

The World on Our Doorstep

Same and Different



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The contents of this pack are the property of the project team. Enquiries can be directed to CDEC, Low Nook, Rydal Road, Ambleside, UK, or office@cdec.org.uk



The World on Our Doorstep

This '**Same & Different**' box is one of a series of boxes developed as part of the World on our Doorstep project funded by Awards for All—Big Lottery Funding. These boxes have been a culmination of ideas, aspirations and a long standing desire by the CDEC team over the years to produce a collection of resources that will enthuse and support very young children in Cumbria to engage positively and creatively with the diverse world around them.

The **Same & Different** box is part of a collection which include the following boxes:

Exploring the World
Appreciating the World
Cooperation
Fairness

The boxes include opportunities for play based, (role play & games) creative and thinking activities, both indoors and outdoors, and link to the book 'Meet Zogg' based on the themes of understanding and respecting diversity, waste and recycling, sustainable development and games around the world.

The boxes contain activity sheets, attractive supporting resources, artefacts, story books and other texts from around the world aimed at helping children to develop a greater understanding of the world around them, both near and far.



What's Inside?

Resources provided in this box

Activity Cards

1. The Colours of the Rainbow
2. Zogg's House
3. Stacking Hands Game
4. Guess What's Missing
5. Kye Kye Kule & Lyrics
6. Someone Special
7. Alphabet Photo Frieze
8. Who's Visiting Us Today?
9. What is a Home?

Books

1. Growing Up Global
2. Growing Marigolds
3. Meet Zogg
4. Rainbow, Joe & Me
5. All The Colours Of The Earth
6. Come Home With Us
7. Home—Around the World
8. All Kinds of Homes
9. Around the World Games
10. Hair—Around the World
11. All Kinds of People
12. Wake Up, World!
13. Play on the Line
14. Playtime—Around the World
15. Something Else
16. Dolls Defying Discrimination
17. The Little Book of Persona Dolls
18. Counting & Chanting Games

Other Resources

1. Shaped colour palettes for **Colours of the Rainbow**
2. Family Album Photo-pack for **Guess What's Missing**
3. Inflatable Globe / Large Map for **Kye Kye Kule**
4. Mirror Box to use in **Someone Special**
5. Homes Poster and photographs of homes around the world for **What Is A Home?**



What's not inside...

CDEC has provided a range of resources related to the activities in this box. However, setting will need to provide the following resources where required:

- Scissors
- Sticky Tape
- Paper, crayons, pencils, erasers etc
- Cardboard & boxes
- Fabric / blankets
- Blu-tack
- A3 paper
- Photos of local children's / local homes (see activity What is a Home?)
- CD of world/other music

Please ensure you have the relevant resources from the above list for the appropriate activity before starting the activity or setting out for an outdoor location.



THE COLOURS OF THE RAINBOW

Outdoor Activity

Resources:

- Kidney shaped laminated palettes with the colours of the rainbow OR sample wall paint colour cards
- Sticky tape and scissors
- Meet Zogg book



Activity idea:

- Give each child a palette. Ask children to look out for the colours of the rainbow in the environment (the colours in nature).
- Explain that they can take a very small piece and stick it to their palette.
- Alternatively, and if more appropriate, use sample wall paint colour cards (shades from nature) and ask children to find something that closely resembles each card. They could take a single colour card and look for one colour and return to get another until they have found as many colours as possible.
- Talk about the different colours that occur naturally in the environment. Get children to think about what it might be like if everything was the same colour (for example pink or green). What would it be like if everyone had the same colour hair, eyes, skin and so on. What kind of world would it be?
- You could close this activity by looking at the picture on page 21 of **Meet Zogg** and talk about the colours that Mouse and Boy could see as they walked home.

Suggested reading:

Rainbow Joe & Me
All The Colours of the Earth

Extension ideas:

A Journey with Zogg - Appreciating the World Box
A Picture from Earth - Cooperation Box



ZOGG'S HOUSE

Role Play / Play



Resources:

- Meet Zogg book
- Selection of materials such as cardboard, boxes, fabric, blankets, rugs etc

Activity idea:

- This activity can be started in a story tent. Read page 4 of Meet Zogg.
- Explain that Zogg is from planet Zargot. Do they know the name of our planet?
- Ask children to come up with ideas about how Zogg might have built his house.
- What would it be like to live in a house made from an old car? How would it be same/different to living in a house? Think about terms such as warm/cold, boring/fun, soft/hard, comfortable/uncomfortable, small/big, cosy/crowded, clever as it uses old already used materials (recycled). Compare it with building a house with bricks, stone, wood etc.
- What could they use to build a house for Zogg if he were to visit the classroom? How would they keep the house together? Move on building a house/den for Zogg from the materials provided.
- End the session by reading the rest of Meet Zogg.

