

Early Years | Year Reception +

Diversity Role Models Early Years Pack

Lessons & Resources



About This Pack

About this Pack:

This guide is designed for Early Years settings, with a primary focus on Reception age children. However, the activities can be adapted to Nursery settings using the suggestions marked.

Planning your lesson(s)

The content is designed to be taught in a flexible way to suit your Early Years environment. Choose to deliver over a period of lessons, incorporate into continuous provision activities or embed into your standard weekly timetable as part of your PSHE and RSE input.

The lesson and activities link to the [storybook 'Mixed' by Arree Chung](#). We have a video discussing the book available to support the learning in this pack. The video to accompany this resource can be found [here](#).

Resources

We have also included a range of accompanying resources to help support your teaching on the protected characteristics. Some can be used as part of classroom activities, others can be used as part of displays or to support planning and pedagogy.

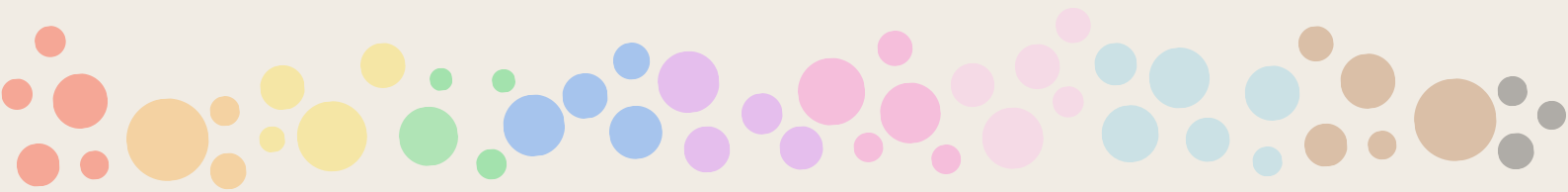
Olivia and Jac Read Along

[Jac and Olivia discuss the story 'Mixed' by Auree Chung](#). They ask each other questions about the story, discussing the characters and key points, making links this to their own lives and experiences.

Themes covered: Different Families, Different Characteristics, Friendships, Inclusivity, Marriage



[▶ Watch Here](#)



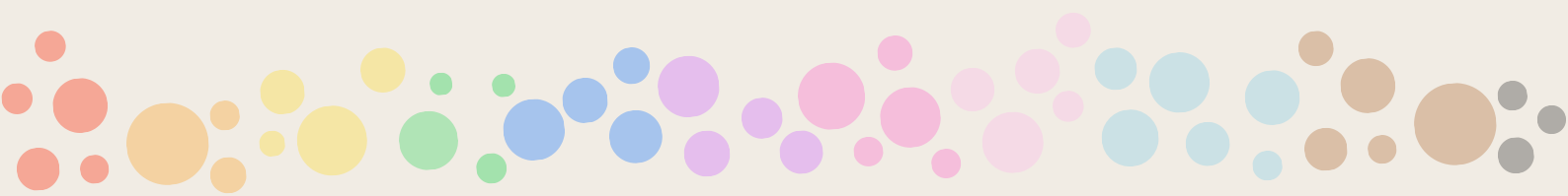
Protected Characteristics

The Protected Characteristics are outlined in The Equality Act 2010 which defines 9 protected characteristics that are safeguarded against discrimination.

The nine protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Schools have a legal obligation to promote equality of opportunity, eliminate discrimination and foster good relations between people with these characteristics.

In this section of the guide you can find ways to incorporate the teaching of the protected characteristics into your Early Years Environment.



Protected Characteristics

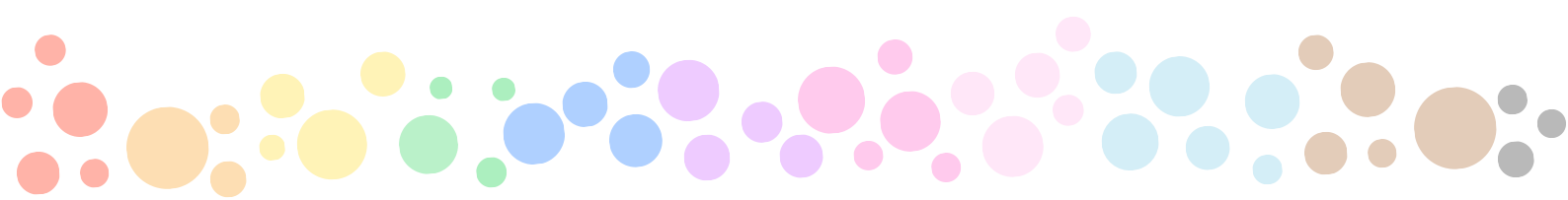
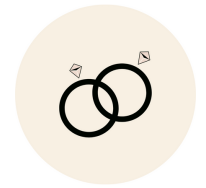
How can I teach about LGBTQ+ identities in Early Years?

Using stories like 'Mixed' can be a really good starting point. It focuses on accepting and celebrating difference. You can use this as an opportunity to talk about differences we can see (hair colour, height, skin colour etc) and differences we can't see (our favourite colour, who we live with, disabilities).

When talking about diverse families LGBTQ+ identities can be brought in in an age-appropriate way. For example: 'Now let's look at who people live with! Some people have a Mum and a Dad who look after them, some people have just a Dad or just a Mum! Other families might have two Mums or two Dads or Grandparents that look after them. Some people might live with somebody who they're not related to, but they look after them and make sure they're okay.' We recommend the book 'And Tango Makes Three' for introducing the idea of same-sex parents.

The language we use to talk about people who are part of the LGBTQ+ community can look a little different in these age groups. Rather than using words like gay or lesbian to describe people's identities, you could say 'a family with two mums/dads who love each other'.

The Role Model stories that Diversity Role Models have created have some that can be used and adapted for younger age groups.



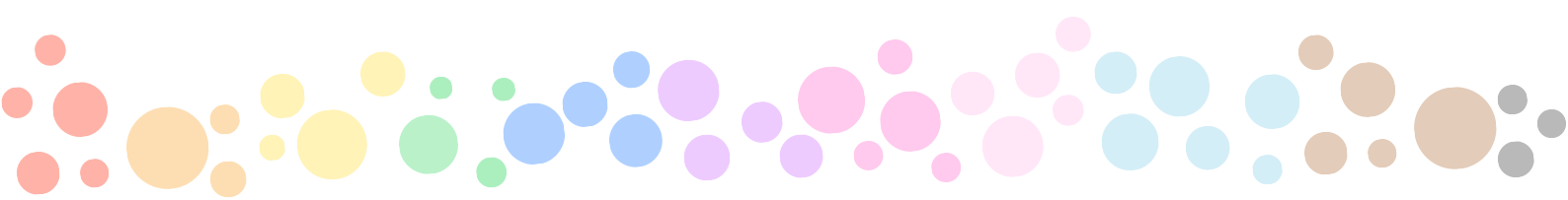
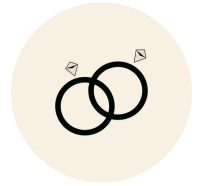
Protected Characteristics

How can I teach about other characteristics such as disability and race in Early Years?

