

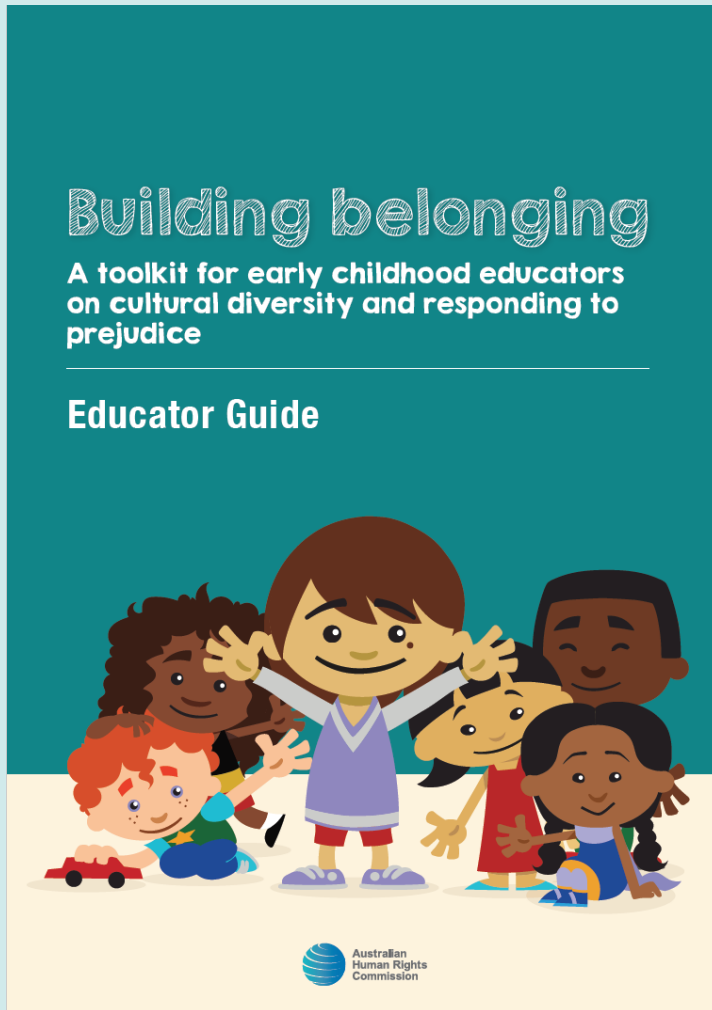
# Building Belonging

## A toolkit for early childhood educators



[www.humanrights.gov.au/building-belonging](http://www.humanrights.gov.au/building-belonging)