Suggested reading:

Come Home With Us
Home—Around the World
series
All kinds of homes

Extension ideas:

What is A Home? - Same and Different Box
Building Shelters - Cooperation Box
Making A Painted House - Growing up
Global EYFS Handbook—RISC



STACKING HANDS GAME

Games / Indoor Activity

Resources:

- Children!



Activity idea:

- Divide the children into several small groups
- Sit in small circles
- First child puts one hand down followed by every other child in turn putting his/her hand on the stack
- Go round the circle repeating with the other hand.
- When the stack is complete, the child with their hand at the bottom slides it out and puts it on the top.
- This is repeated faster and faster making sure the stack does not collapse.
- You can end this activity by encouraging children to think about the similarities and differences in fingers & thumbs, different shades of skin etc.

[From: **Growing Marigolds—WEDG**]

Suggested reading:

Games Around the World

Hair around the World

I Love My Hair—Natasha Anastasia Tarpley, Little Brown
(not in box)

Extension ideas:

Similarities and Differences activity in Growing Marigolds (WEDG) and follow on with reading **Hair Around the World Celebrating Diversity** in Growing Up Global –RISC



GUESS WHAT'S MISSING?

Games / Indoor Activity / Display & Talk

Resources:

- Family Album Photopack

Suggested reading:

- All Kinds of People
- Wake up, World!

Activity idea:

- Lay a selection of between 6 and 8 photographs on the table.
- Look at each picture and ask questions about the photographs to develop a discussion. Are the people happy/sad? What are they doing? What might they do next? What are they wearing? Is it a hot day/cool day/cold day?
- Phrases such as 'Some people in England/India wear....', are an effective way of avoiding generalisations and stereotypes. For example, 'Some Scottish men wear kilts on special occasions' rather than 'Scottish men wear kilts'.
- Encourage the children to look for similarities in their own families as well as differences.
- You could refer to the sheet on **Using Postcards, photographs and posters** for more ideas on how to use images.
- Ask the children to close their eyes and remove a photograph.
- Ask the children to describe the photograph that is missing. Listen for any generalisations and stereotypes and encourage them to reflect on earlier statements and phrases which describe the photographs more accurately.
- This can be repeated by asking the children to close their eyes and removing another photograph or the children could be asked to share one thing they really liked or found interesting from all the photographs explaining their reason for their choice

Extension ideas:

Choose a photograph and stick on a large sheet of paper with blu-tack. Draw speech bubbles to link to people in the photo. Ask children to guess what the people are saying and write into the speech bubbles.



KYE KYE KULE

Games / Indoor Activity



Resources:

- A globe or world map
- Lyrics for the chant

Activity idea:

- If you have previously read Meet Zogg, ask children if they can remember the game that Zogg played with his friends on earth. Explain that children everywhere love playing games. Some are similar and some are different.
- Say that you are going to play a game that is popular in many West African countries. This game is played in Ghana, a West African country.
- Help the children locate Africa on the map/globe, then point to the area of West Africa. Finally locate Ghana. Ask children to find England/UK on the map.
- Form a circle with the teacher in the centre. Sing the chant; call and response style.
- Demonstrate the actions. Children copy the actions as they repeat the teacher's chant.
- Introduce a different action with each verse. The movements will gradually bring the performers close to the floor. The chant can be repeated with a child taking the lead.

[Lyrics from : www.songsforteaching.com]

Suggested reading:

Play On The Line Big Book
Around the World Playtime

Extension ideas:

Ampe Games - Cooperation Box
Games From India - Exploring the World Box
Games Araw-Lilim & Sipa in the Meet Zogg book.

Talk about similar games such as 'Heads and Shoulders, Knees and Toes'.



KYE KYE KULE

(Lyrics)

PHONETIC PRONOUNCIATION IN

Leader: Kye Kye Kule
(chay chay koo-lay)

ACTION:
HANDS ON YOUR HEAD

Children: Kye Kye Kule

Leader: Kye Kye Kofinsa
(chay chay koh-feen sah)

ACTION:
HANDS ON YOUR SHOULDERS

Children: Kye Kye Kofinsa

Leader: Kofisa Langa
(koh-fee sah lahn-gah)

ACTION:
HANDS ON YOUR WAIST

Children: Kofisa Langa

Leader: Kaka Shilanga
(kah-kah shee lahn-gah)

ACTION:
HANDS ON YOUR KNEES

Children: Kaka Shilanga

Leader: Kum Aden Nde
(koom ah-dehn day)

ACTION:
HANDS ON YOUR ANKLES

Children: Kum Aden Nde

Leader: Kum Aden Nde
(koom ah-dehn day)

ACTION:
HANDS ON YOUR ANKLES

Children: Kum Aden Nde , Hey!