Again, the story 'Mixed' can be used as a starting point for any diversity topics and discussions.

One recommendation for bringing conversations around disability/race into the classroom is to 'usualise' it. Usualising is the concept of getting children used to difference rather than teaching explicitly about it. For example, think about the storybooks you share with the children, do they have children with disabilities featured as characters? Do these storybooks have characters from a range of religions or different races? If so, how are these characters portrayed?

By increasing the positive representation of people with different protected characteristics in the stories that we read with children, it can help to shape more positive attitudes and build empathy and acceptance of difference.



About The Lesson

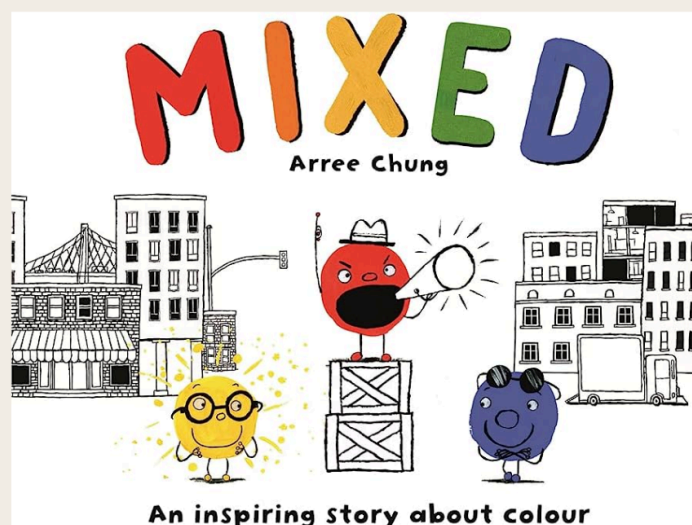
Lesson Objectives:

- Children can recognise and appreciate that there are differences within the class and are encouraged to celebrate this
- Children will consider what makes them and others special/unique and name at least 1 thing that makes them unique
- Children will recall at least 1 reason why it is important everybody is treated fairly

Mixed by Arree Chung

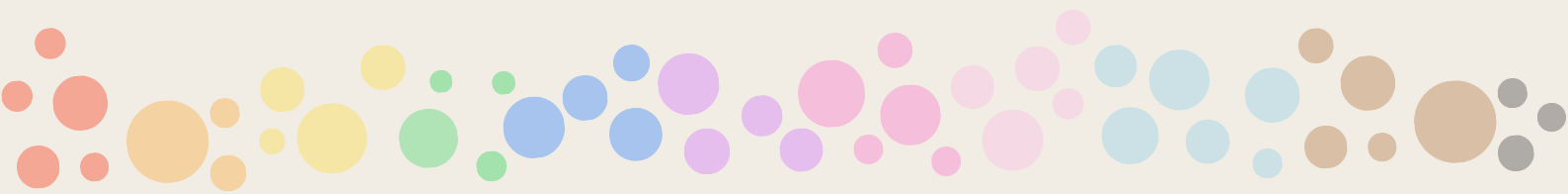
All activities in the first section of this pack use this [story](#) as a hook and reference point.

Introduce the front cover of the story - ask the children what they think it might be about. Read the story, pausing throughout to ask questions (see 'Book Comprehension Questions' for ideas).



Book Comprehension Questions

- How do you think the characters feel at the start of the story? The middle? The end?
- How would you feel if you weren't allowed to be friends with someone because they looked different to you?
- What made each of the colours different to each other?
- If you lived in this town, how would you have acted?
- Who were the main characters in the story? Can you describe them?
- What happened when the primary colours (Red, Blue, and Yellow) mixed together?
- Which two characters fell in love even though they were different?
- How did the characters feel when they were all the same colour? How about when they were mixed?
- Why do you think the characters wanted to be all the same colour?
- What did you learn about colours from the story?
- Have you ever mixed colours together to create new colours? What colours did you mix, and what did you make?
- If you were one of the characters in the book, what colour would you want to be, and why?
- Why did the town tear down the walls at the end of the story?
- What do you think the author wanted us to learn from the story?
- How do you feel when you see lots of different colours together, like a rainbow?
- What other things can you think of that mix together to create something new?
- Do you think everyone should be the same? Why or why not?
- What was your favorite part of the story, and why?

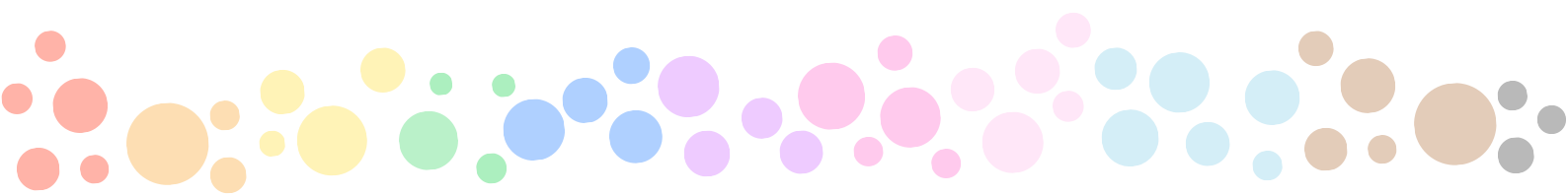


Early Learning Goals (ELG's)

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 		

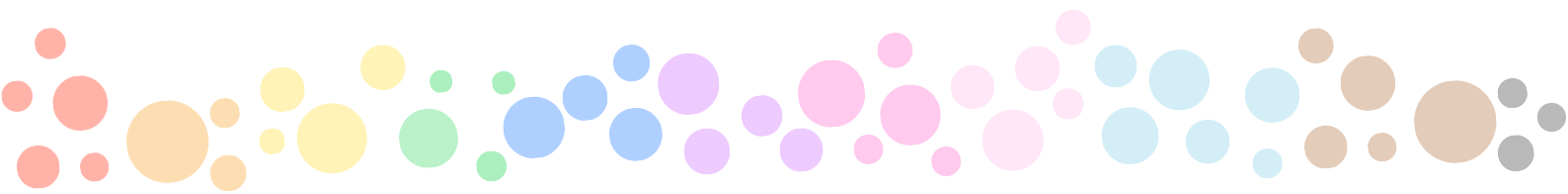
Continuous Provision

Literacy	Mathematics
<ul style="list-style-type: none"> • Can children share their favourite part of the story and why? • Can they retell the story or predict what will happen next? • Children can write/draw about an inclusive city – can they explain it? (links to C&L) • Discuss vocabulary from the story to ensure all understood words like 'diverse', 'difference', 'unique' etc. • Read other books about diversity and discuss the pictures/stories/characters. • Create your own colour dot linked to something different about you - what would you name your colour and how does it show who you are? 	<ul style="list-style-type: none"> • Challenge children to construct a town that is inclusive for all using blocks. Discuss the concept of 'sharing' introduce things 'being fair/unfair'. • Using the blue, red and yellow characters from the books share out "sweets" to each character, but don't do it equally. Explain the reason you've given 'red' more is because you like red the best so that's fair – discuss and ask children to make sure things are fair – include conversation on why its important to treat everyone equally. • Find out more about your classmates! Create a simple questionnaire that celebrates difference e.g. Children's favourite hobby; who wears glasses; how many siblings/grownups live in their home; the different religions represented in the class; their favourite food; does anyone speak another language etc. and record using a simple tally or other pictorial graph.



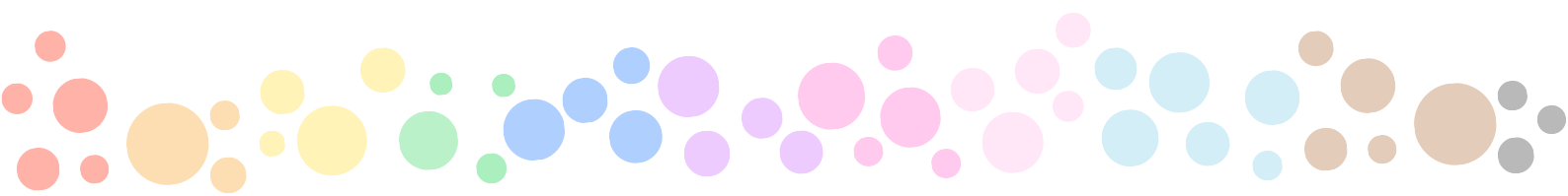
Continuous Provision

Communication and Language	Personal, Social, and Emotional Development	Physical Development
<ul style="list-style-type: none"> • Children answer questions on their favourite colour and share why they like it – expand by asking what other things we like and ask questions about whether it’s a good/bad thing if we all like different things • Watch our video discussing the book and answer the questions. • Link to inclusive town activities (Lit/UtW) ask them questions like: Is this accessible for people that use wheelchairs/have a disability? Can old people use this as well as young? How are you celebrating difference in your town? • Role-Play: Act out scenes from the book using props or costumes. Assign each child a character or color, and encourage them to engage in role-play based on the events in the story. • Learn about different ways of communicating, whether this be through another verbal language or British Sign Language. Research some key words in Sign Language and learn them as a class. 	<ul style="list-style-type: none"> • Looking at the page where yellow meets blue for the first time – discuss with the children how they feel when they’re around their friends. • How would you feel if you got told you couldn’t play with other children based on how they look: what if children who have blonde hair have to play together etc. – then discuss the importance of not treating people differently based on their race/religion/gender. • Create (or add to) a class charter and make sure celebrating difference is incorporated. • During circle time ask the children to share their family backgrounds, cultural traditions, or personal stories. Encourage respect for each other’s differences 	<ul style="list-style-type: none"> • Using big blocks/chalk ask the children to design their own inclusive city in their outside area - what do they need to include, how can everyone join in? • Make a large circle with all the children holding hands. Play some music, and encourage them to walk or dance around the circle. Whenever the music stops, they let go of hands and give a high-five or a hug to the nearest friend. They then share something they love about that person. • Using different coloured playdoh, can children make their own characters from the story and explain what makes them different. • Linking to the theme of acceptance and friendship in the book, children can make friendship bracelets for the other children. When giving their bracelet to a friend, ask the children to share something that is special about their friend.



Continuous Provision

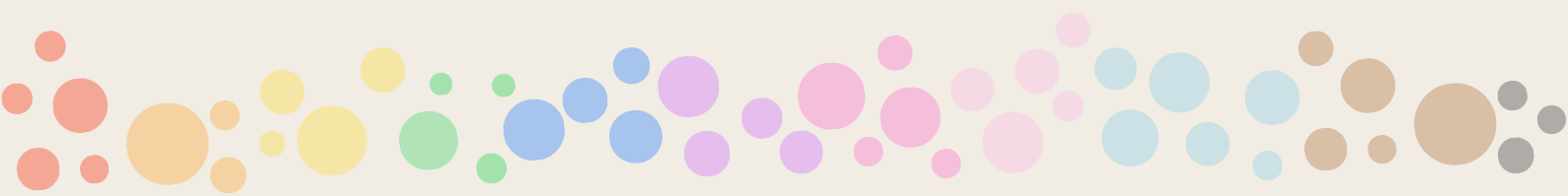
Expressive Art and Design	Understanding the World
<ul style="list-style-type: none"> • Children to create their own images using multicolored dots. Introduce the artist Yayoi Kusama and learn about her story. Can the children use their coloured dots to make a picture of who lives in their home? Or a special occasion they like to celebrate? • Can they design their own coloured character like in the story - what makes their character special? What values do they have? • Experiment with colour mixing - can you make the colours in the story? Set up the creative area but only provide the children with one colour. Is it as fun when everything is the same? What can they create with one colour? What can they create with a range of colours? Which do they prefer and why? • Create collages that represent their own unique stories. Provide magazines, colored paper, scissors, and glue. Encourage them to cut out images, words, or colors that reflect their backgrounds, families, interests, and feelings. • Have children create self-portraits that celebrate themselves - ensure you provide all of the colours your children might need. 	<ul style="list-style-type: none"> • Children to build their own town out of LEGO bricks/blocks, separated by colour, like at the start of the story. Encourage them to rebuild the town like in the story to ensure everyone is equal. • Can they create their own diverse city like in the story? What makes it diverse? Do they see any similarities/differences between their diverse city and their school/where they live? • Set up a sensory table with materials of different colors, textures, and shapes. Encourage children to explore and discuss the differences they observe. Use this opportunity to explain that just like the materials, people come in all shapes and sizes, and it's what makes our world beautiful. • Using the colours in the book as inspiration explore different foods from around the world and how they are significant in different cultures - have they tried any of the dishes at home or in school? • Have children create collages or posters showing themselves and their families. Make sure children represent their home, their families and any other things that make up their identity.





Resources

- Mixed Vocabulary Cards
- Examples of other children's Mixed characters
- Make your own 'Mixed' character template worksheet
- Role Play Masks (including teacher instructions and child instructions)



mixed

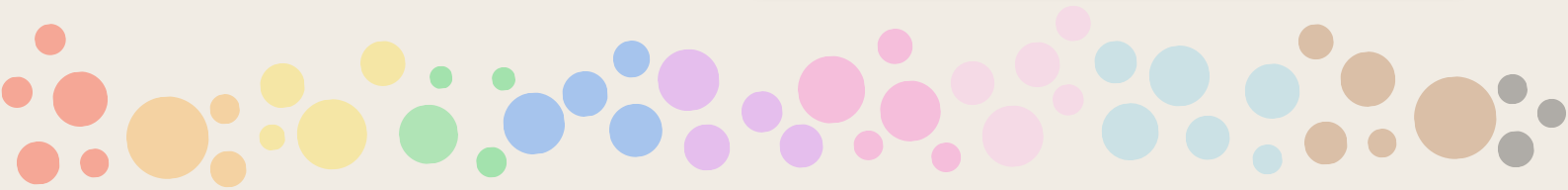
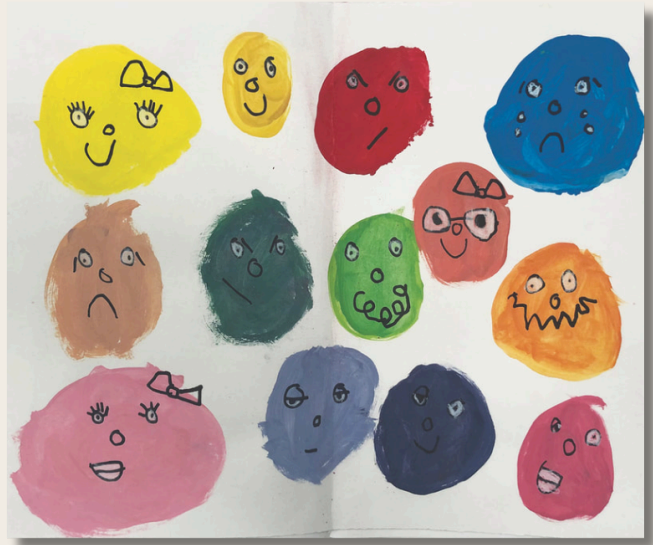
unique

colour

same

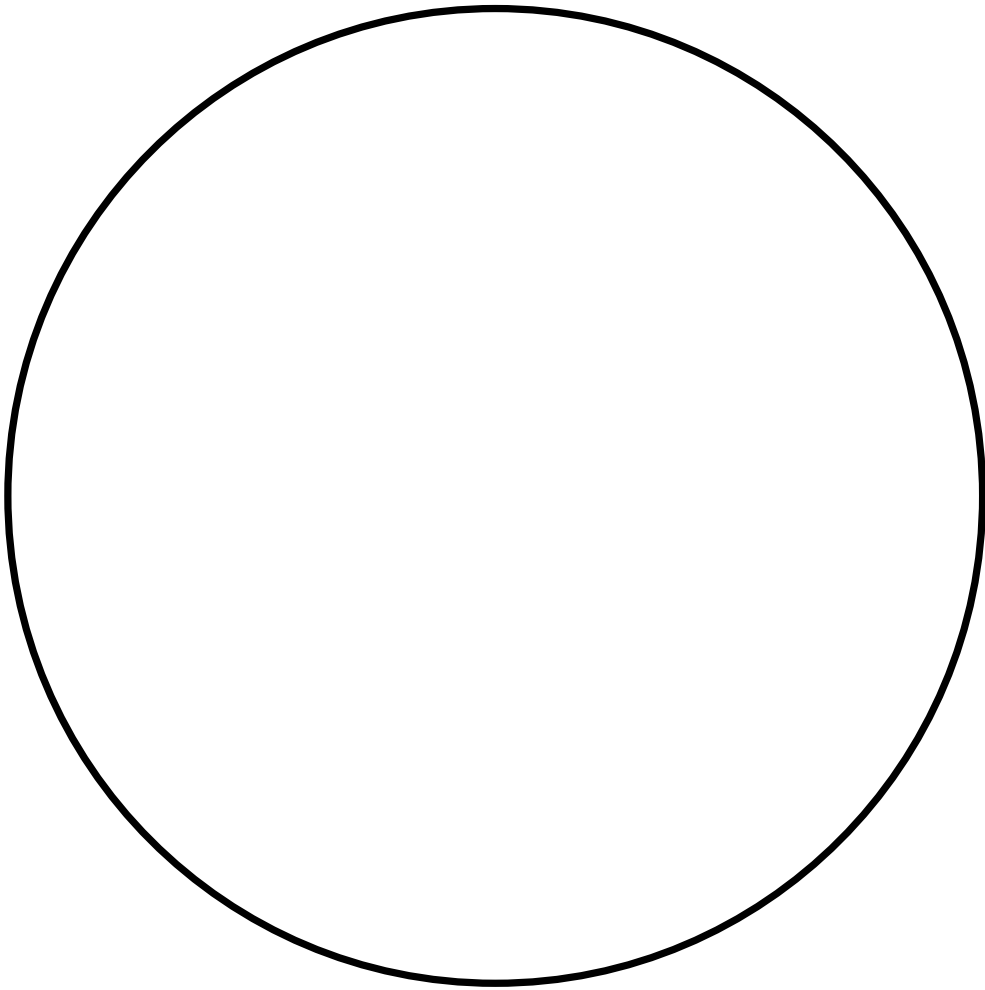
celebrate

Examples of other children's 'Mixed' characters



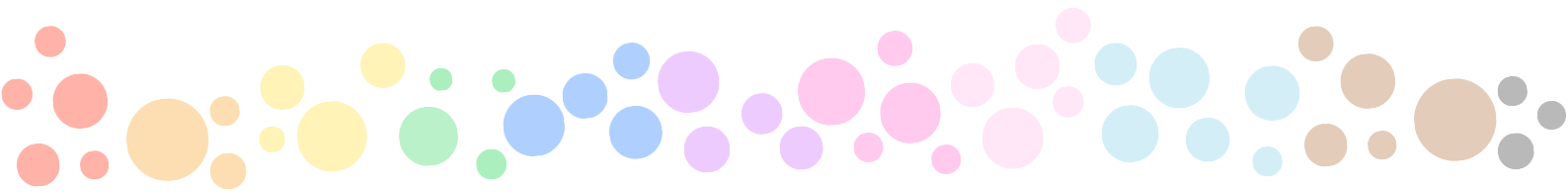


Make your Own 'Mixed' Character

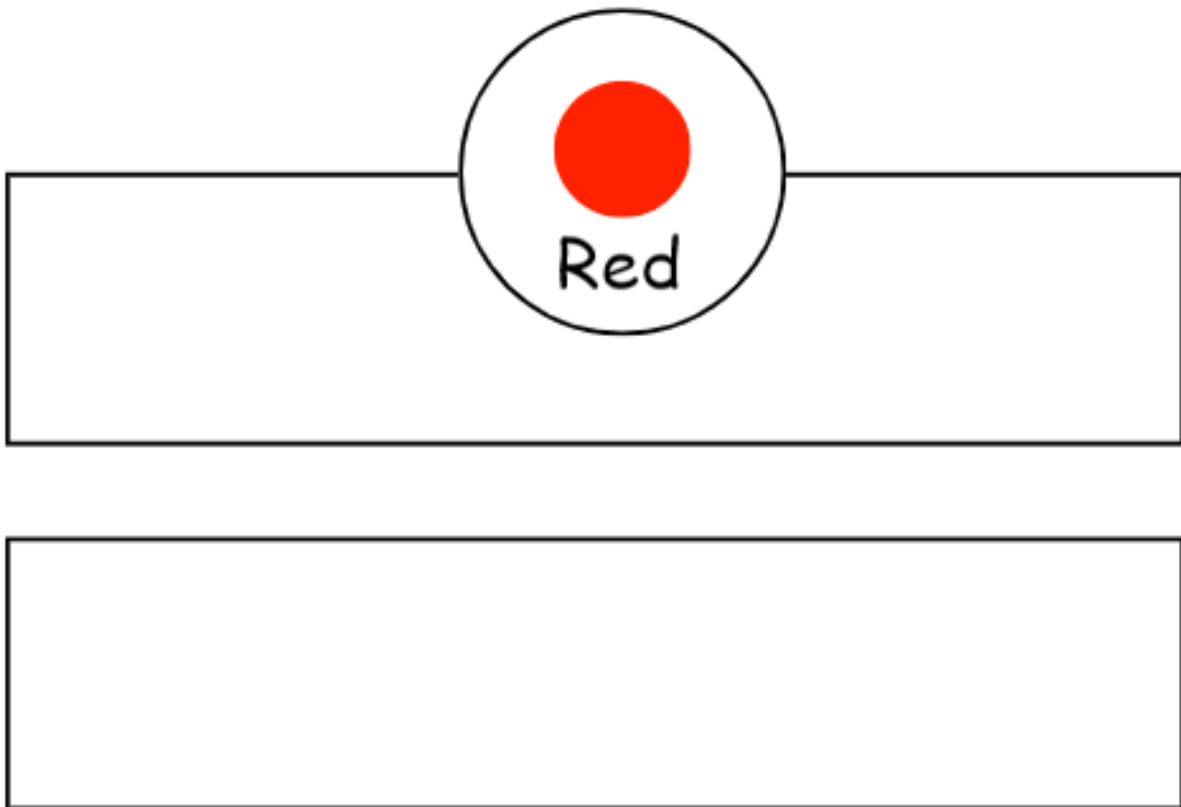


My 'Mixed' Character is called _____

What makes them different is _____



Role Play Masks

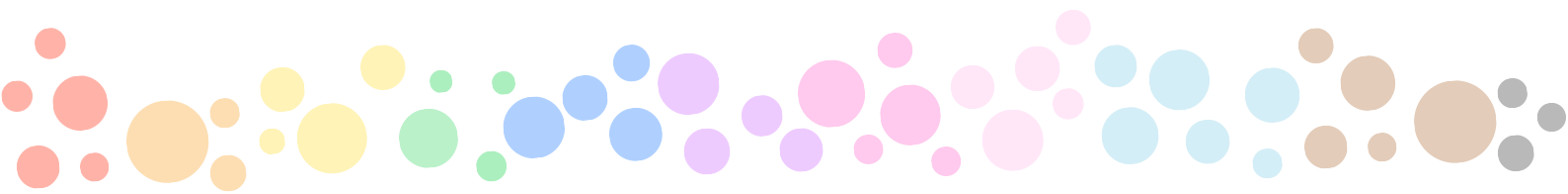


Step 1. Children colour and decorate the two bands using the colour or 'Mixed' colour of their choosing. We have included a blank set for the children to create their own unique 'Mixed' colour dot

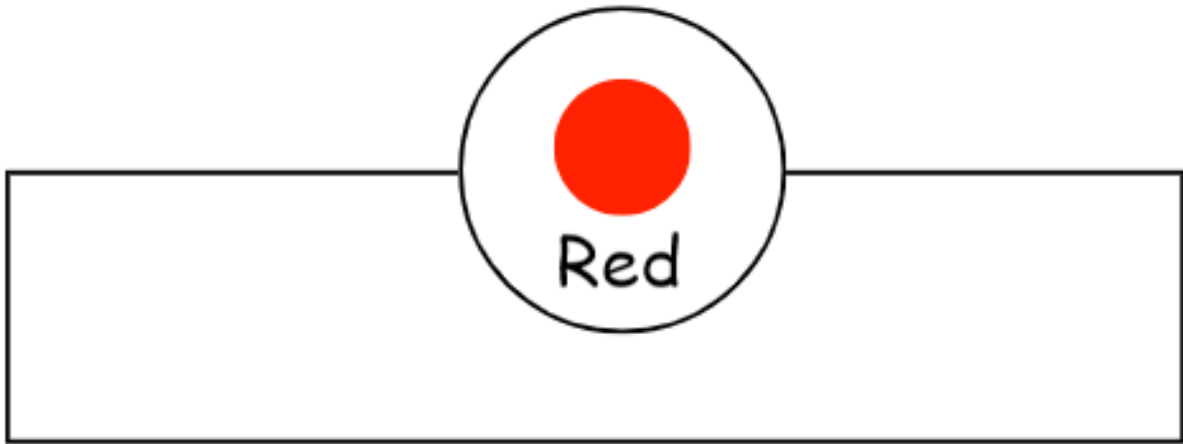
Step 2. Children can then cut out the two bands, with adult supervision and guidance

Step 3. Using sellotape or glue, stick the two bands together

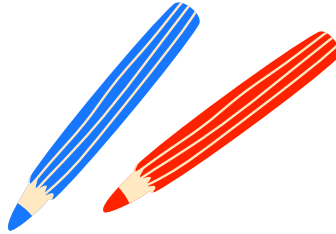
Step 4. Use the masks in role-play to retell the story or make up their own 'Mixed' story celebrating what makes them unique



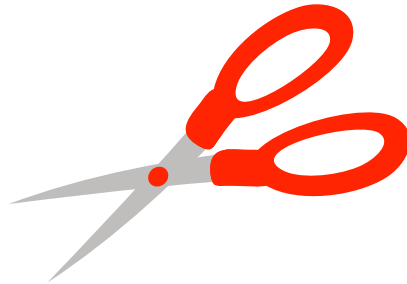
Role Play Masks



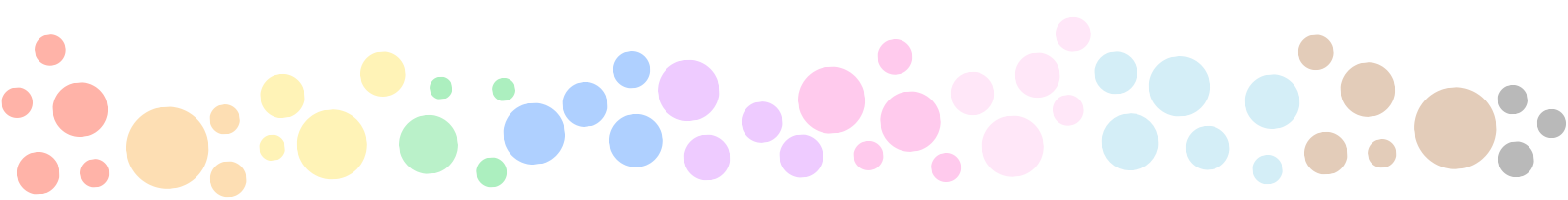
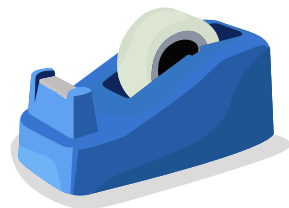
1. Colour your mask

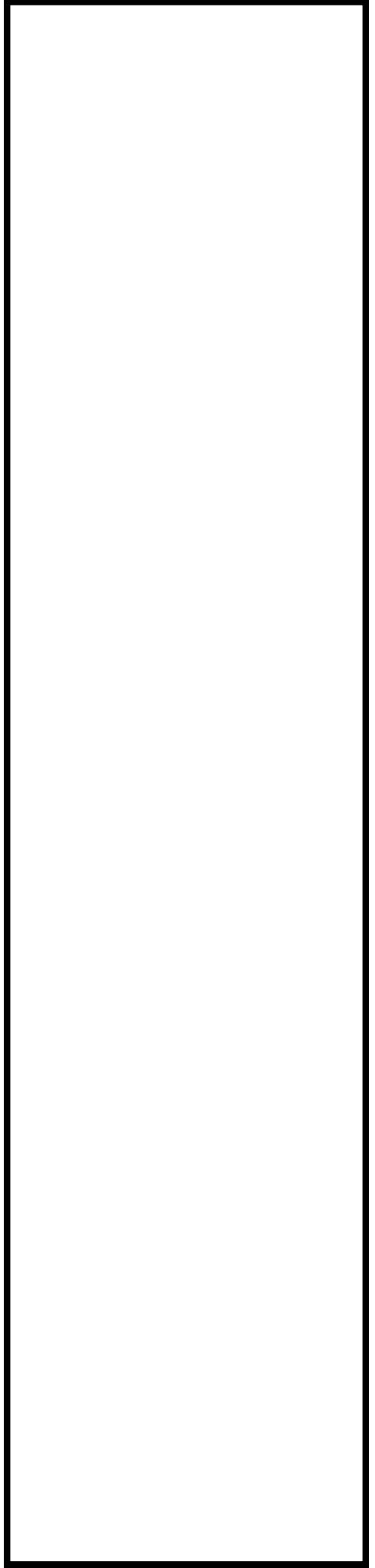
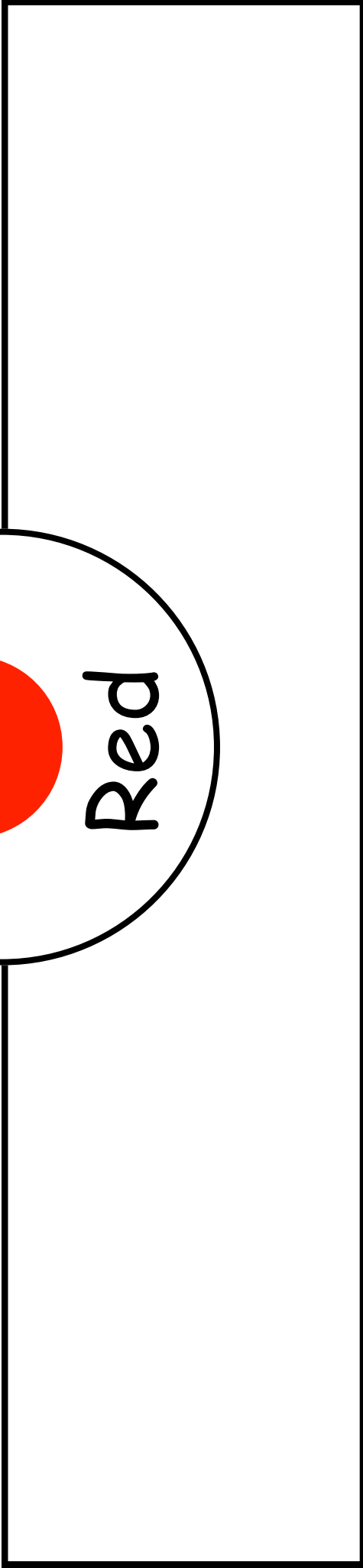
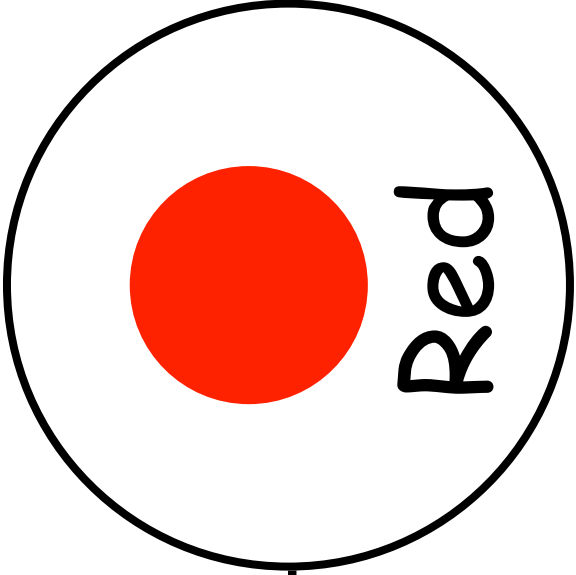


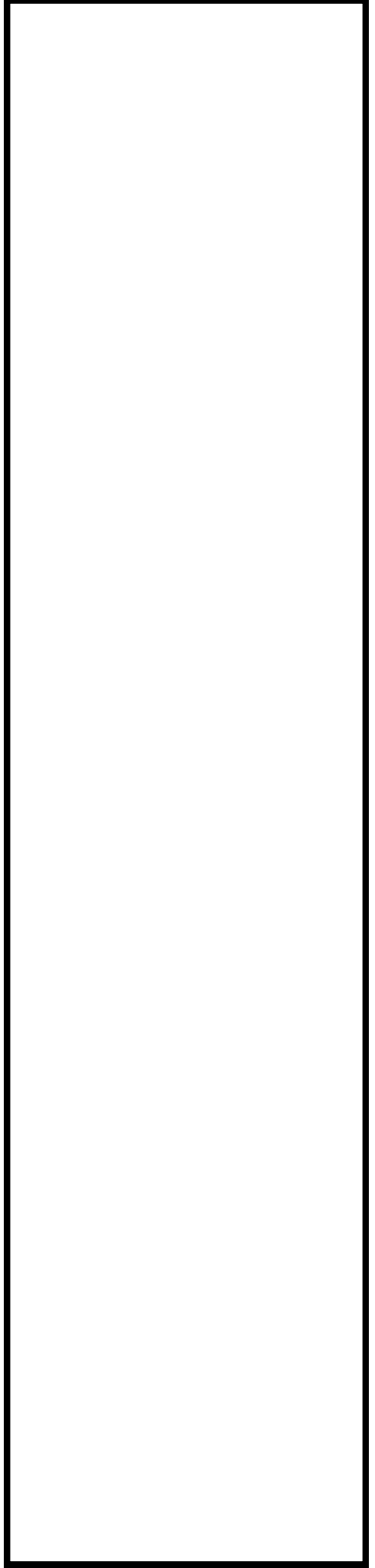
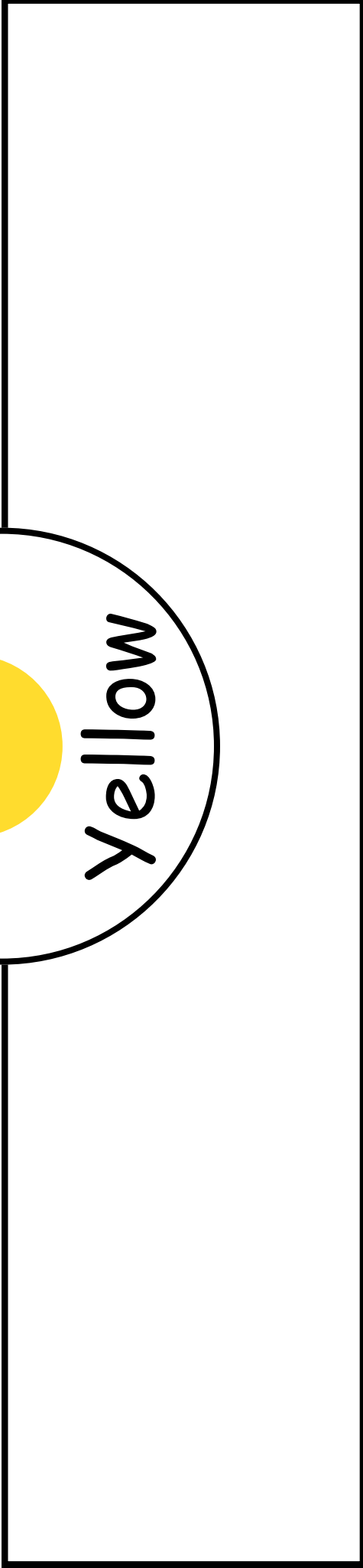
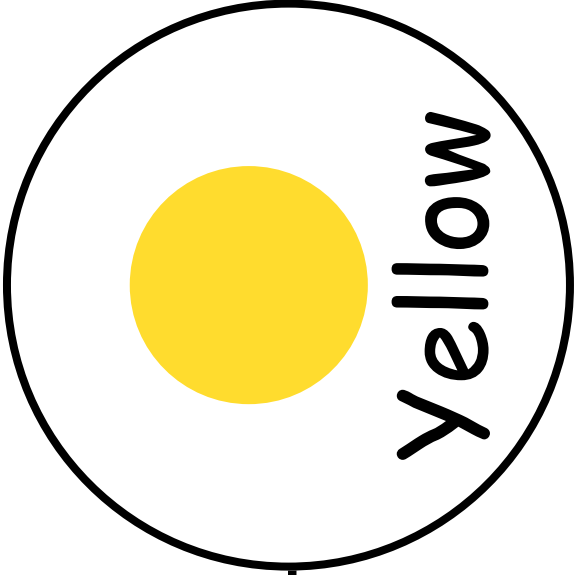
2. Cut out your mask

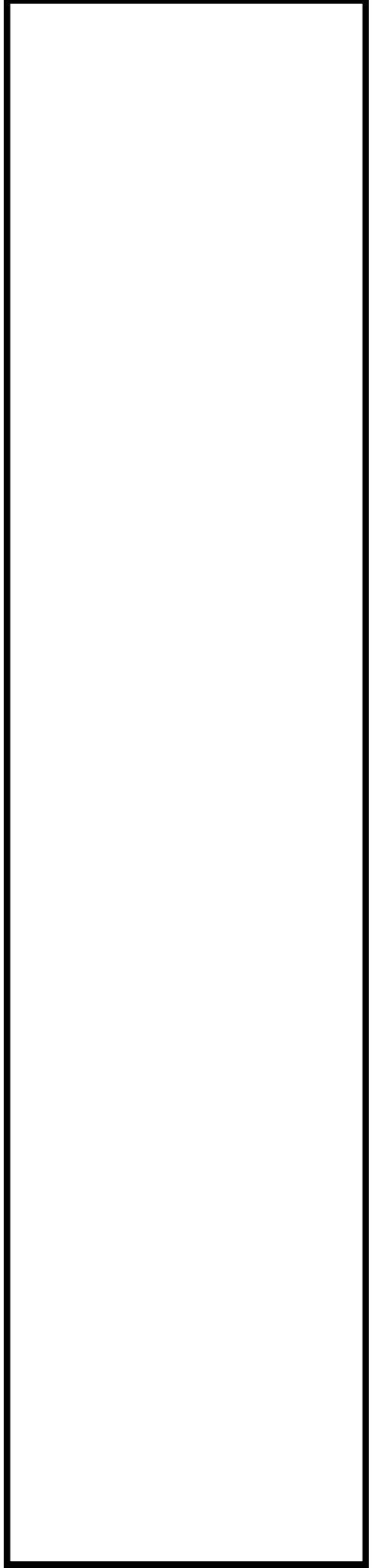
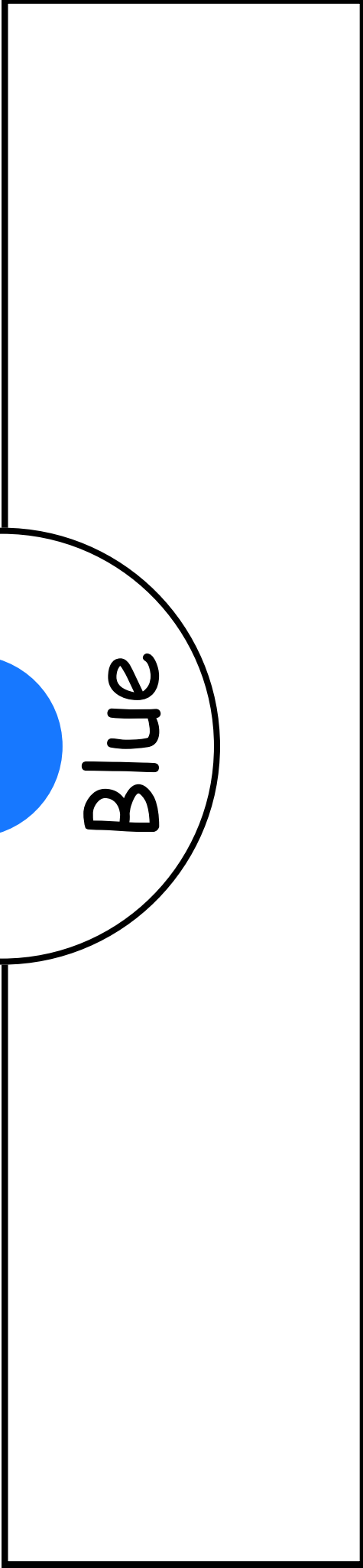
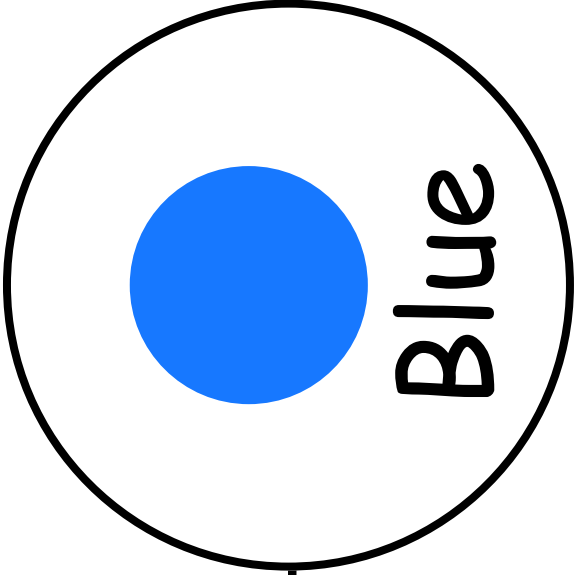


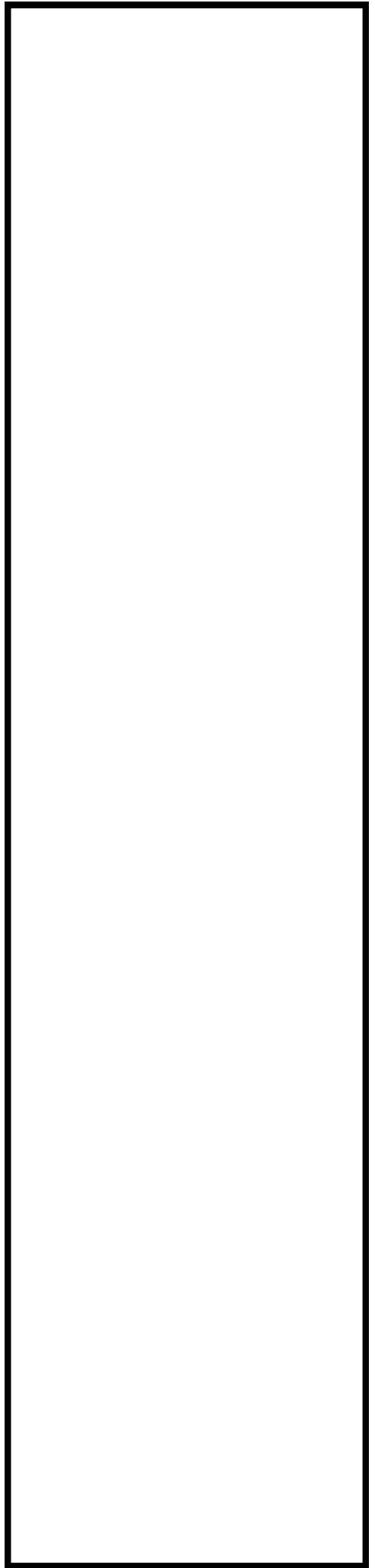
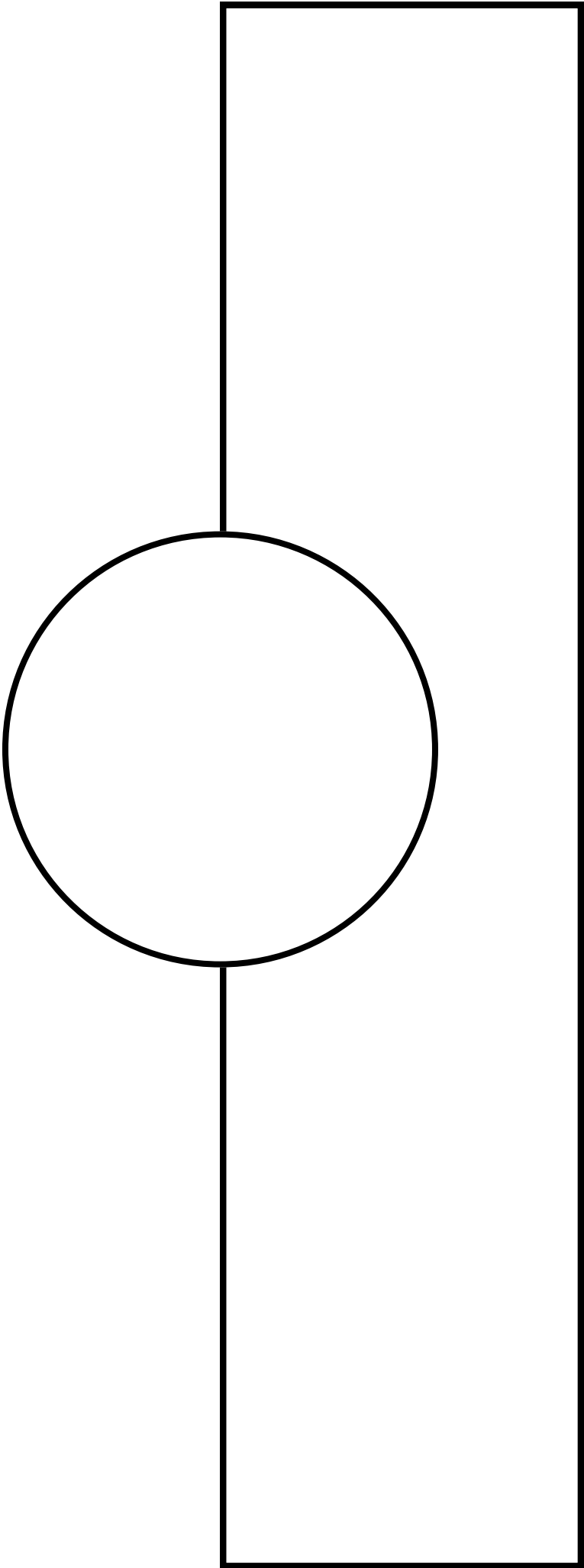
3. Stick the 2 strips together













Contact Details


Get in touch

 [Contact us via our website](#)

 Contact us via email at: education@diversityrolemodels.org


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