# Educator Guide and information sheets

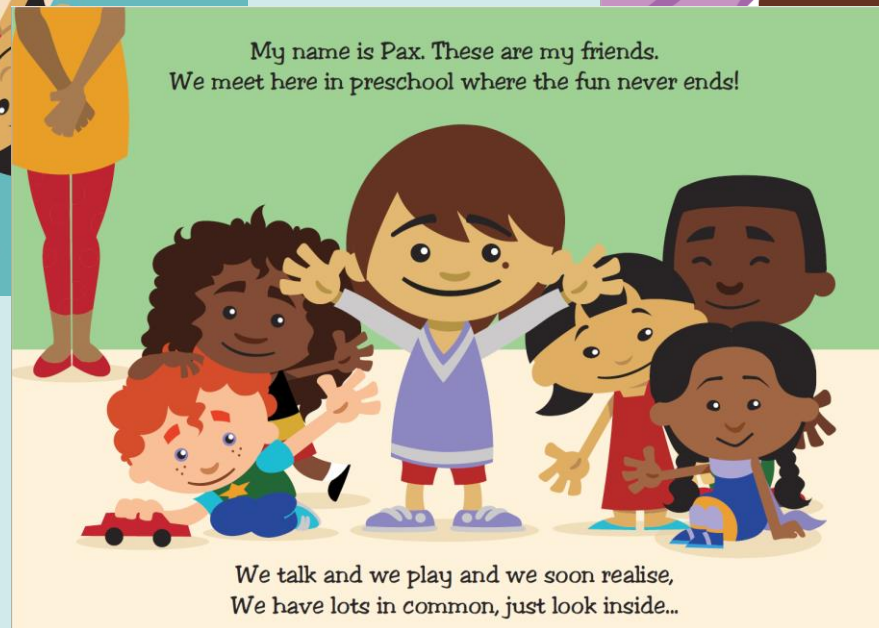
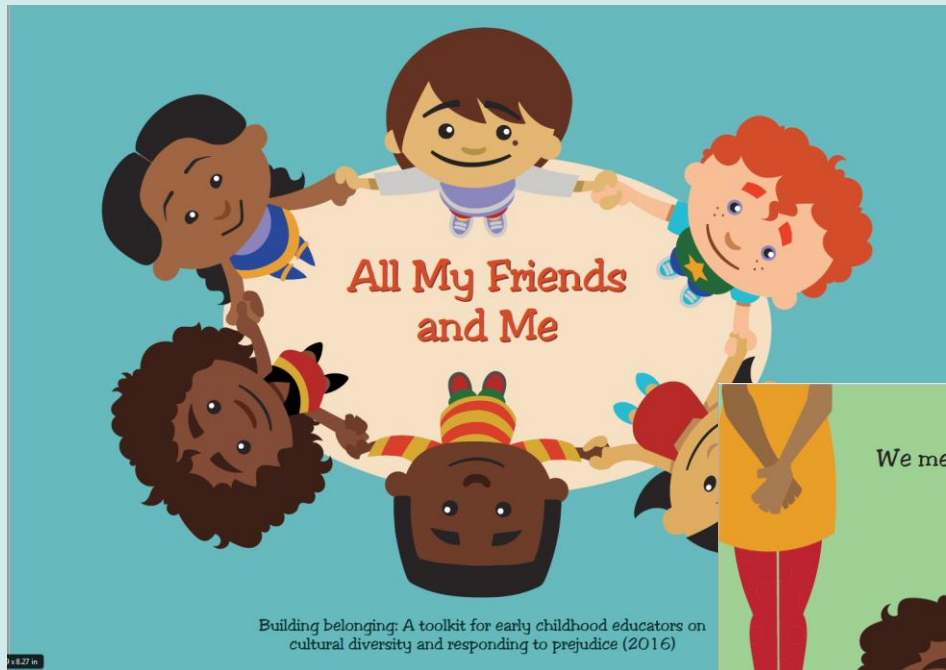


The Educator Guide contains:

- Linkages to the Early Years Learning Framework and other educational standards
- Information about building cultural competence
- Practical ideas for encouraging appreciation of cultural diversity
- Strategies for addressing racial prejudice

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# 'All my friends and me' E-Book



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# Lesson Plans

## Let's make a rainbow

### Lesson Plan 1

Stage: Preschool

Year Group: 3-6 year olds

Reader notes: Words in **bold italics** are vocabulary focus areas.

Further resources to support this lesson are available at:

[www.humanrights.gov.au/education/early-childhood/building-belonging](http://www.humanrights.gov.au/education/early-childhood/building-belonging)

#### Intentional Teaching:

This activity aims to prompt children to think about the similarities and differences between themselves and others in terms of skin, hair and eye colour. Using the universally recognisable image of a rainbow as a stimulus, children will discuss and explore their own thoughts and feelings about colour and personal identity.

#### Aims and Objectives:

- Openly express feelings and ideas
- Respond to ideas and suggestions from others
- Become aware of connections, similarities and differences between people
- Begin to develop a strong sense of who they are and their shared identity as Australians
- Begin to recognise and order colours relating to the natural world (rainbows)

#### EYLF Learning Outcomes:

**Outcome 1: Children have a strong sense of identity**

- 1.1. Children feel safe, secure and supported
- 1.4. Children learn to interact in relation to others with care, empathy and respect

**Outcome 2: Children are connected with and contribute to their world**

- 2.2. Children respond to diversity with respect

**Outcome 4: Children are confident and involved learners**

- 4.1. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

**Outcome 5: Children are effective communicators**

- 5.4. Children begin to understand how symbols and pattern systems work

#### Australian Curriculum Learning Outcomes:

English: Literacy

**ACELY1784** Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact

The Arts: Visual Arts

**ACAVAM108** Create and display artworks to communicate ideas to an audience



Building belonging: A toolkit for early childhood educators on cultural diversity and responding to prejudice (2016)

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#### Key Vocabulary:

*Colour, different, same, interesting, expect, judge, fair, unfair, fairness, inside, outside.*

#### Resources:

Two or more parcels wrapped in different coloured or patterned paper



Suggested objects to include inside the parcels: dried beans, pine cones, pebbles, dried pasta, stones in different colours, shapes and sizes (note the objects must be the same type of item but with physical differences)



Two decorated eggs



#### Accompanying resource

Play dough mats (provided at the end of this lesson plan)

#### Introductory Phase:

1. Gather the children together in a circle on the ground and explain that you have a special activity planned for them.
2. Ask the children to close their eyes. Lay out two (or more) boxes wrapped in contrasting paper so they look different to one another.
3. Tell children to open their eyes. What do they see?
4. What do they think is contained in each parcel? Hear some suggestions and ask them why they think this.

#### Main Activity:

5. Explain to children that they are only going to open one parcel. Which one do they want to open? Take a vote and go with the majority.
6. Open the chosen box and find the contents. Explore the objects inside. Are the children surprised by what they find? Are the contents *different* to what they expected? Do they *like* the contents? What do they *like* or *dislike* about the contents?



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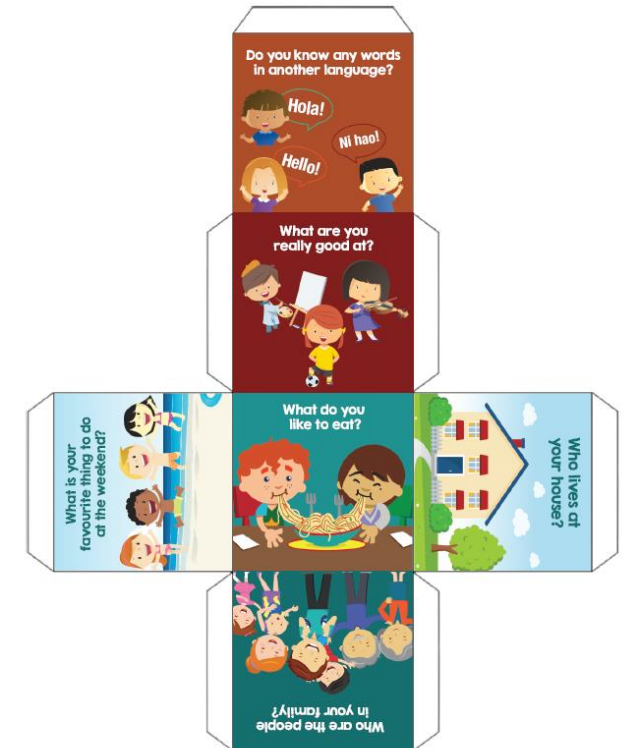
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#### Accompanying resource

##### Die Net

**How to use:** Print, preferably onto A3 card, and cut out. Fold along the creases and secure together using glue or sticky tape.

Roll the die and use the key in the lesson plan (page 4) to ask the children questions.



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# Posters

## Encouraging respect for cultural diversity


Early childhood is an ideal time for children to learn about and form friendships with people from different cultures, races and ethnicities.

Here are 3 simple ways you can encourage respect for cultural diversity in your setting...




### Explore similarities and differences

Emphasise how we are all special and unique in our own way but share many things in common.



### Challenge stereotypes


Identifying and challenging harmful stereotypes is an important way of preventing prejudice.



### Discover more about different cultures and different families

Discover new things about different cultures, families and communities through art, music, stories, museums, libraries and festivals. Find out more about different families' customs, values and beliefs.




Find out more ways to build belonging in your centre here:  
[www.humanrights.gov.au/education/early-childhood/building-belonging](http://www.humanrights.gov.au/education/early-childhood/building-belonging)

 Australian Human Rights Commission

## Tackling tricky questions about racial identity

Children's natural curiosity about difference provides a great opportunity to discuss cultural diversity and racial identity.

Sometimes this can lead to questions that don't have easy answers. Here are 3 simple things you can do...

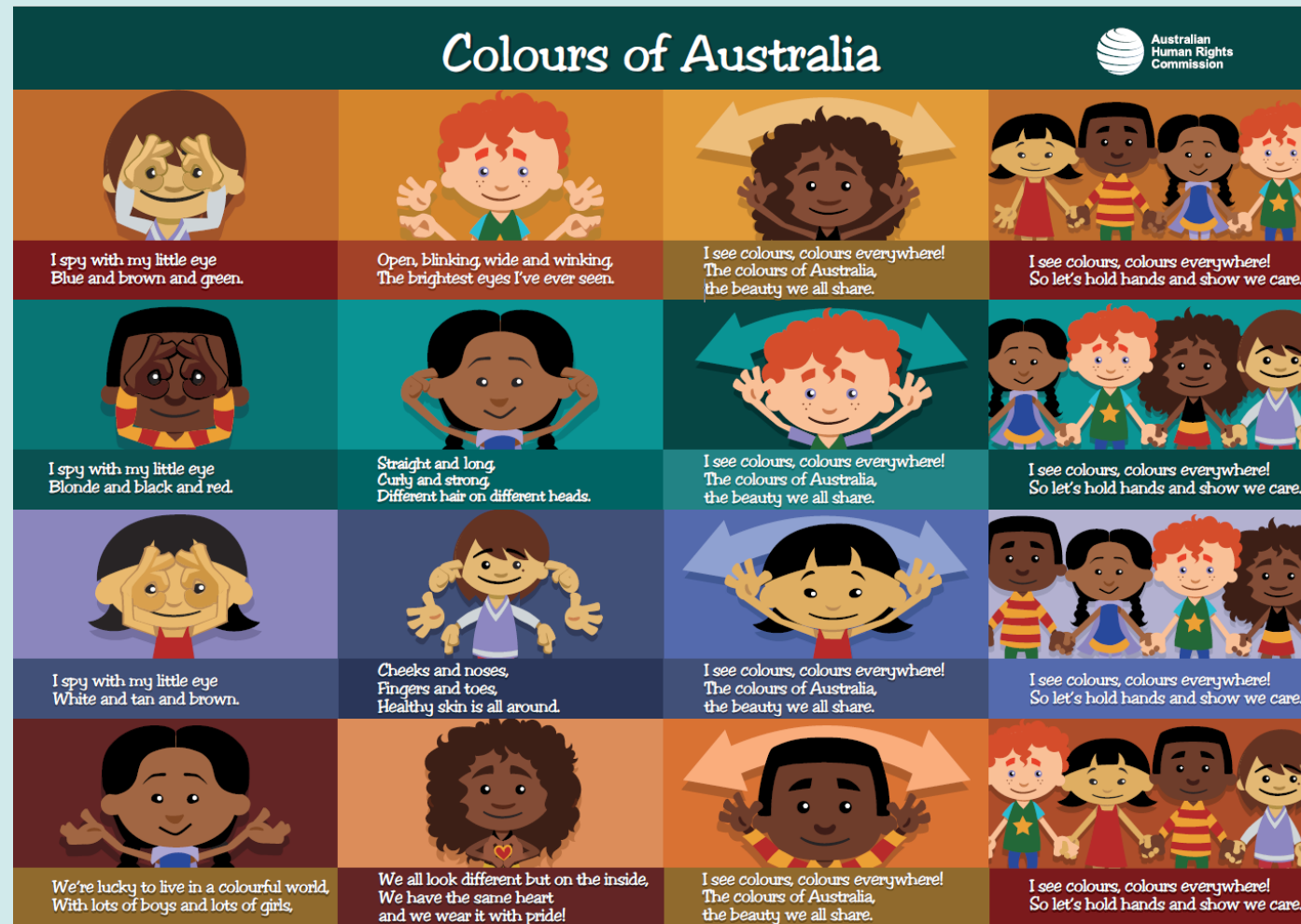
Be open	Be honest	Be a role model
<p>It's important not to avoid or ignore tricky questions or comments. Instead, find out more about why your child is asking.</p> 	<p>Answer questions simply and factually. You don't have to be an expert, but make sure to give the correct information. If you don't know the answer to a question, then find out more together!</p> 	<p>Children learn the most from our words and actions so it's important to lead by example.</p> 

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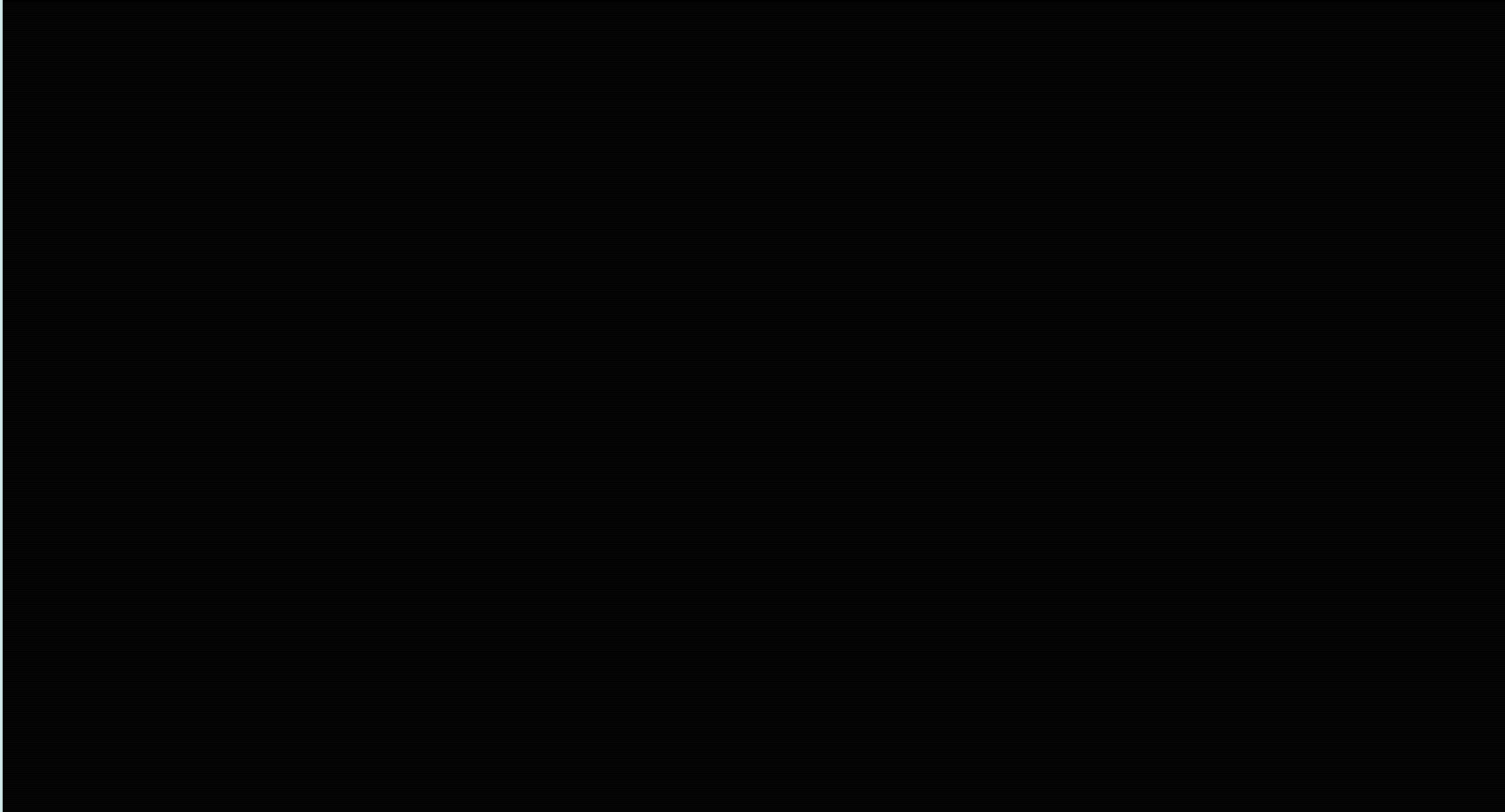
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# 'Colours of Australia' song



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