SOMEONE SPECIAL

Display and Talk

Resources:

- A box with a small hole cut onto the cover with a mirror stuck to the base (inside) of the box
- Something Else



Activity idea:

- Sit in a circle.
- Tell the children that there is something very special inside the box. They can look through the hole but must not tell anyone what they see.
- Start with yourself (teacher or group leader) and look surprised by what you see (yourself)! Ask the children to guess what might be in the box.
- Pass the box round the circle.
- Explain that each person is different although there are many similarities too but each person is special in their own way.
- Move on to read about someone special: Something Else.

Suggested reading:

Elmer - David McKee

That's My Mum - Henriette Barkow—
Mantra Publishing

Black is Brown is Tan - Arnold
Adoff, Harper Publishing

(not in box)

Extension ideas:

Develop a dialogue about being different using sustained shared thinking following on from reading Something Else.

Stacking Hands Game - Same and Different Box

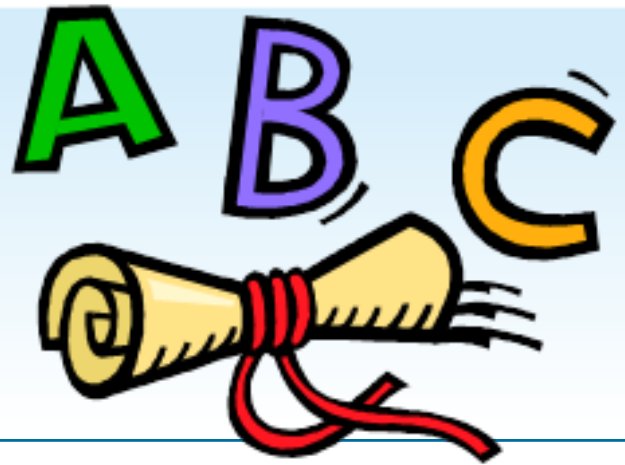


THE ALPHABET PHOTO FRIEZE

Games / Indoor Activity / Display & Talk

Resources:

- Alphabet Photo Frieze
- My World Your World
- Rani doll
- CD with music from around the world



Activity idea:

- Sit in a circle. Lay the Alphabet Photo Frieze on the floor in the centre of the circle.
- Pass the Rani doll around the circle and stop the music at random (as in Pass the Parcel). Invite the child with the doll to go to the centre of the circle and ask if they can see a picture of someone they would like to be friends with.
- Carry on until there are no photos left to choose from. You may be left with a situation where every photo has been chosen or you may have a few photographs left that no one has chosen.
- In the former scenario, you could invite the children to share their reasons/feelings for have chosen a certain photo.
- In the latter scenario, you could explore the photos that were not chosen by anyone more closely and develop a dialogue using **Sustained Shared Thinking** on the theme of friendship .
- You could move on to read *My World Your World* to close this activity.

Suggested reading:

All the Colours of the Earth

All Kinds Of People

Something Else

But Martin! June Counsel—
(not in box)

Extension ideas:

- Refer to activity 2.2 in Making Sense of Diversity in Early Years for more ideas.
- 'We're the same, we're different' activity in First Steps to Rights—UNICEF
(not in the box)



WHAT IS A HOME?

Display and Talk

Resources:

- Photographs of different kinds of homes & poster from CDEC
- Pictures and photographs brought in by children
- Homes - Around the World series



Activity idea:

- You can begin this activity by asking the children to think about what makes a home. Is it just a shelter or do you need other things in it to make it a home?
- Ask them to draw their own homes. Children could bring in photographs of their homes. Create a display. Talk about the similarities and differences between the homes of the children. Read **Homes –Around the World**
- Add the photographs and posters from CDEC to the display and ask the children to bring in pictures of different types of homes in the UK and another country. Using **Sustained Shared Thinking** encourage the children to think about:
 1. *the materials used to build homes and the reasons for using different materials.*
 2. *the climate, the environment and landscape.*
 3. *the features (windows, doors, chimneys, stilts, gardens) and their functions.*
 4. *who might live in it.*
 5. *is it a permanent or mobile home?*
- Revisit children's views on what makes a home and reflect on what they have learnt.

