



'cut out and keep' activities section

# a celebration of cooking and culture



**thinking** about childcare for your own children ?

**thinking** about training to gain more qualifications so that you can progress your existing childcare career ?

**thinking** about childcare as a career, becoming a childminder or playworker, or setting up in business as a nursery or out of school playscheme ?

**thinking** about providing childcare for your employees ?

whatever you're thinking  
about childcare or early years  
education call the  
**Norfolk Childcare Information Service**  
on 01603 62 22 92



Available in large print,  
braille & alternative  
languages



**multicultural resources  
for early years**

the world at your  
fingertips with our book  
reviews **page 3-4**

**celebrating  
african culture**

a wealth of ideas  
to inform and  
entertain **pages 5**

**cut out and keep**

cooking ideas  
and cultural  
activities section  
**pages 10 -11**

AUTUMN 2003

# early years **news**







## Welcome to Early Years News

In this third issue (in our new format,) we explore the various resources that are available to support multicultural teaching and find out about projects and work going on around the county. I hope that the information and advice in this edition will help support any multicultural work that is planned over the forthcoming months.

Over the recent months, Early Years News has received very positive feedback with more people around the county requesting copies. In particular the "cut-out and keep" section at the back of each issue is proving very popular, and we hope that this one proves as successful as the others have been.

As 2003 marches on we are already beginning to look forward to the Spring edition which will be themed on "using the outdoors" Nearly all of us have enjoyed some exceptional summer weather and as a result have been outdoors far more than normal. Also many of you will have attended the recent excellent training given by Marjorie Ouvry when she visited Norfolk in May.

The essence of Early Years News is about the sharing of information and good practice and about offering helpful support to everyone involved in the early education of our children. We look to practitioners in the field to inform and share the good work that is being carried out.

So, I invite you to read on, to celebrate the excellent work already going on in Norfolk and to find about opportunities and resources that are available.

Best Wishes

*Marcelle Curtis*

Marcelle Curtis  
Head of Early Years and Childcare Strategy

The themes for our next editions are:

- using the outdoors, spring 2004
- communication, summer 2004

Please send your ideas to Lisa Poploski, The Professional Development Centre, Woodside Road, Norwich, NR7 9QL. Fax 01603 438273 or better still email [lisa.poploski@norfolk.gov.uk](mailto:lisa.poploski@norfolk.gov.uk)

Alternatively if you work in the private and voluntary sector you could pass your ideas to your early years link teacher or childminder network.

# Norfolk Education and Action for Development

## working locally for global justice and equality

David Sheppard has worked in the Norfolk Advisory Service since 1988. Three years ago he became the LEA's first Race Equality Officer.

**Young children just don't notice colour, do they?**  
**If you keep drawing their attention to it, you'll make matters worse....**

**But we don't have any ethnic minority children in our playgroup.**  
**Does it really apply to us?**

**We treat everyone the same anyway.**  
**We don't need to make special arrangements for equality...**

I haven't made these up. Statements like these crop up regularly in the conversations I have with parents, teachers and governors. Interestingly enough, they nearly always come from committed, caring people who would be devastated to think that any child was getting a rough deal. And yet, the fact that race equality may appear not to be an issue, or the notion that our approach makes us automatically fair and equal in our dealings with all children could mean that all our children are getting less than we want them to have.

Let's start with a very basic statement of principle: our job is to help children grow up and be members of a participatory democracy in a world which is culturally diverse. So it doesn't make any difference if all the children we work with are from a white UK background – we owe it to them to equip them to function in a culturally diverse society, and to feel at ease in that society. Now we all know that the work you do in the early years is vital for developing children's sense of self-worth and their understanding of how to function alongside others. You are laying the foundations for how they see their place in the world.

The assumption that simply treating everyone equally must be enough isn't borne out in practice. Young children do notice differences, and need our guidance to recognise them as enriching rather than threatening. I don't want to sour this article by quoting examples of distressing occurrences, but take my word for it that many of the incidents on which I've given advice could have been avoided if a more proactive stance on diversity had been adopted in the first place, rather than creating a neutral environment in which repeated or revamped stereotypes and prejudices can flourish.

So let's be practical. You do need a statement of policy for race equality. Letting everybody know where you stand on this is the first step in the creation of the ethos we need. Staff need to understand what is required and to feel supported in what they are doing, so do you need some awareness raising training? Do our learning activities reflect sufficient diversity? Where our children don't come from a wide range of backgrounds we may need to ensure that pictures, artefacts and materials give us sufficient opportunity to raise issues and broaden experience. And nothing beats direct experience: where possible, we need to be looking to welcome visitors from different backgrounds, ready to share with children their own personal stories.

I like talking about this topic, and I like putting people in touch with others who are developing work to enrich children's diversity of experience – a development shared is a development doubled.

**You can contact me at the Norwich Professional Development Centre 01603 433276, or better still, email me on [david.sheppard@norfolk.gov.uk](mailto:david.sheppard@norfolk.gov.uk)**

### a resources centre

NEAD's Resources Centre contains a wide range of resources, for sale and for loan. These include: activity packs, photopacks, videos, games, posters and maps. They provide information, ideas and activities for practitioners and for pupils from pre-school upwards. Advice is available on resources and projects.

### resources displays

NEAD can bring interesting and well-stocked displays of resources to schools or cluster events. Practitioners can buy or borrow resources and obtain advice from NEAD staff.

### resources catalogue

NEAD's Resources Catalogue includes teaching packs and children's books to raise awareness of multicultural and citizenship issues across the curriculum. There is a paper version, available from NEAD free of charge; and an on-line version on our website: [www.nead.org.uk](http://www.nead.org.uk)

### the world shop

An invaluable source of inspiration for practitioners, the World Shop sells a wide range of fairly traded goods from around the world, including: crafts, artefacts and musical instruments, multicultural and bilingual storybooks and big books, world music and handmade papers. And, why not switch to fairly traded tea, coffee and biscuits at work...

### world voices

NEAD maintains links with people from a wide range of backgrounds who can offer sessions on multicultural or global themes. For details, visit the 'Artists and World Voices' pages on our website: [www.nead.org.uk](http://www.nead.org.uk)

### website

To find out more about NEAD's educational services and projects, and to view the Resources Catalogue on-line, please visit our website: [www.nead.org.uk](http://www.nead.org.uk)



# multicultural resources for early years

currently  
being  
re-printed

## Watoto Children from around the world

Watoto provides the starting point for young children to explore the similarities and differences between their lives and the lives of children around the world. Features children from Bolivia, the Philippines, Honduras and Kenya, lots of activities and a tape of songs and greetings from each of the countries. (Ages 3-5, Trocaire, 2001, £19.00)



## Making It Real Introducing a global dimension in the early years

Children's ideas about themselves and the world are formed at an early age. Making It Real offers ways in which children under 5 can learn to appreciate that they are part of a world which is wider than their own family and neighbourhood. (Ages 4-7, SCF/Birmingham DEC, 1996, £5.50)

currently  
being  
re-printed

## In Safe Hands

A video training pack offering help and guidance to primary teachers and early years practitioners who work with refugee children. The video includes information on how to support children who have experienced violent conflict, using play and art as a means of dealing with difficult experiences, and guidance in the use of anti-racist practice (Ages 3-11, SCF, 2001, £21.50)



## World Playground Multicultural Activity Kit

Includes the CD World Playground Vol 1 with its fun songs from many countries; sing-a-long lyrics and translations; more than 50 hands-on activities; reproducible pages; cut, colour and paste artwork; child's passport journal. Also available: Latin Playground Activity Kit, with the CD Latin Playground, activity guide and child's passport journal. (Ages 3/+, Putumayo, £17.00 each)

## Discovery Flaps

A colourful series about children all over the world to spark young readers' curiosity and capture their imagination. The books are designed to help children to see the connections between their own lives and those of children in other countries. They are: Come home with us! Come and eat with us! Come and play with us! Come and ride with us! (Ages 3-7, Child's Play Int'l/Oxfam, 1995, £3.99 each or £13.95 for the 4 with background teachers' notes)



## Connecting Kids Exploring diversity together

This inspirational, practical and lively book is written for adults who want to create an atmosphere that is inclusive, safe and fun for children. It contains co-operative games, creative activities and nature experiences. (Ages 3-13, John Carpenter Publishers, 2001, £15.00)



## Wake Up, World!

A beautiful book which invites young readers to join children from 8 countries around the world, from the moment they open their eyes till the end of their busy day. As well as seeing differences, children will discover how much they have in common with their contemporaries around the world. (Ages 4-7, Oxfam, 1999, £5.99)

\* Also available: A Wake Up, World! photopack for Citizenship, PSE and PSD, Your World, My World (Ages 4-7, Oxfam, 2001, £17.50); and a Wake Up, World! CD ROM (Ages 4-7, Anglia Multimedia, 2000, £46.95 for single user version)

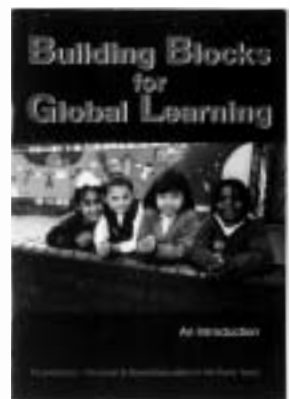
currently  
being  
re-printed

## Games, Games, Games

A comprehensive and easy-to-use book with almost 250 co-operative games. (Ages 4-14, Woodcraft Folk, 1998, £8.00)

## Building Blocks for Global Learning

This practical book investigates the skills children need to enable them to participate in the world. It offers accessible activities for developing skills of communication, co-operation and conflict resolution; and ideas for developing circle time. (Ages 3-7, Global Education Derby, 1999, £5.75)



## Families

This photopack takes a look at what families are all about. 4 children - from the UK, the Philippines, Bosnia-Herzegovina and Burkina Faso - each tell their own life experiences. The activities encourage children to explore issues of citizenship; discuss difficult issues at circle time; investigate similarities and differences between children's experience of families. (Ages 4-11, SCF, 1999, £14.50)

## World Music

We stock many world music CD's - another valuable resource for teachers - including the following musical adventures for children: World Playground Vols 1 and 2, Latin Playground, African Playground. (£12.95 each)

## Global Alphabets

Stunning photographic alphabet books. Titles are: W is for World, A is for Africa (also available as a big book), B is for Brazil, C is for China, and I is for India (also available as a big book). (Ages 4-7, Frances Lincoln Publishers, £5.99 each or £25.00 for set of 5)

These are but a few of the resources available from NEAD. For further details, information about other resources, or to order any of these, contact Sarah Gann on 01603 610993 / email: sarah@nead.org.uk.

NEAD, 38 Exchange Street, Norwich, NR2 1AX. Website: www.nead.org.uk



# short term planning: celebrating african culture

Planning adapted from the ideas of Wendy at Barford and Wramplingham Pre school group.



learning objectives	activities	organisation and resources
Gain an awareness of the cultures and beliefs of others	<ul style="list-style-type: none"><li>Use the display of fabric to stimulate children's imagination – arrange the paint table with black paper and brightly coloured paints</li></ul>	WT at the paint table with group of four
Look at similarities and differences	<ul style="list-style-type: none"><li>Adult read 'Handa's Surprise' drawing attention to different fruits/clothes etc</li><li>Emeka's Gift by Ifeoma Oryefulu use the photographs to stimulate conversation on similarities and differences</li></ul>	Whole group sessions
Ask questions about how things happen	<ul style="list-style-type: none"><li>Make flour with pestle and mortar and dried sweet corn</li><li>Look at globe – pointed out Africa</li><li>Make huts with mud/clay and straw</li><li>Snack time – offer cous cous, sweetcorn and tangerines. Use multicultural music in the background</li><li>Play Obwisana – passing game and sing song</li></ul>	<div>CM with small group</div> <div>Use during story sessions</div> <div>LS. In small groups of four set to dry for the week.</div> <div>Monday, Wednesday and Friday this week</div>
		<div>Resources to use:</div> <div>Books</div> <div>Handa's Surprise, Ameka's gift, A is for Africa.</div> <div>African fabric and music</div> <div>African songs and other objects such as pestle and mortar and dried corn.</div> <div>Useful Website: <a href="http://www.brilliantpublications">www.brilliantpublications</a></div>

# celebrating St David's day

This year I was asked to come into the pre-school to talk about St David's Day in Wales at the start of the session.

Two little girls dressed up in traditional Welsh costume and we read a story in Welsh – Ble mae Smot? (for those of us who do not speak Welsh it is the wonderful lift the flap book which everyone knows - Where is Spot?) We had Welsh cakes for snack and completed a jigsaw of Wales. The children talked of how long it takes to travel there in the car and where they go on holiday. We also talked about the Welsh dragon as displayed the flag and told some traditional Welsh stories. The children all enjoyed their Welsh morning especially the cakes and it was easily incorporated into the plan for the day.

Great Hockham Pre-School



# Foundation Stage cluster meetings

During the last Autumn term, Cluster Meetings were held in the Diss area, at All Saints Nursery, and in Gorleston/Gt. Yarmouth, at St. Nicholas Children's Centre. Following requests from a number of settings for more information/input on Multi-cultural education, the meetings were based on the topic of 'Chinese New Year.' A very informative talk was given by Lei Brennan who explained the customs behind Chinese New Year and what it was like for her as a child in China at New Year time. Lei also showed some Chinese items, which are available, together with child sized chopsticks and Chinese outfits, at her shop in Dove Street, Norwich.

Sarah Gann, from Nead (The World Shop) brought a wide range of multicultural books, dual language books, posters and multicultural C.D's. to display. She spoke about her work with Nead and also showed some artefacts and musical instruments. These resources can be seen and purchased at The World Shop in Exchange Street, Norwich.

## Celebrating Chinese New Year

Chinese books and books on festivals around the world were also kindly loaned by the Norfolk Children's Book Centre, and are available from there.

Chinese New Year packs were distributed and other ideas shared. Chinese New Year is a lovely, colourful, festival to celebrate with children. It lends itself to a wide number of early years activities, including cooking, looking at Chinese writing, restaurant role-play, listening to the story of how the Chinese years were named after animals, and eating with chopsticks. If you would like a Chinese New Year Pack, or have any ideas to add, please see your link teacher.

Linda Pieri  
Link Teacher







# culturally relevant resources



Why use resources, which reflect, or have relevance to, Traveller culture and way of life?

1. To positively promote Traveller culture as part of all children's learning, awareness and experience of the diversity of the world, and to begin to re-educate in areas and communities where racism exists.
  2. To support the quality of experiential learning for Traveller children in educational play settings.
- The 1996 Ofsted Report 'The Education of Travelling Children' recommends 'the acquisition of appropriate resources and information to facilitate curriculum developments which would include positive images of the Travelling communities'.
  - The Report of the Stephen Lawrence Inquiry Recommendation 67 is 'That consideration be given to the amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society'.
  - The general statement of inclusion for the National Curriculum in England states that teachers should take specific action to respond to pupils' diverse needs by 'using materials which reflect social and cultural diversity and provide positive images of race...'. (Curriculum 2000)

A wide range of resources is available for loan from your county's Traveller Education Service/Team based at Turner Road Norwich NR2 4DF These include books, videos, photocopiable materials, photographs, display and discussion materials and play resources.



pictures from 2002

## a joint multicultural project

### Church Infant School and Kings Park Infant School, Dereham

From an informal conversation between the two headteachers about the needs of our children, came the seed of an idea about collaborating on a Multicultural project. There were plenty of opportunities in the area for Multicultural experiences and several of the local schools were attending the popular and successful Multicultural days where thousands of children are given the chance to 'taste' a number of different cultures. All good stuff. But we also wanted a more intimate experience for the children, with the space and time to learn in a little more depth about just a few cultures and areas of the world. We also wanted the children of both schools to mix as well as giving the staff a chance to work together to share expertise and resources.

So our first joint Multicultural week grew into a plan and then into reality. That was last year and we have just enjoyed our second Multicultural week in April this year. We began by deciding on the 4 areas of the world to study, then, using the advice and expertise of the staff at the NEAD Centre (Norfolk Education and Action for Development), then we booked our visitors for the two schools from the World Voices booklet.

Tony Ogogo is well known in Norfolk and he amazed the children and staff with his storytelling, dancing, drumming and tales of a West African childhood.

Terry Pickard spent a day in each school talking about life as a North American Indian. He certainly looked the part and he was able to give us a first hand account of Indian tradition and folklore. The range of artefacts he brought for the children to handle was fascinating, and they each made a good luck charm of herbs to take home.

Aqueline Sieg taught the children Brazilian dance with all the energy and music of South America, and Yumi Tsuchido, a volunteer from the UEA gently led us through the art of origami, and taught the children a simple song in Japanese!

These visitors were backed up with artefacts from the multicultural Support Group, books from the library service, and allsorts from staff and parents. The cooks in both schools joined in the spirit of the week and planned a special menu to reflect the cultures being studied. We enjoyed Yosenabe chicken and prawn hot pot, Moroccan stew, chilli rice and cherry coke chicken. Not everyone liked the new flavours, but everyone had the opportunity to try them.

The children were enthralled; every minute of the week was magical and filled with learning. The antisocial behaviour melted away, the special needs children were fully involved and equally inspired.

In many years of teaching it was without doubt the most enjoyable stimulating and worthwhile week. All areas of the curriculum were covered, and the quality of work produced far outstripped anything seen before.

The cost? Well it wasn't cheap. The total cost per school was around £700. This did not include staff training, planning time and joint meetings, but it did include payment to the visitors, subscription to the Advisory Service loan scheme, the library service and membership of NEAD. In one school, the full cost was borne by the School Home Association. Each year we are putting some money aside to buy resources of books and artefacts to support these weeks and so we can build up a bank of quality resources.

On leaving the hall following the session with Terry about North American Indians, one child ran up to me and said, "This is the best day of my life!"

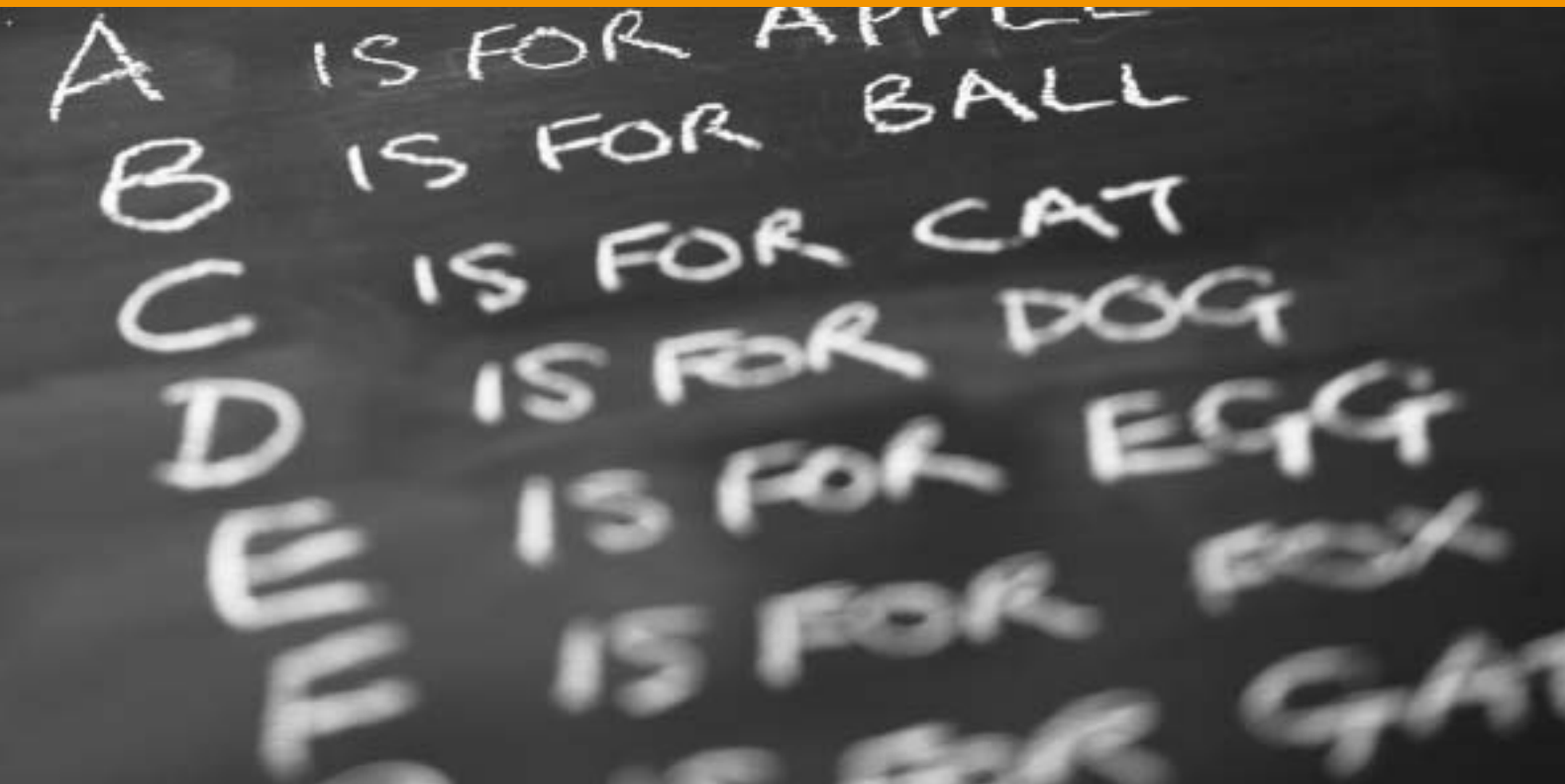
She was closely followed by the class teacher who said, "This is absolutely wonderful, I'm learning so much."

This inspiring week is exhausting, but the children, parents, staff and Governors recognise its full value, and the learning continues through the year.

We can't wait for the next one!

Alan Derry and Candy Rogers





# supporting children from other cultures

The English language support service offers varied provision for foundation stage children with English as an additional language:

The EMAG grant allows children of statutory school age in reception classes to receive teacher or LSA support following assessment by the ELSS. The appropriate form, timing and duration of support is arranged after consultation between ELSS and mainstream staff.

Separate funding has allowed me, as Early Years Co-coordinator, to offer a service to providers in playgroups, nurseries and reception classes with non-statutory children. On receiving a request or referral I arrange to visit the setting, observe and assess the EAL child/children and talk with staff, who also receive a written report of the visit. I can also meet with parents, make home visits or liaise between pre- and mainstream schools. Advice is often requested on strategies, resources, linguistic and cultural background, behaviour and relationships progress in language and in learning. Pre-schools and reception classes usually make excellent provision for their EAL children but may need reassurance that they are doing so!

I also deliver training with the Inset Programme, to individual school staffs and to pre-school providers.

The ELSS will help with information and contact numbers e.g. for translation services, refugee or asylum seeker groups, minority ethnic community associations.

The service can now be found at:

**Turner Road Centre  
Turner Road  
Norwich NR2 4DF**

**Tel 01603 72 78 90  
Fax 01603 76 04 48**

## Hummus bi Tahini

This chickpea and tahini dip is widely eaten in the Middle East and is quick to make, tasty and nourishing. Usually made in a processor or blender, it can be made by hand, producing a rougher texture. Tahini is a puree of sesame seeds. It is commonly sold in jars can be bought in most large supermarkets or delicatessens.

Sticks of raw vegetables (crudités), or pitta bread, or tortilla chips all go very well as an accompaniment.



### Ingredients

400g can of chickpeas  
2 peeled cloves of garlic  
Juice of 2 to 3 lemons (depending on size)  
2 or 3tbs tahini or more to taste  
Salt  
1 to 2tbs olive oil  
1/2 tsp paprika (optional)

### Equipment

Dsp spoon  
lemon juicer  
Can opener  
2 basins or plastic containers  
Sieve flat bladed knife  
Fork

Total time: 15 to 25 minutes



### Method

1. Open the can of chickpeas. Drain them through the sieve reserving the liquid in case it is needed to loosen the paste.
2. Crush the garlic cloves with a little salt using the back of a knife on the board. Put the garlic in a bowl.
3. Place a sieve on top the same bowl and push the chickpeas through the sieve with the wooden spoon. If any of the chickpeas will not go through the sieve, tip them into the basin and crush with a fork.
4. Beat together with a wooden spoon, adding the tahini and lemon juice gradually. If the mixture seems too thick add some of the reserved liquid, beat vigorously. The children will enjoy this, but make sure you are holding the bowl very firmly!
5. Taste and adjust seasoning, beating in a little of the oil and sprinkle a little paprika on the top
6. Paprika and some more oil may be sprinkled on the top to serve.



### Early Learning Goals

Communication, Language and Literacy use talk to organise, sequence and clarify thinking, ideas, feelings and events extend their vocabulary Knowledge and Understanding of the World looking closely at similarities and differences, patterns and change ask questions about why things happen and how things work select tools and techniques they need to shape the materials they are using:

Key vocabulary; drain, sieve, crush.

### Learning Points

1. Before the chickpeas are tipped into the sieve ask the children what you think will happen. Ask them what might happen if the holes in the sieve were very big. Would the chickpeas fall through the holes?
2. Garlic has a pungent smell does it remind the children of onions?
3. When the chickpeas are crushed and pushed through the sieve draw the children's attention to the changes. Ask them what it feels like as the rub the sieve with the wooden spoon.
4. There is another chance to see how substances change when new ingredients are added. Find out from the children if the mixture is getting stiffer and harder to stir or thinner and easier to stir.
5. Salt brings out the full flavour or food. Paprika, which is made from a variety of dried red peppers, adds visual interest to the bland appearance of the dip.

### Assessment

Have the children the physical strength to crush the garlic and chickpeas, stir and beat the ingredients?

Do they notice the changes to the garlic and chickpeas as they change from solids into a puree?

What happens when the lemon juice and oil are added?

### Linked activities

In the sand tray or water bath, place a range of utensils with holes; flour sifter, colanders, sieves of varying sizes, together with some pea sized objects, for example dried chickpeas, pebbles, acorns, beads. This will enable the children to repeat some of the actions in the recipe.

At the play-dough table, provide colanders, sieves, a garlic press and any other utensils so that children can manipulate the play-dough through the holes.

Set up an adult supervised activity for mixing substances so that children can see changes. Collect oil, water, bicarbonate of soda, lemon juice or vinegar, talcum powder, salt and sugar. Use some shallow plastic dishes or a paint palette in which to mix two ingredients. Try the following combinations;

Water with, talc or oil

Lemon juice or vinegar with bicarbonate of soda,

Water with salt or sugar

### Parental involvement

Encourage parents to supply children with sieves and colanders to use at at bath time or outside in the paddling pool.

For multifaith, multicultural and citizenship resources contact

The Festival Shop Ltd,  
56 Poplar Road,  
Kings Heath,  
Birmingham B14 7AG  
Tel: 0121 444 0444  
Fax: 0121 441 5404  
Email: info@festivalshop.co.uk



## Ideas for making things!

Eid is a time for giving presents to relatives and friends. Many people give boxes of delicious sweets made from nuts, dates and honey. They hope that life will be as sweet as the food.

Put some tasty Eid treats in your own box and give to a friend. Decorate with Islamic patterns.



### Diwali Henna Card

At festivals and at other times many Hindu women draw beautiful patterns on hands and feet.

They use red dye called henna made from crushed plants.

### Raksha-bandham

At Hindu festival of Raksha-bandham sisters tie a silk bracelet around their brother's wrist to show the love between brothers and sisters.

The bracelet or rakhi is tied around a charm to bring good luck.



### Making a Mandala

The word mandala means circle. It is the name given to a special circular design used by Tibetan Buddhists to help concentrate their minds as they meditate. Monks learn to trace extremely complicated mandalas out of coloured sand. Follow these steps to create your own mandala.

- Draw a large circle on a piece of card.
- In the centre of the circle draw something that is important to you. It might be a flower, a star, a leaf or another fairly simple shape. The centre symbol of a mandala represents a special quality such as wisdom or generosity.
- Draw a square around your symbol - leave four openings in this square. The openings are like paths for reaching the quality at the centre. Continue to build up as design around the central picture.
- When your design is complete decorate it with glitter, section by section. The Buddhists use different colours to represent different qualities - white is for the Buddha's purity, red for his compassion and blue for his teachings.

Carole Stone, Link Teacher a very wide range of resources for all ages.

