law and education policy for those who seek to make their settings welcoming to all children and parents, including those from the LGBT community.

We hope that the information below will help you to convince any staff, parents, governors or members of the wider community that this work is legally imperative and essential if all children are to have access to the education they are entitled to.

What does the Law say?

The government has signaled its intention that children with lesbian and gay parents should no longer be discriminated against through a series of changes in the law that treat lesbians and gay men more fairly.

The most recent and clear message is within the Equality Act 2010 which outlaws discrimination because of sexual orientation in the provision of goods, facilities or services. This includes education, so that for example, pupils can no longer be refused admission to a school because they or their parents are gay.

The public sector equality duty requires that schools eliminate discrimination and advance equality, which will include the comprehensive review of policies and practices to ensure that no pupil is discriminated against because they or their parents are lesbian, gay or bisexual. Schools are under an obligation to deal with sexual orientation equality as effectively as any other equality area; for example, dealing with homophobic bullying with the same rigour as racist incidents.

NB Section 28 (of the Local Government Act 1988) was repealed in 2003. This highly controversial legislation prevented the promotion of same-sex relationships, resulting in gay and lesbian families being seen as less valid than heterosexual families. The legacy of Section 28 is still apparent today in schools with many teachers being fearful and unsure about discussing diverse family units and promoting inclusion.

What about Policy?

Every Child Matters (2003)

This is currently the central piece of policy guidance for those working with children. The Every Child Matters Green Paper identified the five outcomes that are most important to children and young people:

- Be healthy

Law and policy

- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances.

For these outcomes to be realised by the children of lesbian and gay parents, homophobia must be overcome – we all need to feel accepted for who we are if we are to feel safe and have the opportunity to make a positive contribution and enjoy doing so.

The London Childcare Strategy (2003)

Includes the following statement:

London is estimated to have the largest proportion of gay men, lesbians, bisexual and transgender people in its population in the country, although there is a lack of information on this and on many aspects of their experience. As with other areas of life, they may encounter prejudice and discrimination in accessing childcare, both as parents and as employees. As parents, they may lack the informal back-up of family networks.

This may seem a touch negative in its approach but it does at least recognise that London has a high proportion of LGBT people, making it all the more imperative that settings understand how to address their particular needs.

DCSF Guidance on Homophobic Bullying

Preventing and responding to homophobic bullying in schools. **Safe to Learn:**

Embedding anti-bullying work in schools was released in September 2007. The guidance, written by Stonewall following a commission from the DCSF, provides school governors, heads, teachers and other staff with information about how to prevent and respond to homophobic bullying.

The complete guidance on homophobic bullying can be downloaded from www.teachernet.gov.uk.

Stand up for us: challenging homophobia in schools (2004)

This is part of the Healthy Schools initiative and provides guidelines on dealing with homophobic bullying in schools. It was published by the Department for Education and Skills and the Department of Health. It states that working to address homophobia and tackle homophobic bullying will help you to meet your obligations under:

Law and policy

- The five outcomes for children as described in Every Child Matters and the Children Act, 2004
 - The Primary National Strategy and the primary behaviour and attendance pilot
- NB** Although much of the advice within this document is most suitable for upper primary and secondary schools the sections on developing an inclusive school ethos through appropriate policies will be useful in any setting.

Spell It Out

In July 2006 The Greater London Authority and Stonewall launched *Spell it Out*, a DVD that provides teachers and other school staff with the tools and confidence to tackle homophobia in their school.

Worker for a Fairer Future – Guidance from the National Union of Teachers on preventing and tackling homophobia in schools (2009)

This guidance provides information and practical advice to NUT members (and anyone who searches for it on the NUT website) on preventing and tackling homophobia within the school environment.

See also:

www.outforourchildren.co.uk

www.schools-out.org.uk

www.stonewall.org.uk/education_for_all www.nooutsiders.sunderland.ac.uk

www.lgbthistorymonth.org.uk

Employment law that protects teachers and workers – Employment anti-discrimination law

Employment Equality (Sexual Orientation) Regulations 2003

Employment Equality (Religion or Belief) Regulations 2003

Anti-discrimination laws that came into force in December 2003 tackle discrimination in employment and training on the grounds of sexual orientation and religion or belief. These regulations offer protection against discrimination on these grounds for the first time ever – a major step forward.

The sexual orientation regulations protect employees against direct discrimination, where an individual is treated less favourably than another because of their perceived sexual orientation, and indirect discrimination, where a particular practice or provision

Law and policy

has a disproportionate impact upon LGB people. The regulations also prohibit harassment and victimisation on the grounds of sexual orientation.

The regulations also make it unlawful for heterosexual employees to be discriminated against because they are assumed to be lesbian, gay or bisexual or because they have LGB friends or family.

Religion or belief is defined as being any religion, religious belief or similar philosophical belief. The regulations cover direct discrimination, where an individual is treated less favourably than another because of their actual or perceived religion or belief, indirect discrimination, where a particular practice or provision disadvantages a person of a particular religion or belief, and prohibits harassment and victimisation on the grounds of religion or belief.

For more information see:

Sexual orientation and the workplace – ACAS guidelines

www.acas.org.uk/CHttpHandler.ashx?id=105&p=0

Religion or belief and the workplace – ACAS guidelines

www.acas.org.uk/CHttpHandler.ashx?id=107&p=0

Frequently asked questions

We don't have any gay parents at our school, so this wouldn't really apply to us would it?

Are you sure? Most lesbians and gay men are not visible and many are not 'out'. Especially if your school is in a city, it is very likely that you do have gay parents at your school, perhaps without realising it. This is particularly true of single gay parents for whom the issue need not arise if they choose not to 'come out'. Even if you do not have any of these families at your school, it is important to include these in the books and materials which are used in order to educate other children.

How should I deal with the child(ren) of gay parented families especially in relation to telling their classmates?

Under no circumstances should a child be 'outed' by a member of school staff. Many children realise that there is something different about their families which other people may find difficult and therefore choose not to be open about their home set-up. Others are quite comfortable talking about it but a child must be trusted to make their own judgement about whether or not they are 'out' in the classroom. When confronted with the reality, many young children will say 'but you can't have two mums!' It is probably better to allow the children themselves to respond and to give them any support they might need. Invitations home for playdates are generally issued when parents on both sides are completely open.

How would I know if a family is gay-parented if they don't tell me?

You won't know but there can be clues to which you should be sensitive. The key thing is not to make assumptions and to be aware that from time to time a gay parented family will walk through the door.

How do we deal with Mother's Day and Father's Day?

For many children, Mother's Day and Father's day can be an issue – those in care, those with only one parent or a parent who is a close relative but not a mummy, step-children, bereaved children and those with unconventional family setups generally. It is important therefore to be sensitive when dealing with these important events in the calendar. Let the child take the lead in deciding who they want to send their card to. In the case of same sex parents they may want to make two or they may want to make one addressed to both. The same would apply to Valentine's Day.

Surely the Foundation Stage is far too young to be talking about sexuality?

Many people equate sexuality with sex. However sexuality is an issue of identity not

Frequently asked questions

biology. If you think about it, very young children, from babyhood in fact, are presented with images of heterosexual 'norms' in books, film and television programmes e.g the Tiger who came to Tea, Charlie and the Chocolate Factory etc. There are hundreds of books with pictures of mummy and daddy. No one thinks to question these because they simply portray the world as it is for many people.

Once children start going to nursery and school they will ask questions of their peers relating to their family background. Many of the formal learning sessions at nursery centre on where the children come from and the important people in their lives. It is almost unavoidable for a child with same sex parents to be in a position where they have to explain it somehow from the age of 2 or 3. In an environment where they are told that you can't have two mummies or two daddies they soon learn to conceal the truth or keep quiet and so begins a school career where they feel different and not accepted. It is also true to say that the use of 'gay' as a term of abuse has been heard in playgrounds from children as young as 3 and 4. It is crucial therefore to intervene and educate early before the habit of disdain and hatred towards gay people becomes ingrained.

What do same-sex parented families look like?

In most ways families are the same as everyone else's i.e. very diverse. The only difference is that parents form their primary relationships with people of the same sex. Some call themselves lesbian, gay, bisexual or transgender. Some prefer not to use labels. Many are parenting in couples, while others are single parents. As with heterosexual families, many same-sex parented families are 'blended', including full or part-time care of children from previous, often heterosexual relationships. Others are made up of co-parents from the very beginning, including for example two mothers and one father, two fathers and a mother, or four parents (imagine being adored by eight grandparents!)

How do lesbians and gay men have children?

Some lesbians conceive using donor insemination or another treatment at a fertility clinic. Some may use clinic-donated sperm, while others bring their own 'known donor'. Others conceive at home using sperm from a known donor, usually a friend, who may or may not be gay.

Gay men are increasingly acting as the known donor or co-parent to children with lesbian couples or single women. Some gay men conceive their children through an overseas surrogacy arrangement.

Frequently asked questions

What role do donors play in families?

The role of a sperm donor can range from having no involvement at all, to playing a significant role in the child's everyday life. In the U.K a child born of anonymous clinic donor sperm is able to find out who their donor is when they turn 18. Many clinic donors are willing to be contacted earlier, and some women choose their child's donor for this reason. Most gay men who conceive their children through overseas surrogacy have ongoing contact with the surrogate, and in some cases also the egg donor.

Are children in same-sex parented families told about their method of conception and origins?

Same-sex parented families demonstrate a high level of honesty about their child's origins and method of conception from early on. Parents are usually unable to conceal this information (some assistance was clearly required!) and usually do not want to. By contrast, the majority of heterosexual-parented donor-conceived children are still not told about their biological origins, despite changing attitudes. Parents may feel embarrassed, ashamed, or believe that the child does not need to know.

Many donor-conceived children report great distress on discovering their origins in later life. Their experience and that of adopted children suggests that being open and honest with children about their origins as early as possible is the best way to ensure a healthy and positive feeling about their family and themselves.

Are children in same-sex parented families bullied?

There are many children of lesbian and gay parents out there who have gone through school without experiencing teasing or bullying. The research shows that same-sex parented children are able to find good friendships, and are no more stigmatised than others. Children are bullied for many reasons – appearance, size, ethnicity, disability or religion, as well as their family structure. Children of same-sex parents have to deal with being different, as do many other children. Research suggests that same-sex parents are able to help their children do this. Children show remarkable resilience, especially if they have a stable and loving home environment. Children of same-sex parents are less likely to be bullied if we can create a society – including schools – that accepts and celebrates all forms of difference, and challenges homophobia.

What do children call their same-sex parents?

Families have found lots of creative ways to deal with this, just as other families find ways to differentiate between sets of grandparents, or to name step-parents. Some

Frequently asked questions

are 'Mum and Mummy,' 'Daddy and Papa,' 'Mamma and Ema' or 'Mummy Maria and Mummy Jen'. Some do as heterosexual-parented families do, and use first names of the parents. Children themselves often choose what to call their parents.

Why don't gay men and lesbians just adopt or foster?

There are many gay and lesbian couples and single people who are adoptive and foster parents. There has never been any law preventing lesbian, gay or bisexual individuals from adopting children. The Adoption and Children Act 2002 now allows same-sex couples to apply for adoption jointly in England and Wales.

Recent legislation has also made it illegal to discriminate against lesbians and gay men in providing services and this means that adoption agencies can no longer refuse to assess lesbians and gay men as adoptive parents (Equality Act (Sexual Orientation) Regulations 2007).

The Scottish Executive supports a change in the law to allow same-sex couples to be considered for adoption and a bill is currently making its way through the Scottish Parliament.

What resources are available?

There is now a range of resources available including books, teaching materials and posters. See www.outforourchildren.co.uk and www.nooutsiders.sunderland.ac.uk for lists of these.

Glossary

This is a very basic glossary to help you explain some terms to very young children.

Lesbian

A woman who has special relationships with other women just like some women have special relationships with men.

Gay

Either a man who has special relationships with other men just like some men have special relationships with other women or a woman who has special relationships with other women just like some women have special relationships with men.

Bisexual

A man or a woman who might have special relationships with both men and women.

Transgender

A boy who might feel more like a girl, or a girl who might feel more like a boy (this is a very basic explanation of a complex issue).

Further definitions for adults:

LGBT

Lesbian/Gay/Bisexual/Transgender

Heterosexism

Is a term that applies to negative attitudes, bias, and discrimination in favor of opposite-sex sexuality and relationships. It can include the presumption that everyone is heterosexual or that opposite-sex attractions and relationships are the norm and therefore superior.

Heterosexuality

Sexual behaviour, practices, and identity predicated on preference/desire for the other sex.

Homosexuality

Romantic or sexual attraction or behaviour among members of the same sex.

Homophobia

A fear or dislike of someone who is LGB.