Suggested reading:

All kinds of homes
Come home with us

Extension ideas:

Building Shelters - Cooperation Box
What's in my home? - Growing up Global
Home Corners – To Begin at the Beginning



WHO'S VISITING US TODAY?

Display and Talk

Resources:

- Persona Doll
- Wake up, World!



Brief Introduction to Persona Dolls

- The doll has its own persona (background, family, likes, dislikes etc).
- It is kept separately from toys and is treated like a special visitor.
- You will need to do some background research to create a realistic persona for the doll.
- Keep a record to ensure consistency.
- The doll speaks via the practitioner, answering the children's questions or asking questions of the children.

[Taken from *Making Sense of Diversity in Early Years—CDEC*]

Activity idea:

- Create a persona based on someone (for example, 'Simon') who lives locally. You could look at photographs and talk about the place where Simon lives, his home, his family, his school, where he plays, shops etc
- Simon could have a friend or family member (for example, a cousin) who lives in another country. You could then look at all the same areas as above and explore similarities/differences and any experiences that impact on their daily lives.

Suggested reading:

Dolls Defying Discrimination

The Little Book of Persona Dolls

Creative Footsteps to Inclusive Education in the Early Years - DDE - (not included in the box)



Sustained Shared Thinking

Sustained shared thinking has been defined as

“ an episode in which two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend narrative etc. Both parties must contribute to the thinking and it must develop and extend”.

Iram Siraj- Blatchford et al (2002) Researching Effective Pedagogy in the Early Years (REPEY) DfES.



Sustaining & developing thinking and extending contributions

- Offering children information on the topic and encouraging them to add their ideas
- Inviting children to elaborate on their contributions
- Using reflective statements during discussions to encourage children to explore the topic further
- Short silences and increased waiting time before asking the next question
- Sharing your own experience and giving children time to respond
- Clarifying ideas to ensure everyone has understood what other children are saying, and to encourage others to add their viewpoints

From the study: “The Effective Provision of Pre-School Education (EPPE) Project: Final Report” by De Silva et al (“2004)



Using postcards, posters & photographs

You can use images from home and overseas to develop understanding, awareness and appreciation of the world around. Here are some suggestions to extend children's ideas and encourage dialogue.

1. **CROPPED IMAGES:** - Place a partially covered image on the table. Invite children to share their thoughts on what they can see. Gradually reveal sections of the picture and extend and develop their thinking through questions and statements. *(From Making Sense of Diversity in Early Years-CDEC)*
2. **INDIA or UK?** - Lay 10 photographs, five from the UK and five from a different country, say India. Avoid stereotyping by using a selection which portrays both rural/urban places in both countries. Number the photographs for easy identification. Provide two pieces of paper marked with the name of the respective countries. Ask the children to help you sort out your 'muddled' photographs. Ask them to agree which photograph goes under each heading. Put aside ones on which they can't decide on as a group. Invite comments and statements and question their decisions to develop a dialogue.
(From How do we know it's working? - RISC)
3. **A ONE MINUTE STORY**— Provide a selection of photographs and ask the children to vote for their favourite photograph. Select the photograph with the most votes and display it in the centre of a large sheet of paper. Working in groups, a member of staff could jot their thoughts and comments around the photo. Then invite the children to make up and share a quick story about the photo with everyone. *(From Making it Real– DEC Birmingham)*
4. **WHICH ONE IS MISSING?** - See page 11 of Growing Marigolds-WEDG (Included in the box)
5. **WHICH ONE SHALL I BE IN?** - See page 21 of Growing Marigolds-WEDG (Included in the box)

SEE NEXT SHEET FOR QUESTIONS/ STATEMENTS TO EXTEND THINKING



Thinking through postcards, posters & photographs

Using questions & statements

- What would you say to....?
- Who would you choose to be your friend?
- I wonder why you think that?
- What do you mean?
- How is this similar/different to where you live?
- How do you feel about this place?
- How do you think they feel?
- Which people look happy/sad?
- I wonder what they are doing?
- I wonder where they are going?
- What would like to say to....?
- What would you like to ask....?
- Can you imagine yourself in this place? What would you hear, smell, see or taste?
- I think I would like to live here because.....(stating personal preference)
- Let's see what is happening in this picture....
- I really want to know more about this...(in response to what a child has just said)
- So you think that....
- I would like to know what is just outside the picture.....
- Oh! What a wonderful.....display of fruit/dress/hat/tower/car/tree etc



Linking 'Same & Different' to what you already do...

Here are some activities that you probably do that link to the themes in Same & Different:

